

Leonard Middle School
School Board Report

October 20, 2021

The Story of a Positive COVID Case

We have had several positive cases identified at LMS this year. Where we could identify for sure, our cases came in from families and the community and were not spread at LMS. Three of the six cases were identified through pooled testing.

When a positive case is identified, this is the procedure we have developed and follow:

- 1) If the positive is identified through pooled testing, Nurse Vanessa tests each student individually to identify the positive case.
- 2) Nurse Vanessa places student identified positive in isolation, pulls and tests siblings in any of our buildings, and calls home to inform the family and ask them to pick up the student. She informs them of quarantine and isolation guidelines. She consults with other nurses and the CDC, as necessary.
- 3) Shane takes over all administrative duties. All non-urgent meetings are rescheduled and participants notified. All non-urgent work is put on hold.
- 4) Gert closes her door and finds the student's schedule for the past 1, 2, or 3 days. She then goes to each of those teachers to get a copy seating charts. With those seating charts--including homeroom, core classes, UAs, and lunch—she makes a list of any students or teachers

5) If the identified student is an athlete, Gert or Nurse Vanessa contact AD Dana Maxim to get a team roster. Dana contacts the coach to identify who on our team had direct contact or close contact.

If there was an interscholastic competition within the 1, 2, or 3 days, we call the other school(s) to notify them of the positive case.

6) Gert makes a list of all of the close contacts at LMS from 4) and 5)

7) Nurse Vanessa looks through and color codes the list for students/teachers who are vaccinated and/or pooled tested, or have had a positive case of COVID in the last 90 days. Any other students/teachers have to go into quarantine.

8) Nurse Vanessa and Shane call all of the families on the quarantine list, while Gert prepares and sends an email for close contacts who do not have to quarantine. Nurse Vanessa sends a follow-up letter for students on quarantine. Gert sends an email to the rest of the school community, informing them of the positive COVID case.

9) Nurse Vanessa files the following reports:
> CDC positive case report
> DOE close contact report
> Enter rapid tests into CDC Red Cap reporting system
> Update LMS (confidential) quarantine list so they can access remote support

With 1 student, this process takes about 5 hours. Before vaccination and pooled testing, it took 10-12 hours.

Is all of this work worth it? YES! These are the numbers from our latest case:

1 student identified positive through pooled testing

46 close contacts

2 students positive in past 90 days

11 students vaccinated

21 students in pooled testing

12 students quarantined

Literacy Consultants

After reviewing 3 proposals for year-long work to improve literacy teaching and learning at LMS, we chose the following well-respected literacy experts. They are both professors at the University of Maine.

Susan Bennett-Armistead

Associate professor of literacy at the University of Maine College of Education and Human Development. She served for five years as the Correll Professor of Early Literacy, which included an \$80,000 award for research and promotion of early literacy initiatives over five years. Bennett-Armistead's research interests include language and literacy acquisition in young children, the role of literacy instruction in Pre-K and kindergarten settings, relationships between family literacy volunteers and their literacy learners, and longitudinal analysis of teacher induction through professional development schools.

William "Dee" Nichols

Professor of literacy education and former Dean of the College of Education and Human Development at the University of Maine. Prior to his arrival at UMaine, Dr. Nichols served as director of the School of

Teaching and Learning at Western Carolina University and chair of the Special Interest Group of Balanced Literacy for the International Reading Association. Dr. Nichols also has been a faculty member at Cumberland College, the University of North Carolina at Charlotte and Virginia Tech University. He teaches undergraduate and graduate courses in the areas of literacy development, literacy teaching methods and strategies, reading diagnosis, and young adult literature. His research interests include fluency development, vocabulary instruction, and reading comprehension with particular interest in professional development in these areas. He is also interested in the early stages of reading development and helping all learners develop a solid foundation in literacy. Dr. Nichols received the outstanding alumni award from the College of Education and Human Development at Texas A&M University in 2013. He was awarded the Dean's Research and Creative Achievement Award by UMaine's College of Education and Human Development for the 2016-17 school year.

They will work with our ELA teachers to build a collaborative, research-based vision of literacy instruction and learning. They will then support all of our teachers to understand and grow toward that vision.

Coyote U

Our Coyote U will be starting again soon. Our offerings include games in the gym, creative writing, basket making, role playing, Lego robotics, and work support. We will likely start the first week of November. It will run each morning, 7:40 – 8:20, and all students have the option to sign up. We cannot offer bus transportation at this time, but will work on that option.

Band

Our bands will start the week of October 25. With the required spacing, we can't fit most of our bands in the music room all at once. Therefore, Mrs. Priest has split them into 2 equal cohorts that will rehearse on opposite weeks. We will be offering the following bands; concert, symphonic, 6th grade, and jazz.

Testing

We have been administering our required state testing, the NWEAs, all this month— one grade at a time. Students are required to take reading, language usage, and mathematics.

Quarantines have made it a challenge to test all students in person, but that is our goal. We have until October 29 to complete all testing.

...and Surveys

MIYHS

Students in Grades 6-8 will take the Maine Integrated Youth Health Survey. This takes about an hour and asks questions about school and personal health and well-being. Individual results are anonymous, but we do receive results for the grade level and school. The results help us plan to support students, and also open the opportunities to receive grants to finance some of the plans. This survey will be given on October 21 during homeroom in the morning.

HSA

The Holsitic Self-Assessment is also coming up soon. It takes about 15 minutes, and gives us extensive information on how students feel about their own connections to school and engagement in learning. We get individual profiles, and can break down

results in many ways. It gives us insights into our children, and our school.

We use this data in conjunction with BARR (Building Assets, Reducing Risks) to support each child in academic success and personal well-being.

I've attached a flyer on the HSA that has more specific information.

October 8 Professional Development

Our teacher day on October 8 was a much needed day of collaborating with colleagues. It included a staff potluck breakfast, MIYHS training, Restorative Justice training (beginning and advanced), team planning time, and content area meetings. Teachers reported it was a productive and much-appreciated day.

The Big Read

Our librarian, Alex Hinrichs, is at it again! She wrote grants and organized a month of activities around the book *All Thirteen: The Incredible Cave Rescue of the Thai Boys Soccer Team*. Every student receives their own copy of this Newbery Award book, and it culminates in a virtual visit with the author in November. I highly recommend it!

