



**Superintendent's
End of Year Evaluation
SY2021-2022**

**Reflection,
Key Highlights
& Supporting
Evidence**



Memorandum

To: Honorable Mayor Sokhary Chau and Members of the Lowell School Committee
From: Dr. Joel D. Boyd, Superintendent of Schools
Date: July 1, 2022
RE: SY2021-2022 End of Year Reflection

Over the course of the past three years, we have worked together as a School Committee-Superintendent team through one of the most difficult periods for public education in our nation's history. A lot has occurred in LPS since I began as superintendent, and this evaluation process provides us with the opportunity to collectively reflect on all that we have accomplished together with our students, families and broader community. This binder has been organized to provide the Committee with a small sample of supporting documents that are aligned with each standard of the superintendent evaluation framework.

An evaluation of a chief executive is inherently an evaluation of the organization as a whole, and I am proud to report that despite the long list of challenges school districts across the country continue to encounter due to the global upheaval caused by COVID-19, LPS has maintained a trajectory toward long-term improvement. Overall, **we met or exceeded every goal and target we established at the beginning of the year.** And the currently available data continues to show important progress across all aspects of our district when compared to the pre-COVID baseline, including significant improvements in academics, operations and community engagement.

A snapshot of selected organizational accomplishments over the past three years is attached, highlighting just a few of the important achievements of our students, staff and families through this historic period for our schools.

Despite the extraordinary organizational progress that we have made so far, we still have a long way to go. As we closed out the 2020-2021 academic year with increased access to in-person learning, we were all hopeful that we were moving toward a greater sense of normalcy heading into 2021-2022. However, we quickly realized that was not going to be the case as the pandemic continued to have a measurable impact on our district's core operations, from staffing shortages to delays in the supply chain to increased requirements for behavioral and mental health support among our students to community debates over mask requirements and state-level policies pertaining to remote learning. This past year required us to once again adapt our school settings to meet the challenges presented by the surrounding environment – and every step of the way, our teachers, support staff, administrators and partners rose to the occasion to ensure that our students and families continued to receive the high quality educational opportunities that they deserve.

The evidence shows that LPS is on the right track, but it remains imperative that we recognize our work is far from complete. The full effects of the disruption to learning that our students and families experienced cannot yet be fully quantified, and those gaps in learning come on top of the opportunity gaps that our racially, linguistically and economically diverse populations have historically experienced. **As we move forward into the 2022-2023 academic year, we must continue to proceed with the sense of urgency that our families expect and deserve.**

Prior to the pandemic, we set a goal of becoming the highest performing urban district in the Commonwealth, and I remain confident that if we stay the course, we will all be celebrating LPS as a model school system for gateway cities in the not too distant future.

Attachments: SY2021-2022 Goals, Actions and Deliverables
LPS Selected Accomplishments 2019-2022

GOAL 1: Improve academics and student achievement at every school site	GOAL 2: Improve operational efficiency across the system	GOAL 3: Ensure that every school is safe and welcoming to every student and every family, every day	GOAL 4: Increase community engagement and empower families as partners in the educational process
Extended Learning Time Extend the school year and school day through expanded summer and after school programming, providing options for meaningful additional learning time for every student who is recommended for intervention and every student who requests enrichment at every school site in the District.	Data-Driven Decision-Making Establish school-level performance scorecards as part of the school-based <i>Quality Improvement Planning</i> process to monitor progress and target support for school improvement and further align school-based budgets and resource decisions with the strategic priorities and educational needs of each school.	Culturally and Linguistically Sustaining Practices Implement phase 1 of the District's multi-year, cross disciplinary CLSP plan that was developed in SY20/21, providing year-long, focused training to school-based leaders and supporting the development of measurable CLSP goals as part of each school's <i>Quality Improvement Plan</i> . Establish a framework for a school-level DEI credentialing process to identify model schools for dissemination of best practices across the system.	Communication and Outreach to Families of Linguistically Diverse Backgrounds Increase communication and information access for linguistically diverse families through expanded use of translation and interpretation tools and services at the school level across the District, including the tracking of school use of current tools as well as expanding use of additional tools and language-based parent networks and events
Differentiated Autonomy and Support Expand and improve the district's centralized service delivery and support model for schools through a fully articulated approach that builds from the successful implementation of the <i>Renaissance Network</i> to include additional professional learning networks of schools with defined operational and programmatic autonomies based on school improvement needs.	Diversity Recruitment and Hiring Assess any remaining systemic barriers in the hiring process at schools and departments through the development of a <i>Staffing Diversity Index</i> and hiring dashboard to support all hiring managers with relevant data in the hiring process and improve system-wide monitoring and support to further ensure a fair and just hiring process for all qualified candidates for all vacant positions within LPS	Social Emotional Learning Improve the comprehensive SEL curriculum and staff professional learning launched in SY2020-2021 through implementation of a student self-assessment tool in grades 9-12, deepening the implementation of the Second Step online curriculum, and strengthening the use and expansion of Restorative Justice protocols within middle schools.	Parent Leadership Institute Design a resource and implementation plan to leverage the learnings from the two-school, 2020-2021 parent institute pilot program to establish centrally-coordinated, school-based morning, evening and weekend workshops and learning events for parents, guardians and families of LPS students at all <i>Renaissance</i> schools.
Digital Learning Align the resources and staffing of the Department of Information Technology with prevailing industry standards to improve service delivery to students, teachers and support staff and more optimally support the infusion of new hardware and software across the District through the <i>LPS Digital Learning Plan</i> developed in SY20/21.	Fair Student Funding Increase school-based fiscal autonomy through Phase 3 of FSF, including a full analysis of the 67% 'unlocked' and 33% 'locked' services within the school-based budgeting process and development of an implementation timeline for further increasing the pool of unlocked resources along with any related infrastructure and/or policy adjustments.	Capital Improvements Develop a multi-year capital improvement plan in alignment with the approved timeline of the federal <i>Elementary and Secondary Emergency Relief Fund</i> to improve the condition of selected facilities across the district, including a full cost analysis and year-by-year prioritization of eligible capital projects, completing all approved projects, if any, that are scheduled for SY2021-2022 on time and on budget.	Portrait of a Graduate Implement Phase 2 of the community-based PoG initiative to operationalize the work completed in 2020-2021, including development of a standard of practice and cross-disciplinary instructional vision for all secondary classrooms in LPS which aligns with the previously-adopted, community-vetted PoG framework of the knowledge, skills and competencies to be attained by all LPS students.
Secondary School Redesign Implement the next phase of SSR with a comprehensive analysis of the current LPS high school graduation requirements, expectations of MASSCore and the current literature on post secondary readiness; and develop a policy recommendation to improve the alignment of the LPS graduation requirements with the community-based <i>Portrait of a Graduate</i> .	Enterprise Resource Planning Develop a multi-year plan for converting manual processes within human resources and payroll to a cohesive automated platform based on currently available ERP options which are consistent with both LPS and City finance systems, including cost implications and an implementation timeline which is consistent with relevant SC policies and prevailing contractual provisions.	Student Registration and Placement Conduct a full, externally-supported and validated review of the current student registration and placement process and develop a plan for streamlining services for families to accelerate the timeline from school enrollment to student placement to daily attendance.	Lowell Student Advisory Council Expand the student advisory council which was established in 2020-2021, doubling membership to further increase student voice in district-level decision-making; and implement expanded leadership training for all student members as a component of the now-established monthly LSAC meetings.

LOWELL PUBLIC SCHOOLS

On the Path to Becoming One of the Highest Performing Urban School Districts in Massachusetts

Selected Accomplishments 2019 to 2022

Academics and Student Achievement

- Increased access to early learning options across the city with 100 additional full-day, preK seats added for SY22/23, ensuring universal access for 4-year olds through a collaborative partnership with community-based early learning providers (Lowell Universal PreK)
- Increased student access to post-secondary opportunities, improving the overall 4-year cohort graduation rate from 78% to 80% and reducing the single year district-wide dropout rate from 3.7% to 2.7% (DESE graduation calculations, 2019 to 2021)
- Narrowed the opportunity gaps among the district's diverse student populations, reducing the disparity in graduation rates between English learners and the overall population by 43% and the disparity between students with special needs and the overall population by 25% (2022 DESE 4-year cohort calculations, 2019 to 2021)
- Improved school-based behavioral supports for students district-wide, reducing the total number of out-of-school suspensions by 40% (internal district data, SY2018/2019 to SY2021/2022)
- Increased learning time for students across grade levels, nearly tripling the number of students participating in the district-run after-school program from 1261 to 3500 and almost quadrupling the number of students participating in the districtwide summer program from 1300 to nearly 5000 (internal enrollment data, 2019 to 2022)
- Increased the rigor and relevance of the high school experience for students with the development of new graduation requirements for the first time in over 45 years, establishing clearer alignment between Lowell's required course credits and the state-recommended MassCore framework (formal adoption scheduled ahead of SY2022-23)
- Launched the District's first ever Early College in partnership with Middlesex Community College, resulting in high school students earning over 6,000 college credits since the program's inception in 2019, including a 165% increase in the credits earned in SY2021-2022 compared to SY2019-2020 (internal data, Lowell Early College)
- Increased access to career certification programs among high school students through a collaborative partnership with the Greater Lowell Regional Vocational School, increasing enrollment by 41% over the last three years (After Dark Program, internal enrollment data)
- Designed and implemented the district's first systemic approach to turning around chronically underperforming schools through a model of targeted, on-site support and progress monitoring (Renaissance Network)

Organizational Development and Business Services

- Overhauled the school budgeting process to improve equity and transparency in resource allocation, increasing school-based fiscal autonomy from 1% to 67% of school-based resources (Fair Student Funding, internal data FY20 to FY23)
- Developed a flexible, multi-year investment plan to maximize the resources available through the federal Elementary and Secondary School Emergency Relief fund while mitigating the impact of a potential fiscal cliff at the conclusion of the funding window with input from over 400 internal and external stakeholders
- Negotiated and settled six Collective Bargaining Agreements with equitable and sustainable compensation packages for all LPS employees during an unprecedented time of escalating costs and widely-reported, nationwide labor tension due to COVID-19

- Improved overall staff recruitment and districtwide hiring practices through a concerted effort to identify and eliminate race-based employment barriers, increasing the total number of staff who identify among diverse populations from 11.2% to 15.1% and the number of teachers who identify among diverse populations from 7.3% to 9.5% (DESE data, 2019 to 2022)
- Improved the security and emergency preparedness of each facility through an internally-developed district-wide school safety audit protocol, resulting in an average school safety rating of ‘*meets expectations*’ for the 2021-2022 school year
- Developed a multi-tiered recruitment and incentive program to increase substitute availability through the COVID-related nationwide staffing shortage, increasing the substitute fill rate from less than 35% on average in the fall of SY2021/22 to over 70% on average in the spring
- Implemented the District’s first comprehensive Digital Learning Plan, increasing the ratio of mobile devices to students from 1:3 to 1:1 and increasing the number of classrooms equipped with interactive Cleartouch technology from 260 to 930 (phased implementation, 2019 to 2022)
- Increased food security for students and families through the implementation of a newly designed after-school, evening meal program, providing over 60,000 dinners and over 100,000 twilight snacks to students during the 2021-2022 school year through the district’s nutrition services

Parental Involvement and Community Engagement

- Developed a community-based, district-wide strategic plan with input from internal and external stakeholders across the city, providing the district with a multi-year path to improvement through the most challenging period in public education in recent history (2020-2025 strategic plan)
- Expanded community involvement in the budgeting process through a renewed commitment to empowering School Site Councils with all school-based budgeting decisions now made by parents, teachers and support staff at each school (Site-Based Budgeting)
- Elevated student voice by establishing Lowell’s first district-level student advisory council to inform organizational decision-making with 24 students participating on the Lowell Student Advisory Council/LSAC in SY21/22, including representation from a diverse, cross-section of secondary students
- Developed the District’s first city-wide monthly newsletter, providing families with relevant information on district programming and highlights of student and school achievements with an average monthly distribution to nearly 10,000 families and more than 17,000 email recipients, including translation access for each of the district’s more than 60 home languages (LPS Connector Newsletter)
- Expanded the district’s social media presence exponentially, providing families and community members with real-time information on district and school events, increasing the number of total Facebook visits from 725 to more than 73,000 and increasing the Facebook page reach from less than 15,000 views to over 460,000 (Facebook analytics, SY2019/2020 to SY2021/2022)
- Implemented the District’s first anti-racism student symposium with participation by over 100 middle and high school students and facilitated 66 community-based listening and learning sessions in SY2021/22 to empower families and improve K-12 services for the district’s diverse populations
- Established the District’s first ever Hispanic Student Advisory Taskforce to focus on community-based strategies for improving outcomes among the District’s Latinx and Spanish-speaking populations in partnership with parents, community partners and staff members



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Professional Culture



Supporting Documentary Evidence

Standard 1:

Instructional Leadership

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School Re-Opening Update:

Supporting school leaders to prepare for the return of students



School Committee Presentation - August 25, 2021



Lowell Public Schools

Agenda:

1. Update on Dashboard items
2. Facilities Update
3. Readiness timeline



Update on Dashboard Items





Lowell Public Schools

School Re-opening Dashboard:

<i>INSTRUCTION BEGINS ON DAY ONE</i>	Bailey	Cardinal	Greenhalge	Laura Lee	Lincoln	Adie Day	McAuliffe	McAvinue	Moody	Morey	Murkland	Paw. Memorial	Reilly	Shaughnessy	W...
• Instructional supplies available: Eureka Math Student workbooks	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
• Instructional supplies available: Science Kits	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
• Instructional supplies available: Caulkins Writing materials	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2
INSTRUCTIONAL SUPPORT															
• IEP/504 availability/appropriate staff have access	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
• Master schedule is finalized	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2
• Principal is aware of who is mentoring new staff	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
STAFFING															
• Staffing for vacant positions is completed	2	2	2	1	1	2	1	2	1	1	2	2	2	1	1



Checklist of elements tracked for successful re-opening:

Categories:

- Curriculum
- Instructional support
- Health and Safety
- Students
- School Buildings and Facilities
- Transportation
- Parents/Community Relations



Facilities Update





Lowell Public Schools

Facilities Update:



- **Cleaning and grounds**
- **General information**
- **Lowell High School**
- **Other schools**





Lowell Public Schools

Ready...





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Ready...





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Ready...







Readiness Timeline





Readiness Timeline:

- ❖  **Step 1:** By July 15th, coordination with relevant staff around dashboard elements, needs assessment
- ❖  **Step 2:** By August 3rd, Initial assessment of progress on facilities preparation
- ❖  **Step 3:** By August 11th, Visual inspection of all facilities by CSO
- ❖ **Step 4: August 11 - 30:**
 -  **Weekly progress meeting with Operations and Maintenance leaders**
 - **Weekly visual inspection of facilities by CSO**
 - **Weekly coordination with relevant staff on all categories/elements**



Lowell Public
Schools

Readiness Timeline:

- ✔ **Step 5:** August 16th, Administrators return and participate in school readiness preparation
- ❖ **Step 6:** August 30th, School-based staff return
- ❖ **Step 7:** August 31st, Students return

Social Emotional Learning and Mental Health Supports

Presentation to the Lowell School Committee - December 1, 2021





Lowell Public Schools



Strategic Plan

EQUITY · EXCELLENCE · EMPOWERMENT



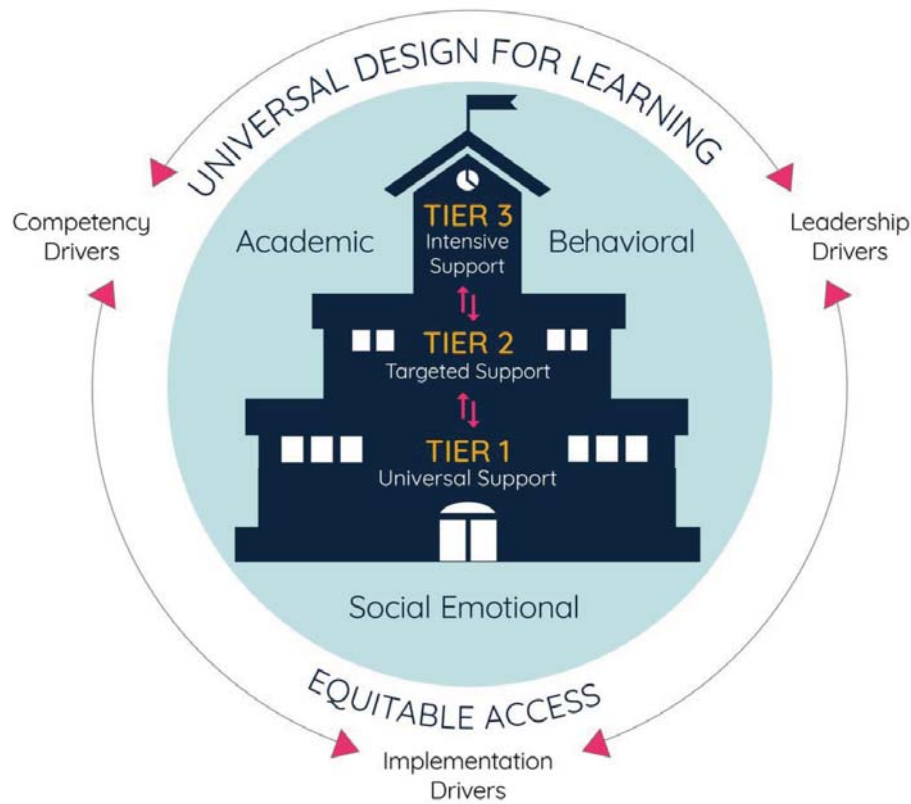
ACADEMIC ACHIEVEMENT · OPERATIONAL EFFICIENCY
WELCOMING CULTURE · FAMILY ENGAGEMENT



Agenda

1. How do we support positive mental health and social emotional learning in our schools?
2. What does the current data tell us?
3. What additional resources can be provided to further support positive mental health and social emotional learning for all students?
4. What are our next steps?

Supporting Social Emotional Learning and Positive Mental Health



MULTI-TIERED
SYSTEM OF SUPPORT



DEVEREUX
SYSTEM

The DESSA Comprehensive System: A New Tool to Assess Social-Emotional Strengths & Resilience

Paul A. LeBuffe, Devereux Center for Resilient Children

Valerie B. Shapiro, University of Washington

Jack A. Naglieri, University of Virginia & Devereux Center for
Resilient Children

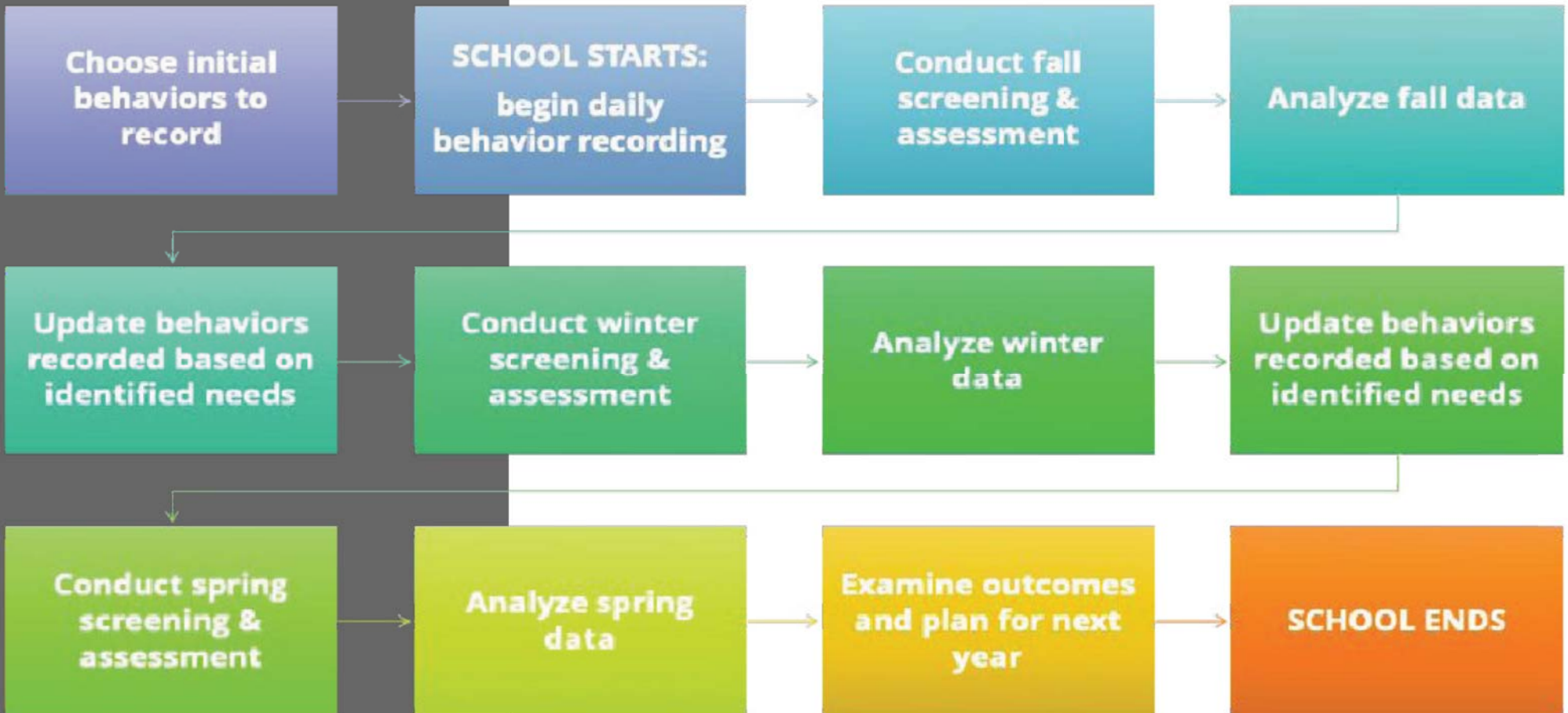
© 2010 Devereux Center for Resilient Children

What is the DESSA SEL Assessment?

The Devereux Students Strengths Assessment (DESSA), originally developed by the Devereux Center for Resilient Children, is the flagship social emotional learning assessment of Aperture Education's DESSA System. It is a standardized, strength-based behavior rating scale completed in 5 to 8 minutes and used by educators and parents to measure the social-emotional competence for children in grades K-8 (the DESSA-High School Edition is available for students grades 9-12).

Grounded in resilience theory and directly aligned to the CASEL framework, the DESSA is a user-friendly, practical social emotional learning assessment that meets the highest professional standards. The DESSA is commonly used to inform the delivery of SEL at tier 1 or tier 2 as well as measuring the results of that delivery.

Example of DESSA School Timeline





Lowell Public Schools



SEL curriculums in our schools



**SECOND
STEP**®

Not Just Better Students,
Better People

Social Emotional Learning Curriculum Offering throughout the District

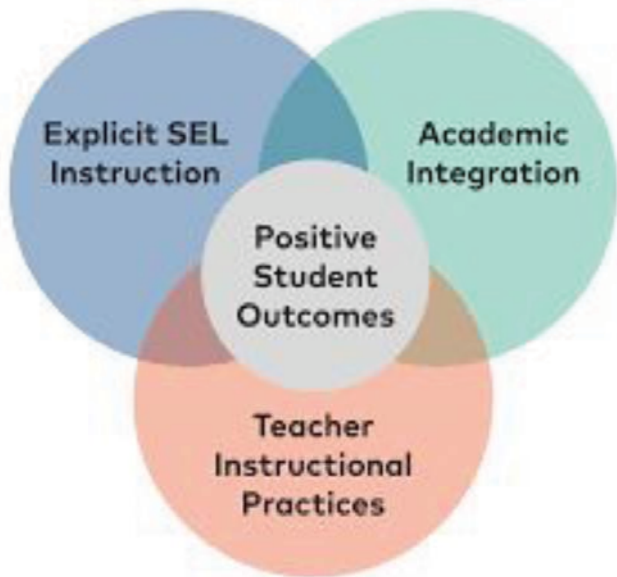
Second Step: is a social skills program K-8 rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. It offers curriculum that aims to reduce impulsive and aggressive behaviors while increasing social competence and empathy. It offers content in empathy, emotion management, impulse control, problem solving and anger management and are all aligned with CASEL.

Social Emotional Learning Curriculum Offering throughout the District cont...

Open Circle: provides a unique, evidence-based social and emotional learning program for grades K-5. Open Circle aims to: proactively develop children's skills for recognizing and managing emotions, empathy, positive relationships and problem solving. The consistent teaching and practice of these skills in the curriculum and Open Circle's whole-school approach to social and emotional learning are critical parts of a school's bullying prevention effort.

Open Circle is currently already being utilized in some schools and with grant funding through the DESE will be expanding throughout the district. The Open Circle model can be tailored to be used in virtual classroom setting with teachers and their students.

Open Circle Connections





Restorative Justice Model



“Restorative Justice (RJ) is a theory of justice that focuses on mediation and agreement rather than punishment. Offenders must accept responsibility for harm and make restitution with victims.”

- Restorative Justice Programs and initiatives have been utilized in several ways throughout the district prior to COVID (after school, circles during the school day and after school programs).
- This year, the district continues to grow further initiatives (coaching and staff professional development) under the RJP umbrella to address social injustices as well as transfer RJP offerings to additional schools through partnerships with Suffolk University Center for Restorative Justice.

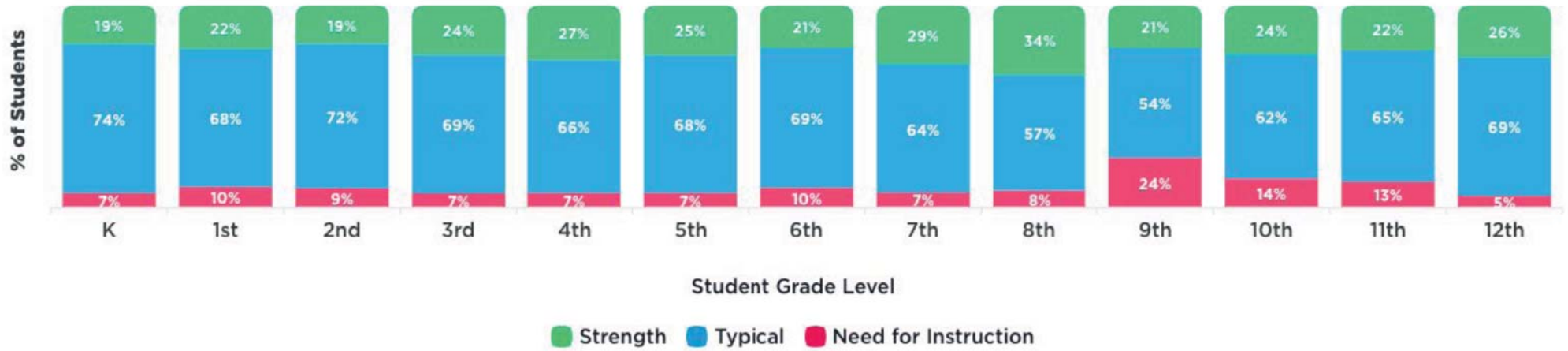


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What does our current data tell us?

Current DESSA SEL Assessment Data

Grade Level Comparison 2021-2022 Pre



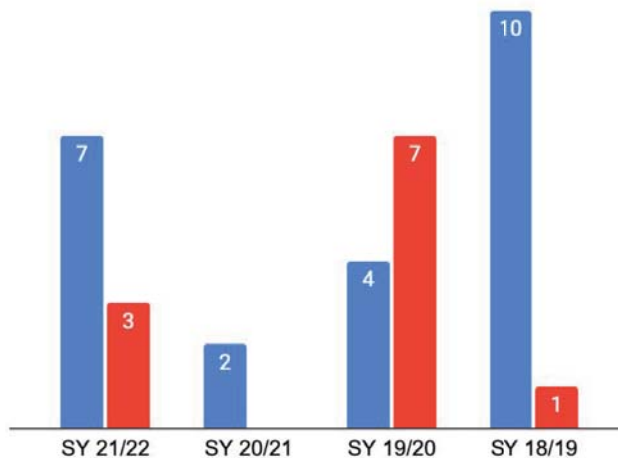


Lowell Public Schools

*Failure to Compel
Truancy Data*

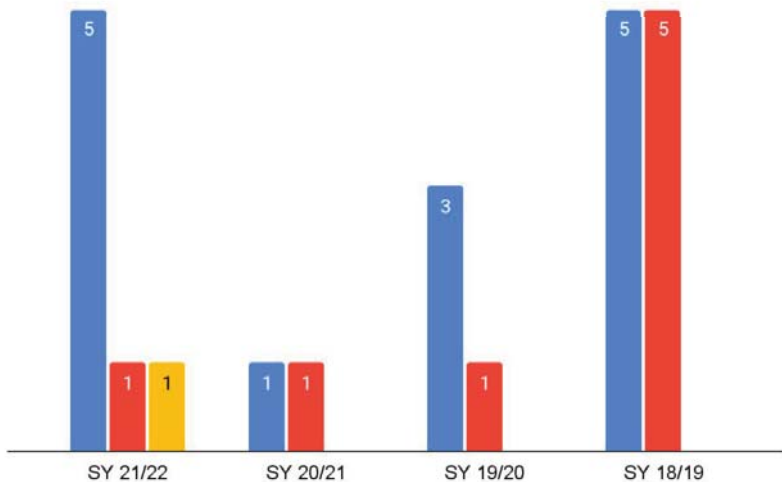
Total Court Applications FTC/CRA (up to 18-Nov)

- FTC Court Applications
- CRA-Truant Court Applications



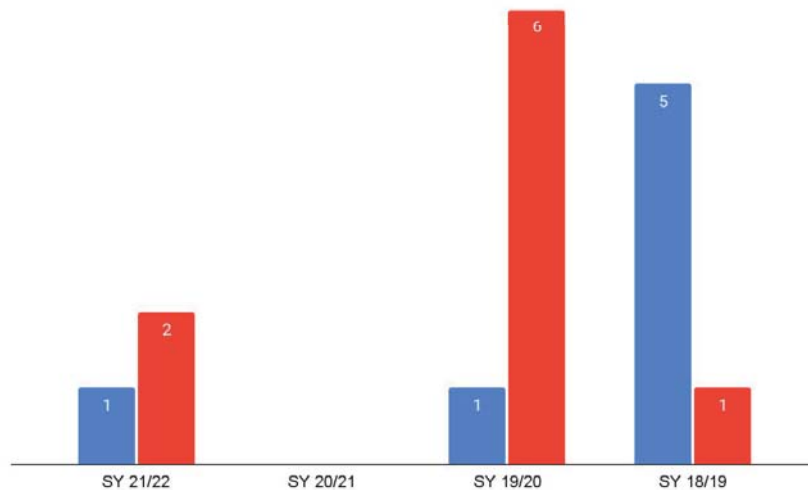
FTC-Court Applications by Grade (up to 18-Nov)

- ELE
- MS
- HS



CRA-Truant Court Applications by Grade (up to 18-Nov)

- MS
- HS





Lowell Public Schools

51As

Elementary - 65

Middle - 69

High School - 19



Ambulance Calls for Mental Health

—

Elementary - 3

Middle - 13

High School - 9

Additional Resources to Further Support Positive Mental Health and SEL for All Students in the post-COVID Context



- **Social Workers** - To further support the incorporation of SEL strategies into the learning environment and provide additional, within-year support for schools to coordinate behavioral and mental health services for students who are identified in need of targeted counseling and/or external support services, we recommend hiring a total of 29 additional school-based social workers with 5 assigned to LHS, 2 assigned to the STEM and 1 assigned to every other comprehensive elementary, K-8 and middle school, including both full and part-time opportunities on a temporary basis.
- **Additional Student and Family Counseling** - An RFP is being developed as a contingency to gauge the interest, capacity and cost among available partner organizations to supplement our current school-based, student and family counseling services with coverage of any gaps in services resulting from COVID-related staffing shortages. Once the RFP window closes, we will assess the responses and present a recommendation for SC review and consideration at a future meeting.



Lowell Public Schools



Next Steps

- Week of 12/6 - Post additional 29 Social Worker Positions
- Week of 12/6 - Develop RFP as a contingency if open positions do not attract enough applicants.
- Winter - Teachers assess students using DESSA to monitor progress
- Ongoing - SEL curriculum lessons are taught in schools
- Ongoing - Attendance Office continues to monitor CRA and FTC data and provide supports schools



After School and Out of School Time Programs Update

2022



School Committee Presentation - January 19, 2022



Lowell Public Schools

Agenda

1. Types of Programming and Funding Sources
2. Staffing
3. Current Enrollment in Programs
4. Afternoon in the Arts Update
5. Transportation
6. Community Partners
7. Next Steps and Summer School Planning





Types of Programming

Through a number of funding sources, LPS offers students a variety of free out of school time opportunities to provide additional academic and social emotional supports needed to combat the impact of remote learning.

All schools have access to funding to develop flexible programs that meet the specific needs of their students. This may include before school, after school, vacation week and summer programming.





Lowell Public Schools

Types of Programming Offered

Academic Support and
Tutoring

Student Police Academy

Wrestling

Coding

Digital Art

Film Making

Sewing, Knitting, Needlework

Sports and Cooperative Games

Martial Arts

Environmental Adventures

Cooking - Farm to Table

Poetry and Art

Photography

Step Team

Investors Club

Theater

Band

Dance

Picturing Writing

Crazy 8's Math Club

Lego Robotics

Gardening and Environmental

3D Printing and Design

Dungeons and Dragons

Green Dragons

Guitar and Piano

Bike Connector

Mock Trials

STEM Club - Hands on Experiments

Woodworking

Designing Escape Rooms

Mentoring and Leadership

Podcasting

Orchestra

Show Choir





Out of School Time Programs Funding Sources

- 21st Century Community Learning Centers Grant (13 schools)
- ESSER funding
- DESE grants: ASOST (After School and Out of School Time), Summer and Vacation Learning, Acceleration Academies
- Afternoon in the Arts- local funding blended with grant funds
- Federal reimbursement provides daily snack and dinner for all participants



Lowell Public Schools

Staffing

Site Administrators

Teachers

Paraprofessionals

Nurses (if needed)

Social Workers

Student Interns (college students)

Community Partners





Enrollment/Participation

LPS is serving approximately 3,400 students in out-of school time programs

Bailey 60

Bartlett 60

Butler 160

Career Academy 12

Daley 200

Greenhalge 8

Lincoln 120

LHS Freshman Academy/

COMPASS 60

Lowell High 175

McAuliffe 80

McAvinnue 120

Moody 60

Morey 180

Murkland 100

Pawtucketville 60

Pyne Arts 100

Reilly 145

Robinson 280

Shaughnessy 80

STEM 100

Stoklosa 280

Sullivan 200

Wang 240

Washington 80

Afternoon in the Arts- 397



Transportation Challenges

- FY22 budget included after school programming transportation for students in need of transportation.
- Due to bus driver shortages, LPS has been unable to provide students with transportation home to date.
- The transportation department is continuing to work through this challenge.
- LPS will continue to budget for transportation for after school programming in FY23 budget.





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Visual Art
Theater
Dance

Show Choir
Band
Orchestra



Lowell Public Schools



Program Enrollment

Afternoons in the Arts had an initial enrollment of over 530 students.

Despite some changes to the program resulting from the busing shortage, Afternoons in the Arts launched in late October with just under 400 students in attendance.

At the December 7th meeting, 397 students were in attendance.





Lowell Public Schools

Upcoming Guest Artists & Master Classes

Lowell Philharmonic Orchestra Side-By-Side Concert

Artists Michael Townsend & Leah Smith from TapeArt



Groton Hill Music



Artist Sydney Leonard from Western Ave Studios





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Future of Afternoons in the Arts

- Anticipated enrollment increase of at least 15% in SY 2022-2023
- Additional AITA program sites at a range of LPS middle schools
- Wider range of program options, including more specialized arts content
- Full-time Program Manager position to fully support AITA



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PUBLIC SCHOOLS



Lowell Public Schools

Community Partners

Lowell Police - Middle School Programs

- Lowell Junior Police Academy
- Intro to Wrestling

Lowell Parks and Conservation Trust

Lowell Parks and Recreation

Lowell Taekwondo

Drumlin Farm

Mill City Grows

Emerson Umbrella

Lowell Philharmonic Orchestra

Tiger Ans Martial Arts

SNL Sports

Kids in Tech

Project Learn

Elevate New England

Bike Connector

Green Dragons

Tsongas Industrial History Center

Discovering Justice

Girls Inc.

Various Artists

Groton Hill Music





Lowell Public Schools

Next Steps

- Continue to enroll students.
- Collaborate with transportation department to secure afternoon transportation
- Working with Lowell Police to offer a 2-day wrestling clinic during February vacation. Also will offer a new Ultimate Frisbee program in the spring in partnership with LPD.
- Piloting “Breakfast with a Cop” before school program at Pawtucketville, McAvinnue and STEM in February. We will also be continuing to offer a 6-week Student Police Academy at middle schools.
- Continue to work with curriculum coordinators on curriculum materials and planning for summer academic supports
- Continue to collaborate with community partners.
- Continue to work with HR on staffing needs and summer postings
- Planning for summer school 2022 is already underway.





Summer Learning Programs Report

2021

LOWELL

PUBLIC SCHOOLS

School Committee Presentation - August 27, 2021



Lowell Public Schools

Agenda

-
1. Overview and Enrollment
 2. Curriculum and Professional Development
 3. Student Interns
 4. Transportation
 5. Covid 19 Protocols
 6. Community Partners - highlighted programs
 7. Plans for Extended Learning Programs for School Year 21/22 and Summer 2022





Lowell Public Schools



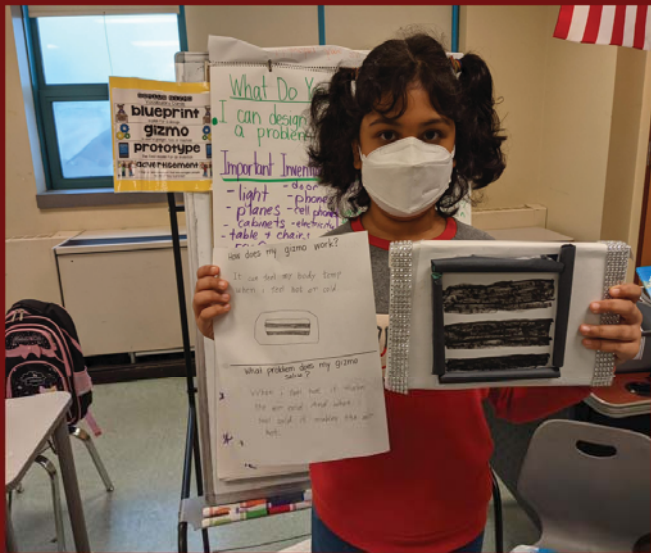
Summer Overview and Enrollment

LPS offered 41 summer learning programs at 25 schools

4,779 students participated in LPS Summer programming



Curriculum and Professional Development



Curriculum:

The Office of Teaching and Learning provided all schools with curriculum resources via Google drive. Math and ELA curriculum/materials were also sent to all schools.

Professional Development:

PD for all newly hired interns and staff; June 21st

PD at all school sites week of June 21st

PD for all site administrators - week of June 21st

Student Interns

With the large number of staff needed for summer programming we created a new Student Intern position aimed at college students. We hired more than 100 students who successfully worked in summer programs.

This new initiative bolsters our capacity to staff programs, diversifies our workforce, and will serve as method for future teacher recruitment.

Transportation

Transportation was provided to all eligible students living further than:

1/2 mile for K-4

3/4 mile 5-8

COVID-19 Protocols



District Coordinator
for Health and Safety
- Marianne Busted
supported all schools.

Pool Testing was
done weekly at all
summer sites with no
positive cases found
during June 28-July
23rd.

Community Partners and Highlighted Programs



- **Lowell Parks and Recreation** provided the Busy Bees program at 7 locations, offering after summer school programming to students until 2:30 each day. After the LPS programs ended, students attended the rec full days through August 13th.
- LPS partnered with the **Lowell Police Department** to fund teachers and student interns at the 6-week Junior Police Academy
- **Club Invention** was held at the Wang Middle School and was fully funded by local companies
- A one week **Acceleration Academy** (held at 4 schools) focused on ELA and math was offered for identified elementary students

High School Programming

428 Students participated in the credit recovery program at LHS

The Engagement Center enrolled 30 summer school students and 23 students completed their diploma requirements.

98 incoming 9th graders participated in the JumpStart Program

LHS held a graduation ceremony on August 24, 2021.



Additional Community Partners

Mill City Grows
Lowell Parks and
Conservation Trust
Drumlin Farm
Green Dragons
Lowell Taekwondo
The Bike Connector
Elevate New
England

Tsongas Industrial
History Center
Community
Teamwork
Lowell Boys and
Girls Club
Girls Inc
YMCA



Moving Forward

- After school enrichment programs at all schools to begin in early/mid October
- Staff postings for after school to be posted August 30th
- Order supplies and process Permission to Enter contracts with outside partners with business office.
- Collaborate with transportation department on bus routes
- Continue to work with safety coordinator.
- Continue to work with curriculum coordinators on curriculum materials.
- Continue to collaborate with community partners.
- Continue to work with HR on staffing needs.
- Continue to work with facilities management.
- Planning for summer 2022 will begin in January





With Thanks

This large scale initiative could not happen without the cooperation and efforts of our summer teachers, administrators, support staff and community partners.

We also want to thank the central office teams in HR, payroll, transportation, food service and Teaching & Learning for their contributions to make the program a success.

Special thanks to Carolyn Rocheleau who coordinated all the efforts.

Digital Learning & Technology Integration Plan

Presentation to the Lowell School Committee - February 16, 2022





Agenda

Introduction

District Mission, Vision, & Core Beliefs

Digital Learning & Technology Integration Goals

Actions and Activities

Immediate Next Steps



Introduction

Technology Plan Creation Process

The Lowell Public Schools purpose for creating a digital learning plan is to ensure that all students have access to technology and to prepare students with the skills and knowledge needed to succeed in the K-12 setting and after they graduate high school. The plan will be a phased approach with steps to include standard review, professional development, infrastructure and needs assessment from staff, students and families. It is the district's intent to ensure that the digital learning plan is fully integrated into the District Strategic Plan and driven by the IT Department and the Office of Teaching and Learning. The IT Department and the Office of Teaching and Learning will continue to collaborate with all external and internal stakeholders to adjust and maintain the Digital Learning Plan.

The following is a list of steps taken to create this plan:

1. In March of 2019 a District Technology Advisory Committee was created and tasked with the following objective:
Create a digital learning plan that outlines a vision for impactful technology integration in our school system and the action steps to achieve the vision.

2. **Formation of Committee.** In February of 2021, a small working group that included representation from elementary, middle and high school, the Curriculum Department and Special Education Department, and IT.

3. **Small Technology Working Group completed the following work:**
 - Reviewed budget and inventory to ensure 1 to 1 distribution
 - Reviewed technology infrastructure
 - Gathered information on curriculum needs
 - Completed a review of technology plans from other MA School Districts
 - Conducted a needs assessment
 - Gathered data on the current state of technology hardware and infrastructure in the school district

Committee Members

Committee Member Name	Position
Robin Desmond	Chief Academic Officer
Gregory Limperis	Director of Technology
Michael Lovato	Former Director of Special Education
KC Nelson	Network Manager
Jason McCrevan	Principal at Washington Elementary School
Matt Stahl	Principal at Wang Middle School
Ashley Pennell	Former Assistant Director of Special Education
Carolyn Rocheleau	Coordinator of Special Programs
Elaine Santelmann	Coordinator of Science and Social Studies, K-12
Kara Wilkins	District Integration Technology Specialist
Katie Mahoney	Teacher at Wang Middle School
Kerien Driscoll	Teacher at Washington Elementary School
Malinda Pires	Instructional Technology Specialist (LHS)
Michael Hoppe	Former Helpdesk Manager
Stephen Gervais	Academic Chair ESL & World Languages (LHS)



Mission, Vision, & Core Beliefs

District Mission

Technology will be used to provide authentic teaching and learning experiences for all stakeholders. Teachers, leaders, staff, and students will all utilize technology authentically to enhance teaching and learning. Students will leave the Lowell Public Schools with the digital skills, knowledge, and thinking necessary for careers of the future.

District Vision

The Lowell Public School District believes in the power of digital learning and technology integration to ensure the highest level of equity, instruction, and student empowerment. Digital learning promotes the 21st century skills of critical thinking, collaboration, creativity, and communication, and supports students with becoming lifelong learners and contributors to society. All students, including historically underrepresented groups, should be actively engaged in designing, creating, inventing, discussing ideas, and applying skills. Fully integrating digital learning across the curriculum will close the “digital divide” by providing equal access to knowledge, skills and opportunity. Students will leave the Lowell Public Schools with the digital skills and thinking necessary for careers of the future.

Core Beliefs

- A high-quality education is a fundamental civil right of every child.
- Teaching and Learning is the core of our work.
- Families are students' first teachers.
- Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of all students; the entire community is responsible for their success.



Digital Learning & Technology Integration Goals

Focus Area	Goals
Teaching & Learning	All learners will have engaging and empowering learning experiences that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society.
Leadership	School and district leaders will promote a shared vision of how technology can support and enhance leading, teaching, and learning.
Family Support & Involvement	Families will be supported with navigating a technological world with resources to best assist in child development and learning.
Assessment & Data	The power of technology will be leveraged to measure what matters and use assessment data to improve learning.
Infrastructure & Accountability	All students and educators will have access to a robust and comprehensive infrastructure when and where they need it for learning.



Teaching & Learning

Goal: All learners will have engaging and empowering learning experiences that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society. (Adapted from [NETP, 2017](#))

District-Wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress	Timeline
TL1. Continue to provide easily accessible training opportunities for teachers.	a. Ensure all teachers know how to access the LPSD Instructional Technology Corner website. b. Set up a system for teachers to request content to be added to LPSD Instructional Technology Corner. c. Set up a system for schools and teachers to request training from the District Integration Technology Specialists (DITS). d. DITS collaborate with district curriculum specialists to provide model videos of how to connect technology and content.	District Integration Technology Specialists	a. Teachers are accessing and using LPSD Instructional Technology Corner Website. b. Teachers are requesting and receiving training. c. Instructional and model videos related to content instruction are available on the LPSD Instructional Technology Corner Website.	SY22 Re-evaluate and adjust each school year.
TL2: Design and implement professional learning opportunities to support teachers in the use of a Learning Management System.	a. Provide tiered professional development for teachers to enhance their use of the adopted Learning Management System. b. Create a committee to outline expectations to align the use of learning management systems across grade levels.	District Integration Technology Specialists	a. Teachers are proficient with use of the adopted LMS b. The use of the LMS is aligned across grade levels.	SY22 Re-evaluate and adjust each school year.
TL3: Implement training to support teachers in their continued use a monitoring program.	a. Provide tiered professional development for teachers to enhance or begin their use of a monitoring program.	District Integration Technology Specialists	Teachers are proficient with use of the adopted monitoring software	SY22 Re-evaluate and adjust each school year.



Teaching & Learning

Goal: All learners will have engaging and empowering learning experiences that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society. (Adapted from [NETP, 2017](#))

District-Wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress	Timeline
TL4: Provide subscriptions, vetted resources, and technology-ready curriculum for teacher use.	a. Analyze district subscription data and survey staff to determine what apps/programs/etc. are being used consistently. b. Research best practices in using technology for different grade levels and content areas. c. Update current curriculum with suggestions of how to incorporate technology meaningfully. d. Create a data dashboard to keep track of all DLCS program purchases both at the district and school level.	District Integration Technology Specialists Curriculum Coordinators	a. A comprehensive list of all apps and programs is used consistently. b. Coaching sessions and instructional rounds on technology integration. c. Curricular adjustments that incorporate technology. d. Dashboard created.	SY22 Re-evaluate and adjust each school year.
TL5. Integrate Massachusetts Digital Learning and Computer Science Standards (DLCS) into the core content curriculum. <u>DESE's DLCS Framework</u>	a. Implement DLCS curriculum (from DESE grant). b. Develop content area committees to determine how to integrate DLCS into core content and Allied Arts. c. Content area committees create training for use on Early Release Days around DLCS. d. New Teacher Academy presentations around DLCS.	District Integration Technology Specialists Curriculum Coordinators	a. Lesson plans include integration of DLCS content b. Some early release days are dedicated to DLCS curriculum c. New Teacher Academy includes DLCS in their orientation process.	a. SY22 b. SY24 c. SY24 d. SY26



Teaching & Learning

Goal TL2: Educators will integrate technology into the classroom to create experiences that advance student engagement and learning and create tasks that were previously inconceivable. (Adapted from NETP, 2017).

District-Wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress	Timeline
TL6. Professional development for teachers is focused on the pedagogy of digital learning to advance student engagement and create tasks that were previously inconceivable..	a. Provide professional development on the SAMR Model. b. Year 1: PD focus on Substitution & Augmentation. c. Year 2: PD focus on Augmentation & Modification. d. Year 3: PD focus on Modification & Redefinition	Office of Teaching and Learning	SAMR is included in the district Professional Development Plan.	SY26 Re-evaluate and adjust each school year.



Leadership

Goal: School and district leaders will promote a shared vision of how technology can support and enhance leading, teaching, and learning.

District-Wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress	Timeline
<p>L1. Communicate district vision for 1:1 technology incorporation and the possibilities for the enhancement of teaching and learning.</p>	<p>a. Present district technology plan and vision to staff at the start of the school year. b. Encourage school leaders to include steps to promote vision in professional goals. c. Present vision to families in community forums. d. Spotlight schools who are exemplifying innovative use of technology.</p>	<p>Chief Schools Officer Principals</p>	<p>a. District leaders have presented the district technology plan and vision to staff. b. School leaders promote the vision with staff consistently. c. Community forums are held and students receive 1:1 devices. d. District will place spotlight on excellence on schools that are exemplifying innovative uses of technology.</p>	<p>a. SY23 b. SY23 c. SY24 d. SY23 Re-evaluate and adjust each school year.</p>
<p>L2. Use data from a Technology Self-Assessment Tool (TSAT) to identify needs and inform development of high quality professional development opportunities.</p>	<p>a. Create a <u>TSAT</u> survey on a Google form for teachers and principals to self-report their knowledge on the DESE domains of Computing & Society, Digital Tools & Collaboration, Computing Systems, and Computational Thinking. b. Analyze survey data to determine site-based needs and focus areas. c. Create a district-wide differentiated professional development plan based on needs and focus areas. d. Provide PD opportunities for building leaders to ensure they are competent in the essential technology tools.</p>	<p>Office of Teaching and Learning Principals</p>	<p>a. District-created TSAT Google form will be distributed for use. b. Results of TSAT survey shared with principals to determine needs and focus areas in their building.. c. School professional development plans aligned with needs identified by TSAT results.</p>	<p>a. SY23 b. SY23 c. SY24 d. SY24 Re-evaluate and adjust each school year</p>



Leadership

Goal: School and district leaders will promote a shared vision of how technology can support and enhance leading, teaching, and learning.

District-Wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress	Timeline
<p>L3. Explore the use of school-wide professional and student learning goals that support the district technology plan.</p>	<p>a. Support educators in their drafting and implementation of professional and student learning goals related to technology integration. b. Connect educators with similar goals across the district. c. Recognize innovative and literate technology use in teaching and learning as a district “look for” in observations.</p>	<p>Principals Office of Teaching and Learning</p>	<p>a. Teachers will be given the option to incorporate technology integration into their Professional Practice and Student Learning Goals. b. Teachers with goals related to technology will have the opportunity to collaborate. c. A list of consistent and effective uses of technology will be available to school leaders and can be used during classroom walkthroughs.</p>	<p>SY24 Re-evaluate and adjust each school year</p>
<p>L4. Strengthen the use of technology to communicate, collaborate, and create.</p>	<p>a. Effectively utilize video conferencing platforms to collaborate with other leaders within and beyond the district. b. Utilize the technology tools that staff members are using during leadership meetings and work, when applicable to enhance understanding.</p>	<p>District Leadership Principals</p>	<p>a. A variety of technology platforms will be used to expand collaboration beyond typical school walls. b. Platforms and technology tools used by teachers in the classroom are also used by leaders throughout the school.</p>	<p>SY24 Re-evaluate and adjust each school year</p>



Leadership

Goal: School and district leaders will promote a shared vision of how technology can support and enhance leading, teaching, and learning.

District-Wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress	Timeline
<p>L5. Collaborate with knowledgeable staff to gain personal knowledge and experience with learning technologies to understand how to deploy resources effectively.</p>	<p>a. Dedicate time to meet with teachers who have used technology effectively, and promote the use of teacher leaders of technology in each school. b. Create and implement personalized school goals related to technology by collaborating with District Integration Technology Specialists, and incorporate goals into School Improvement Plans. c. Try out new technology tools or strategies with teachers in your building.</p>	<p>Principals</p>	<p>a. Collaboration time established in schedules to discuss and observe best practices of technology integration. b. Individual school improvement plans will incorporate effective strategies for technology integration within their classrooms. c. Cultures and forums will be established to allow teachers to experiment with new technologies.</p>	<p>SY24 Re-evaluate and adjust each school year</p>
<p>L6. Dedicate time during leadership meetings to review the Massachusetts Digital Literacy and Computer Science Framework, and gain greater understanding of effective use of technology in leading, teaching, and learning.</p>	<p>a. Prioritize learning the Massachusetts Digital Literacy Framework as part of Leadership. b. Use leadership meetings to research best practices related to technology integration. c. Create cross-school groups to model effective uses of technology.</p>	<p>Chief Schools Office Principals</p>	<p>a. Massachusetts Digital Literacy Framework will be incorporated into agendas for leadership meetings throughout the district. b. Forums will be established at leadership meetings to discuss, analyze, and identify best practices of technology integration within buildings. c. Instructional rounds will include multiple schools focusing on best practices in technology integration.</p>	<p>SY24 Re-evaluate and adjust each school year</p>



Family Support & Involvement

Goal: Families will be supported with navigating a technological world with resources to best assist in child development and learning.

District-Wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress	Timeline
F1. Families will be able to access and understand student grades consistently throughout the school year.	a. Review Student Information System (SIS) data for accuracy so family portals can be utilized effectively. b. Open student portal to access report cards and progress reports. c. Provide parent sessions to explain common assessments and how to access them.	The Office of Research and Accountability Family Resource Center Principals	a. Families are able to utilize the SIS portal effectively. b. Parent forums are held at the district and school level.	SY23 Re-evaluate and adjust each school year
F2. Families will communicate with staff members through a consistent communication tool.	a. Research the most secure and efficient tools for communication with families b. Survey what is currently being used in schools. b. Provide schools with training for adopted communication tool.	Office of Teaching and Learning Principals	a. One consistent communication tool is chosen and used district wide. b. Staff and parents are familiar with use of the tool.	SY23 Re-evaluate and adjust each school year
F3. Families will understand how to view and interact with their child's digital portfolio.	a. Parents will be able to log into and navigate the digital platform that corresponds with their child's grade level. b. Parents will be able to interact with their child's digital work.	Teachers Literacy and Instructional Specialists, Math Coaches	a. Two-way digital conversations between parents, educators, and students	FY25 Re-evaluate and adjust each school year



Assessment & Data

Goal: The power of technology will be leveraged to measure what matters and use assessment data to improve learning.

District-Wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress	Timeline
<p>AD1. Summative assessment data will be stored on a Student Information System (SIS) dashboard to allow for consistent calibration and analysis.</p>	<p>a. Provide professional development on SIS to teachers and clerks. b. Develop and create a data dashboard to combine multiple data points for easy visual analysis and comparison. c. Align schools' use of SIS to ensure data is available for all schools. d. Open up parent portal as needed.</p>	<p>The Office of Research and Accountability The Office of Teaching and Learning</p>	<p>a. Professional development plan created and implemented. b. Data dashboard created and synced to SIS (potentially utilizing Google Workspace for Education Plus to create that bridge) c. Expectations of SIS use are created and implemented</p>	<p>SY23 Re-evaluate and adjust each school year</p>
<p>AD2.: Formative assessment data will be stored on Learning Management System for consistent calibration and analysis.</p>	<p>a. A Learning Management System (LMS) will be utilized to track student formative data throughout the year. b. Provide tiered professional development for gradebook use in the LMS..</p>	<p>The Office of Research and Accountability District Integration Technology Specialists</p>	<p>a. Consistent systems developed and implemented. b. Teacher expectations developed. c. Professional development plan created and implemented.</p>	<p>SY24 Re-evaluate and adjust each school year</p>



Accountability & Infrastructure

Goal: All students and educators will have access to a robust and comprehensive infrastructure when and where they need it for learning.

District-Wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress	Timeline
AI1. All school buildings will have the network capability to support high quality digital learning.	a. Assess the district needs for reliable network and internet access. b. Monitor all bandwidth and throughput using monitoring tools. c. Update firewall and ISP. d. Work with Facilities Department to get all schools' data closets connected to a generator, and approach the City for funding for a capital improvement plan for generators. e. Maintain and replace UPS's and their batteries on a regular schedule.	Director of Technology	a/b/c. Reports are analyzed from current monitoring tools. d/e. Plan is created to obtain generators.	SY23 Re-evaluate and adjust each school year
AI2. All students in K-12 will be provided with a 1:1 device.	a. District will develop a system for acquiring new devices so students will always have an up-to-date device. b. District will seek out available grant opportunities. c. Repairs will be done in-house by hiring an additional full time staff member D. A refresh cycle of no more than 4 years will be established. e. Digital Technology Plan will be supported in the district budget.	Director of Technology	a. A clear system for device acquisition and deployment is developed and communicated to school leaders. b. Grant opportunities are consistently applied for. c. Extra parts are kept on hand with additional devices d. The budget reflects the goals of the Digital Technology Plan.	SY23 Re-evaluate and adjust each school year
AI3. All staff will be provided with updated devices.	a. Establish a refresh cycle of no more than 5 years for teacher devices.. B. Teachers and Paras will be given laptops. c. Tutor will be given Chromebooks d. Purchase clerk and custodian devices.	Director of Technology	a/c. Budget decisions continually support these purchases. b. Devices will be sold or recycled and any revenue generated will be returned to the General Fund.	SY23 Re-evaluate and adjust each school year



Accountability & Infrastructure

Goal: All students and educators will have access to a robust and comprehensive infrastructure when and where they need it for learning.

District-Wide Strategic Initiative	Actions & Activities	Responsible Individuals	Evidence of Progress	Timeline
AI4. Develop and implement clear policies for technology management.	<ul style="list-style-type: none"> a. Develop a plan for cyber security and accountability security breaches. B. Purchase the necessary protection against Ransomware and cyber attacks. c. Develop protocols for administrators to respond to SEL concerns emerging from the monitoring system. 	Director of Technology	<ul style="list-style-type: none"> a. Cyber security plan is developed and implemented. b. Administrators know how to respond to alerts from the monitoring system. 	SY23 Re-evaluate and adjust each school year
AI5. Adopt an Acceptable Use Policy (AUP) that establishes consistent expectations for students and staff regarding digital safety and security.	<ul style="list-style-type: none"> a. Research AUPs from our own and other districts. b. Write a policy that reflects our current 1:1 environment c. Distribute to anyone receiving a computer and require signature upon receiving a device. 	Director of Technology	Policy is distributed to and used by all staff and students.	SY23 Re-evaluate and adjust each school year
AI6. Explore the need for cutting edge instructional technology equipment such as robotics, AR/VR. etc.	<ul style="list-style-type: none"> a. Assess needs of teachers for cutting edge technology. b. Research innovative ideas by attending and new teaching methods by attending conferences. c. Solicit competitive quotes 	Director of Technology	Students have the technology they need for creative innovative solutions to problems.	SY25 Re-evaluate and adjust each school year

Current Staffing

- **Director of Technology - added for the 2021-2022 school year**
- **Software Specialist**
- **Network Administrator**
- **Assistant Network Administrator**
- **helpdesk technician**
- **4 - full time technicians**
- **2 - part-time technicians - added spring of 20201**
- **4 - Instructional Technology Specialist - realigned to the technology department for the 2021-2022 school year**



Immediate Next Steps

- **Add 2 additional part time positions to support equipment repairs**
- **Assess and update network capability, including generator backup**
- **Acquire new devices for grades 1, 5, and 9 to maintain 1:1 environment**
- **Acquire ClearTouch panels for additional classrooms**
- **Develop protocols for cyber security and response plan**
- **Update application and program dashboard**
- **Continue to provide in-school technology professional development**
- **Develop and implement Acceptable Use Policy**





Liam Skinner
Chief Schools Officer
155 Merrimack Street
Lowell, Massachusetts 01852

LOWELL PUBLIC SCHOOLS
Phone: (978) 674-2163
E-mail: lskinner@lowell.k12.ma.us

TO: Dr. Joel Boyd, Superintendent
FROM: Liam Skinner, Chief Schools Officer
DATE: February 18, 2022
RE: *Graduation and Drop-out Rate Results*

Graduation and Drop-out Rate Results

This report contains the results of the Graduation and Drop-out rates over the past three years. The data is aggregated at the District and Lowell High school for comparison as well as across selected populations and race/ethnicity.

Graduation and Dropout Rates 2019-2021:

As part of an overall effort to improve educational outcomes for all students, the Massachusetts Department of Education (DESE) calculates and reports graduation rates via the Student Information Management System (SIMS) data collection.

The following formula is used to calculate the four-year cohort graduation rate:

of students in cohort who graduate in 4 years or less (numerator)
[# of 1st time entering 9th graders who entered 4 years earlier] - transfers out + transfers in (denominator)

The 2021 four-year cohort graduation rate for the District has decreased by 0.9 percentage points to 80.0 percent from 80.9 percent for the 2020 cohort and increased 2.0 percentage points from 78.0 percent for the 2019 cohort. 10 percent of the 2021 cohort are still enrolled at Lowell and will have the opportunity to be included in the five-year graduation rate.

The 2021 four-year cohort graduation rate for Lowell High school has decreased by 1.7 percentage points to 82.8 percent from 84.5 percent for the 2020 cohort and increased by 0.3 percentage points from 82.5 percent for the 2019¹ cohort. 7.5 percent of the 2021 cohort are still

¹

enrolled at Lowell High and will have the opportunity to be included in the five-year graduation rate.

In response to the suspension of in-person instruction and the cancellation of the spring 2020 MCAS assessments due to the COVID-19 emergency, the Board of Elementary and Secondary Education (BESE) voted to temporarily modify the competency determination (CD) requirement for certain high school students.^[1] Specifically for the students in the classes of 2021 and 2022, the Competency Determination will be awarded in each subject as follows:

- *For English language arts and mathematics* – upon district certification that the student earned full credit for a relevant course aligned to the appropriate curriculum framework in that subject matter, and has demonstrated competency in that subject.
- *For science and technology/engineering* – upon demonstration that the student earned credit for a course in the relevant subject matter and demonstrated competency in one of the four tested disciplines (biology, chemistry, introductory physics, technology/engineering) during their high school career.

Under this change, seniors who have not yet passed one or more of the high school MCAS tests were able to earn the competency determination through successful completion of relevant high school courses in English Language Arts, Mathematics and Science and Technology/Engineering. This extended change allowed for 19 students in the January 2021 collection to be awarded the competency determination, 16 students in the April 2021 collection to be awarded the competency determination, 5 students in the May 2021 collection to be awarded the competency determination, and 4 students in the June 2021 collection to be awarded the competency determination across Lowell High School, Leblanc Therapeutic Day and the Career Academy/Engagement Center.

Lowell Public Schools has made some progress in the 4-year graduation rate for the district. The district has seen slight increases for the 2019 4-year cohort to the 2020 4-year cohort of 2.9 percentage points, however, the 2021 4-year cohort as compared to the 2020 4-year cohort saw a slight decrease of 0.9 percentage points. Specifically, English Language Learners saw an increase of 11.6 percentage points from the 2019 to 2021 4-year cohort respectively.

While there have been some decreases in the 4-year cohort graduation rate from 2019 to 2021, there have been increases in the district's 5-year cohort graduation rate from 2020 to 2021 of 1.7 percentage points. All special populations have seen increases from 2020 to 2021. Specifically, English Language Learners (4.8 percentage points from 2020 to 2021 and 6.2 percentage points from 2019 to 2021) and Students with Disabilities (9.1 percentage points from 2020 to 2021 and 8.0 percentage points from 2019 to 2021) have seen great gains from the 2019 to 2021 5-year cohort. Likewise, Hispanic/Latino students have seen significant gains of 12 percentage points from 2020 to 2021 and 8.2 percentage points from 2019 to 2021. in the 5-year cohort rate.

When looking at dropout rates there are two different types of rates that DESE reports out on: the annual dropout rate and the 4-year cohort dropout rate.

The annual dropout rate includes students who dropped out of school between July 1 and June 30 of a given year and who did not return to school, graduate or receive a GED by the following

October 1. The annual dropout rate for 2021 is 2.7% which is a decrease of 0.6 percentage points from 2020.

The four-year cohort dropout rate is the percentage of students in a cohort who dropped out of school at any time in grades 9-12 (over a four-year period) and did not return. In order for the four-year dropout rate to decrease, there needs to be a consistent decrease in the annual dropout rate.

The district also saw gains in the rate of students dropping out for the 2021 4-year cohort, specifically a 0.4 percentage point decrease. The 4 -year cohort dropout rate for English Language Learners and Students with Disabilities decreased from the 2020 to 2021 by a combined 9.2 percentage points and Hispanic/Latino students have decreased by 5 percentage points as compared to the 2019 4-year cohort. Likewise, Multi-race/Non-Hispanic students saw a significant decrease of 18.3 percentage points from the 2020 to 2021 4-year cohort.

The following tables illustrate the graduation, drop-out, receiving a GED, students still enrolled in school, non-grad completers rates and total number in cohort included in the 4-year, 4-year adjusted, 5-year and 5-year adjusted cohorts by selected populations and by race and ethnicity for Lowell and Lowell High school over the past three years.

It is important to note that students who earn a GED or Certificate of Attainment are not counted as graduates, however they do not count against the annual dropout rate, and that the adjusted graduation rate does not include the transfers in.

Table 1. Cohort Graduation Rates 2019-2021

Graduation Rate	2019 Cohort		2020 Cohort		2021 Cohort*	
	District	Lowell High	District	Lowell High	District	Lowell High
4-year Rate	78.0	82.5	80.9	84.5	80.0	82.8
5-year Rate	83.8	85.6	81.7	85.3	83.4	86.1

*We anticipate that the public release will not include the most updated data, as the district found errors in DESE reporting that have since been corrected.

Table 2. Four-Year Cohort Graduation & Dropout Rates: District (Selected Populations 2019-2021)

Student Group	Graduated			Dropped Out			GED		
	2019	2020	2021*	2019	2020	2021	2019	2020	2021
All Students	78.0	80.9	80.0	8.9	9.4	9.0	0.7	1.7	0.2
Male	71.6	76.3	73.5	12.3	11.5	11.4	0.5	2.7	0.2
Female	84.3	85.9	86.4	5.6	7.0	6.7	0.9	0.7	0.2
English Language	58.0	65.5	69.6	15.3	19.3	16.1	0.6	0.0	0.0
Students with Disabilities	44.6	56.5	55.0	22.3	22.1	16.1	2.2	0.8	0.7
Low Income	72.3	76.4	74.3	11.6	11.6	11.5	1.2	2.0	0.3
High Needs	69.8	75.2	75.0	12.3	12.4	11.0	1.0	2.0	0.3

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2019	2020	2021*	2019	2020	2021	2019	2020	2021
All Students	9.4	7.8	10.0	2.9	0.2	0.7	851	863	866
Male	12.8	9.3	14.4	2.8	0.2	0.5	423	451	431
Female	6.1	6.1	5.7	3.0	0.2	0.9	428	412	435
English Language	18.8	15.2	13.7	7.4	0.0	0.6	176	145	161

Students with Disabilities	23.0	19.1	25.5	7.9	1.5	2.7	139	131	149
Low Income	10.8	9.9	13.0	4.1	0.2	0.9	509	588	645
High Needs	12.8	10.1	12.7	4.1	0.3	0.9	587	636	652

Table 3: Four-year Cohort Graduation & Dropout Rates: District (Race and Ethnicity 2019-2021)

Student Group	Graduated			Dropped Out			GED		
	2019	2020	2021*	2019	2020	2021*	2019	2020	2021
Afr. Amer./Black	77.3	82.9	79.3	6.4	4.5	9.8	0.0	0.0	2.2
Asian	90.2	90.0	90.9	2.4	3.2	3.4	0.4	2.0	0.0
Hispanic/Latino	60.1	74.4	68.0	19.7	15.4	15.4	0.9	1.8	0.0
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	81.4	78.6	80.8	7.1	10.5	8.8	1.2	2.0	0.0
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	89.5	70.8	77.4	5.3	25.0	6.5	0.0	4.2	0.0

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2019	2020	2021*	2019	2020	2021	2019	2020	2021*

Afr. Amer./Black	9.1	12.6	8.7	7.3	0.0	0.0	110	111	92
Asian	4.9	4.4	5.3	2.0	0.4	0.4	246	249	263
Hispanic/Latino	15.2	7.9	16.2	4.0	0.4	0.4	223	227	241
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	9.5	8.9	8.8	0.8	0.0	1.7	253	248	239
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	0.0	0.0	16.1	5.3	0.0	0.0	19	24	31

Table 4: Four-year Cohort Graduation and Dropout Rates: Lowell High (Selected Populations 2019-2021)

Student Group	Graduated			Dropped Out			GED		
	2019	2020	*2021	2019	2020	2021	2019	2020	*2021
All Students	82.5	84.5	82.8	7.2	7.6	8.9	0.5	1.6	0.1
Male	77.6	80.5	77.2	9.6	9.5	11.0	0.5	2.4	0.0
Female	87.3	88.5	87.9	4.9	5.6	7.0	0.5	0.8	0.2
English Language	61.6	66.9	70.6	13.2	17.6	16.8	0.6	0.0	0.0
Students with Disabilities	48.4	61.2	59.4	18.3	19.4	17.9	2.2	1.0	0.0
Low Income	78.5	80.9	77.4	8.9	9.0	11.6	0.9	1.9	0.2
High Needs	75.0	79.3	78.1	10.2	10.2	11.2	0.8	1.9	0.2

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2019	2020	*2021	2019	2020	*2021	2019	2020	2021
All Students	6.7	6.1	7.5	3.0	0.2	0.6	760	804	795

Male	9.3	7.3	11.5	2.9	0.2	0.3	375	411	382
Female	4.2	4.8	3.9	3.1	0.3	1.0	385	393	413
English Language	16.4	15.4	12.6	8.2	0.0	0.0	159	136	143
Students with Disabilities	19.4	16.5	18.9	11.8	1.9	3.8	93	103	106
Low Income	7.3	8.1	10.0	4.4	0.2	0.9	427	533	579
High Needs	9.6	8.3	9.7	4.4	0.3	0.9	500	580	580

Table 5: Four-year Cohort Graduation and Dropout Rates: Lowell High (Race and Ethnicity 2019-2021)

Student Group	Graduated			Dropped Out			GED		
	2019	2020	*2021	2019	2020	*2021	2019	2020	2021
Afr. Amer./Black	81.7	86.0	85.9	5.8	3.7	8.2	0.0	0.0	1.2
Asian	91.5	92.1	92.1	2.6	2.9	3.6	0.4	2.1	0.0
Hispanic/Latino	66.7	79.5	69.0	15.8	11.3	15.7	0.6	1.5	0.0
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	85.5	81.6	83.7	6.1	9.8	8.8	0.9	2.1	0.0
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	87.5	81.0	88.5	6.3	19.0	7.7	0.0	0.0	0.0

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2019	2020	2021	2019	2020	2021	2019	2020	*2021
Afr. Amer./Black	6.7	10.3	4.7	5.8	0.0	0.0	104	107	85
Asian	3.4	2.5	4.3	2.1	0.4	0.0	235	242	253

Hispanic/Latino	11.9	7.2	14.8	5.1	0.5	0.5	177	195	216
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	6.6	6.4	5.6	0.9	0.0	1.9	228	234	215
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	0.0	0.0	3.8	6.3	0.0	0.0	16	21	26

Table 6: Four-year Cohort Adjusted Graduation and Dropout Rates: District (Selected Populations 2019-2021)

Student Group	Graduated			Dropped Out			GED		
	2019	2020	2021*	2019	2020	2021	2019	2020	2021
All Students	85.4	85.6	82.8	5.3	7.6	7.6	0.6	1.5	0.2
Male	78.7	82.2	75.6	8.3	9.0	9.9	0.6	2.7	0.0
Female	91.9	89.1	89.8	2.5	6.1	5.4	0.6	0.3	0.3
English Language	76.8	73.9	77.0	5.8	20.3	12.2	1.4	0.0	0.0
Students with Disabilities	44.1	62.9	53.6	20.6	17.5	17.9	2.0	1.0	0.0
Low Income	78.2	80.7	76.9	8.2	10.4	10.2	1.1	2.1	0.2
High Needs	78.2	80.0	77.2	7.9	10.7	10.2	1.0	2.2	0.2

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2019	2020	2021*	2019	2020	2021	2019	2020	2021
All Students	6.3	5.0	9.1	2.4	0.3	0.3	636	662	657
Male	9.6	5.7	14.2	2.9	0.3	0.3	314	332	324

Female	3.1	4.2	4.2	1.9	0.3	0.3	322	330	333
English Language	8.7	5.8	10.8	7.2	0.0	0.0	69	69	74
Students with Disabilities	24.5	16.5	26.8	8.8	2.1	1.8	102	97	112
Low Income	9.0	6.5	12.3	3.5	0.2	0.4	376	431	463
High Needs	9.2	6.8	11.9	3.7	0.4	0.4	403	459	470

Table 7: Four-year Cohort Adjusted Graduation and Dropout Rates: District (Race and Ethnicity 2019-2021)

Student Group	Graduated			Dropped Out			GED		
	2019	2020	2021*	2019	2020	2021	2019	2020	2021
Afr. Amer./Black	83.3	91.9	85.5	4.5	4.1	3.6	0.0	0.0	1.8
Asian	93.2	90.9	92.5	1.4	2.4	3.1	0.5	1.9	0.0
Hispanic/Latino	70.2	77.1	70.6	14.2	16.5	14.4	0.7	1.2	0.0
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	88.1	86.5	82.7	3.6	4.9	7.7	1.0	1.6	0.0
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	88.2	77.3	76.9	5.9	18.2	7.7	0.0	4.5	0.0

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2019	2020	2021*	2019	2020	2021	2019	2020	2021
Afr. Amer./Black	4.5	4.1	9.1	7.6	0.0	0.0	66	74	55
Asian	3.7	4.3	4.4	1.4	0.5	0.0	219	209	228

Hispanic/Latino	11.3	4.7	14.4	3.5	0.6	0.6	141	170	180
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	6.7	7.0	8.9	0.5	0.0	0.6	193	185	168
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	0.0	0.0	15.4	5.9	0.0	0.0	17	22	26

Table 8: Four-year Cohort Adjusted Graduation and Dropout Rates: Lowell High (Selected Populations 2019-2021)

	Graduated			Dropped Out			GED		
Student Group	2019	2020	2021*	2019	2020	2021	2019	2020	2021
All Students	90.2	89.3	86.0	3.7	5.7	7.5	0.5	1.5	0.2
Male	85.6	87.1	79.9	5.4	6.6	9.5	0.7	2.6	0.0
Female	94.6	91.4	91.5	2.0	4.8	5.7	0.3	0.3	0.3
English Language	82.0	78.5	80.0	3.3	16.9	12.3	1.6	0.0	0.0
Students with Disabilities	47.8	68.0	58.4	15.9	13.3	20.8	2.9	1.3	0.0
Low Income	84.3	85.6	80.7	5.6	7.7	10.3	0.9	2.1	0.2
High Needs	84.2	84.6	81.1	5.6	8.2	10.4	0.9	2.2	0.2

	Still in School			Non-Grad Completers			Number in Cohort		
Student Group	2019	2020	2021*	2019	2020	2021	2019	2020	2021
All Students	3.3	3.2	6.0	2.3	0.3	0.3	571	617	600
Male	5.4	3.3	10.2	2.9	0.3	0.4	277	302	284

Female	1.4	3.2	2.2	1.7	0.3	0.3	294	315	316
English Language	4.9	4.6	7.7	8.2	0.0	0.0	61	65	65
Students with Disabilities	20.3	14.7	18.2	13.0	2.7	2.6	69	75	77
Low Income	5.6	4.4	8.3	3.4	0.3	0.5	319	389	409
High Needs	5.6	4.6	7.7	3.8	0.5	0.5	342	416	413

Table 9: Four-year Cohort Adjusted Graduation and Dropout Rates: Lowell High (Race and Ethnicity 2019-2021)

Student Group	Graduated			Dropped Out			GED		
	2019	2020	2021*	2019	2020	2021*	2019	2020	2021
Afr. Amer./Black	88.7	94.4	94.0	3.2	2.8	2.0	0.0	0.0	2.0
Asian	94.7	93.1	93.6	1.4	2.0	3.2	0.5	2.0	0.0
Hispanic/Latino	78.2	83.2	71.3	10.0	11.9	15.3	0.0	1.4	0.0
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	93.2	88.2	86.8	2.3	5.1	7.2	1.1	1.7	0.0
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	85.7	89.5	90.5	7.1	10.5	9.5	0.0	0.0	0.0

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2019	2020	2021*	2019	2020	2021	2019	2020	2021*
Afr. Amer./Black	3.2	2.8	2.0	4.8	0.0	0.0	62	71	50
Asian	1.9	2.5	3.2	1.4	0.5	0.0	208	204	220
Hispanic/Latino	7.3	2.8	12.7	4.5	0.7	0.6	110	143	157

Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	2.8	5.1	5.3	0.6	0.0	0.7	177	178	152
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	0.0	0.0	0.0	7.1	0.0	0.0	14	19	21

Table 10: Five-year Cohort Graduation and Dropout Rates: District (Selected Populations 2018-2020)

Student Group	Graduated			Dropped Out			GED		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
All Students	83.8	81.7	83.4	7.2	10.1	9.8	1.6	0.9	2.1
Male	81.7	76.4	79.2	9.4	13.9	12.6	1.6	0.7	3.1
Female	85.9	86.9	88.1	4.9	6.3	6.8	1.5	1.2	1.0
English Language	66.2	67.6	72.4	15.5	18.8	22.8	0.7	0.6	0.0
Students with Disabilities	50.0	48.9	58.0	19.3	22.3	22.9	4.4	2.9	0.8
Low Income	76.1	75.4	79.9	10.6	12.8	11.9	2.7	1.6	2.6
High Needs	75.5	74.6	78.6	10.8	13.8	12.9	2.4	1.4	2.5

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
All Students	3.0	3.4	3.5	4.5	0.0	1.2	838	851	863
Male	4.2	5.2	4.0	3.1	0.0	1.1	426	423	451
Female	1.7	1.6	2.9	6.1	0.0	1.2	412	428	412

English Language	1.4	4.5	2.8	16.2	0.0	2.1	148	176	145
Students with Disabilities	13.2	13.7	13.7	13.2	0.0	4.6	114	139	131
Low Income	4.1	4.7	4.3	6.4	0.0	1.4	482	509	588
High Needs	4.6	4.8	4.4	6.7	0.0	1.6	538	587	636

Table 11: Five-year Cohort Graduation and Dropout Rates: District (Race and Ethnicity 2018-2020)

Student Group	Graduated			Dropped Out			GED		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Afr. Amer./Black	84.4	81.8	89.2	5.2	8.2	4.5	0.0	0.0	0.0
Asian	90.9	92.7	90.8	4.2	2.4	3.6	1.5	0.4	2.4
Hispanic/Latino	69.3	65.5	77.5	13.5	22.0	15.0	3.1	1.3	2.2
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	86.2	84.6	80.6	6.7	8.3	11.7	1.1	1.6	2.4
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	93.8	89.5	70.8	0.0	5.3	25.0	0.0	0.0	4.2

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Afr. Amer./Black	1.0	1.8	5.4	9.4	0.0	0.9	96	110	111
Asian	2.7	2.0	2.8	0.8	0.0	0.4	264	246	249
Hispanic/Latino	4.2	5.8	3.1	9.9	0.0	2.2	192	223	227
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-

White	3.0	3.6	4.0	3.0	0.0	1.2	269	253	248
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	6.3	0.0	0.0	0.0	0.0	0.0	16	19	24

Table 12: Five-year Cohort Graduation and Dropout Rates: Lowell High (Selected Populations 2018-2020)

Student Group	Graduated			Dropped Out			GED		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
All Students	85.6	85.3	86.1	6.1	8.3	8.1	1.1	0.7	1.9
Male	83.7	81.3	82.5	8.2	10.7	10.9	1.5	0.8	2.7
Female	87.5	89.1	89.8	4.1	6.0	5.1	0.8	0.5	1.0
English Language	67.1	71.1	72.1	12.1	15.7	21.3	0.0	0.6	0.0
Students with Disabilities	51.8	50.5	61.2	16.5	21.5	20.4	3.5	2.2	1.0
Low Income	78.0	80.3	83.1	9.2	10.5	9.4	2.1	1.2	2.3
High Needs	77.5	78.8	81.6	9.5	11.8	10.7	1.9	1.0	2.2

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
All Students	1.1	1.7	2.0	6.0	0.0	2.0	784	760	804
Male	1.8	2.7	2.2	4.8	0.0	1.7	392	375	411
Female	0.5	0.8	1.8	7.1	0.0	2.3	392	385	393

English Language	0.7	2.5	2.9	20.0	0.0	3.7	140	159	136
Students with Disabilities	8.2	9.7	10.7	20.0	0.0	6.8	85	93	103
Low Income	1.6	2.3	2.8	9.2	0.0	2.4	437	427	533
High Needs	1.9	2.6	2.8	9.3	0.0	2.8	485	500	580

Table 13: Five-year Cohort Graduation and Dropout Rates: Lowell High (Race and Ethnicity 2018-2020)

Student Group	Graduated			Dropped Out			GED		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Afr. Amer./Black	83.9	85.6	90.7	4.3	7.7	3.7	0.0	0.0	0.0
Asian	91.8	93.2	92.6	3.9	2.6	2.9	0.8	0.4	2.5
Hispanic/Latino	71.3	70.1	80.5	10.3	18.6	11.8	2.9	0.6	1.5
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	89.8	88.6	83.3	6.5	6.6	10.3	0.8	1.3	2.6
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	85.7	87.5	81.0	0.0	6.3	19.0	0.0	0.0	0.0

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Afr. Amer./Black	1.1	1.0	3.7	10.8	0.0	1.9	93	104	107
Asian	1.2	0.9	0.8	2.3	0.0	1.2	257	235	242
Hispanic/Latino	2.3	3.4	2.6	13.2	0.0	3.6	174	177	195
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-

White	0.0	1.8	2.1	2.9	0.0	1.7	245	228	234
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	7.1	0.0	0.0	7.1	0.0	0.0	14	16	21

Table 14: Five-year Cohort Adjusted Graduation and Dropout Rates: District (Selected Populations 2018-2020)

Student Group	Graduated			Dropped Out			GED		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
All Students	87.2	87.7	87.0	5.5	5.8	7.4	1.5	0.6	2.0
Male	84.7	81.8	83.7	7.5	8.9	9.3	2.1	0.6	3.3
Female	89.7	93.5	90.3	3.4	2.8	5.5	0.9	0.6	0.6
English Language	72.7	79.7	75.4	12.1	5.8	23.2	1.5	1.4	0.0
Students with Disabilities	50.0	50.0	64.9	18.8	21.6	16.5	5.0	2.0	1.0
Low Income	78.4	81.4	82.8	9.4	8.8	9.7	2.8	1.1	2.8
High Needs	78.3	81.4	81.9	9.1	8.4	10.2	2.6	1.0	2.8

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
All Students	3.1	2.8	2.9	2.8	3.0	0.8	654	636	662
Male	4.2	4.8	3.0	1.5	3.8	0.6	334	314	332
Female	1.9	0.9	2.7	4.1	2.2	0.9	320	322	330

English Language	1.5	5.8	1.4	12.1	7.2	0.0	66	69	69
Students with Disabilities	15.0	13.7	13.4	11.3	12.7	4.1	80	102	97
Low Income	4.5	4.3	3.7	4.8	4.5	0.9	352	376	431
High Needs	5.2	4.5	3.9	4.7	4.7	1.1	383	403	459

Table 15: Five-year Cohort Adjusted Graduation and Dropout Rates: District (Race and Ethnicity 2018-2020)

Student Group	Graduated			Dropped Out			GED		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Afr. Amer./Black	93.2	86.4	93.2	1.7	4.5	4.1	0.0	0.0	0.0
Asian	91.9	95.0	91.9	3.4	0.9	2.4	0.8	0.5	2.4
Hispanic/Latino	73.3	75.2	79.4	11.9	14.9	14.7	4.4	0.7	1.8
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	88.2	89.1	87.6	5.2	5.2	5.9	0.9	1.0	2.2
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	100.0	88.2	77.3	0.0	5.9	18.2	0.0	0.0	4.5

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Afr. Amer./Black	0.0	1.5	2.7	5.1	7.6	0.0	59	66	74
Asian	3.0	1.8	2.9	0.8	1.8	0.5	236	219	209
Hispanic/Latino	4.4	5.0	2.4	5.9	4.3	1.8	135	141	170
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-

White	3.3	3.1	3.8	2.4	1.6	0.5	212	193	185
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	0.0	0.0	0.0	0.0	5.9	0.0	11	17	22

**Table 16: Five-year Cohort Adjusted Graduation and Dropout Rates: Lowell High
(Selected Populations 2018-2020)**

Student Group	Graduated			Dropped Out			GED		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
All Students	88.9	91.2	89.9	4.7	3.9	5.7	1.3	0.5	1.8
Male	86.5	87.4	87.4	6.4	5.4	7.3	1.9	0.7	3.0
Female	91.2	94.9	92.1	2.9	2.4	4.1	0.7	0.3	0.6
English Language	71.4	83.6	78.5	9.5	3.3	20.0	0.0	1.6	0.0
Students with Disabilities	52.5	50.7	68.0	16.4	18.8	13.3	4.9	2.9	1.3
Low Income	80.4	85.9	86.4	8.1	6.3	7.2	2.5	0.9	2.6
High Needs	80.5	85.7	85.3	8.0	6.1	7.9	2.3	0.9	2.6

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
All Students	0.8	1.6	1.5	4.4	2.8	1.3	619	571	617
Male	1.3	2.9	1.3	3.8	3.6	1.0	312	277	302
Female	0.3	0.3	1.6	4.9	2.0	1.6	307	294	315

English Language	0.0	3.3	1.5	19.0	8.2	0.0	63	61	65
Students with Disabilities	8.2	10.1	10.7	18.0	17.4	6.7	61	69	75
Low Income	0.9	2.5	2.3	8.1	4.4	1.5	321	319	389
High Needs	1.4	2.6	2.2	7.7	4.7	1.9	349	342	416

Table 17: Five-year Cohort Adjusted Graduation and Dropout Rates: Lowell High (Race and Ethnicity 2018-2020)

Student Group	Graduated			Dropped Out			GED		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Afr. Amer./Black	91.4	90.3	94.4	1.7	3.2	2.8	0.0	0.0	0.0
Asian	92.2	95.7	93.6	3.4	1.0	2.0	0.4	0.5	2.5
Hispanic/Latino	75.6	80.0	83.9	8.9	10.9	11.2	4.1	0.0	1.4
Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	92.3	93.8	88.8	4.6	2.8	5.6	1.0	1.1	2.2
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	90.0	85.7	89.5	0.0	7.1	10.5	0.0	0.0	0.0

Student Group	Still in School			Non-Grad Completers			Number in Cohort		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Afr. Amer./Black	0.0	1.6	2.8	6.9	4.8	0.0	58	62	71
Asian	1.3	1.0	0.5	2.6	1.9	1.5	232	208	204
Hispanic/Latino	1.6	3.6	2.1	9.8	5.5	1.4	123	110	143

Amer. Ind. Or Alaska Nat.	-	-	-	-	-	-	-	-	-
White	0.0	1.1	1.7	2.1	1.1	1.7	195	177	178
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	0.0	0.0	0.0	10.0	7.1	0.0	10	14	19



Lowell Public Schools

Reimagining the Secondary School Experience

Presentation to Lowell School Committee
June 15, 2022

OVERVIEW

- Proposed Vision
- Need for Change
- Current Work
- Aligning Initiatives
- Next Steps
- LHS Construction Project Updates



PROPOSED VISION SUMMARY



Students should be:

- Actively engaged with content (Mind)
- Actively engaged with each other (Heart)
- Focused on student-led conversations (Network, Leadership)
- Engaged in a productive struggle (Spirit)
- Active in seeking knowledge through inquiry based learning (Skill)

Current Graduation Requirements

Current requirements do not reflect post-secondary demands of our graduates.

This is evidenced by the discrepancies between the LHS requirements as compared to the Mass Core (state suggested path) and Massachusetts State University Admission standards.

	LHS	Mass Core	Mass State University System
English	4 years	4 years	4 years
Math	2 years	4 years (Including Alg 2)	4 years (Including Alg 2)
Social Studies	2 years	3 years (Including World)	3 years
Science	2 years	3 years	2 years
PE	2 years*	As required by law	
Health	1 year*		
World Language		2 years	2 years
Arts		1 year	

State Average Mass Core Completion Rate- 83.2%
LHS Mass Core Completion Rate 2020-2021- 14.9%

NEED FOR CHANGE

WHY CHANGE THE REQUIREMENTS?

Assure students are accessing academically challenging coursework to better prepare them for post-secondary success

Increase Mass Core completion rate

Increase performance on statewide assessments such as MCAS

Ensure that more students are able to access the opportunities in the MA State University system post LHS graduation

CURRENT WORK

This year, we:

- Improved tier 1 instruction using Launch, Explore, Summarize model
- Developed a common rubric for Writing Across Content areas
- Regularly reviewed data - reduced drop out, increased grad rate and access to advanced coursework
- Increased the number of classroom observations and coaching cycles
- Updated curriculum maps to include Portrait of a Graduate domains

ALIGNING INITIATIVES

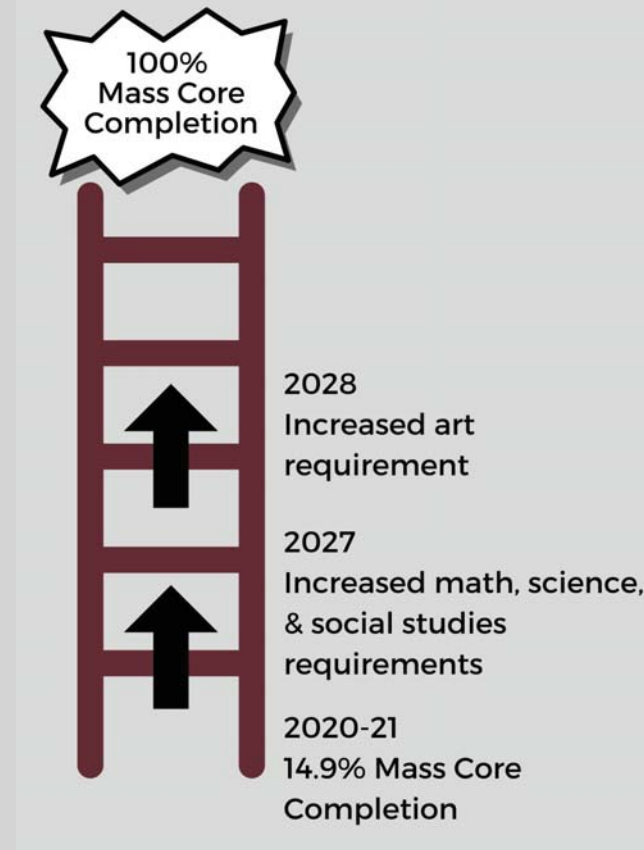
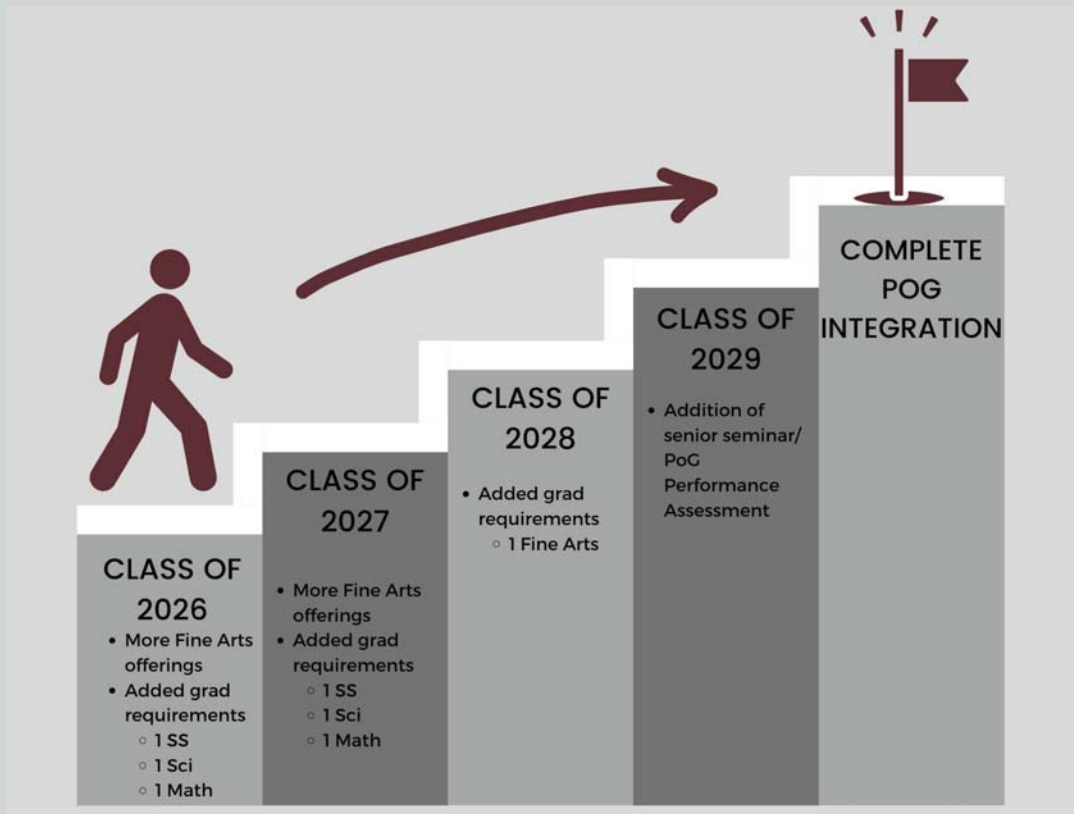
Existing Initiatives/ Projects:

1. Sustainable Improvement Plan (Turnaround)
2. Portrait of a Graduate
3. Grad Requirement Examination
4. Writing Across Contents
5. Increase Instructional Discourse

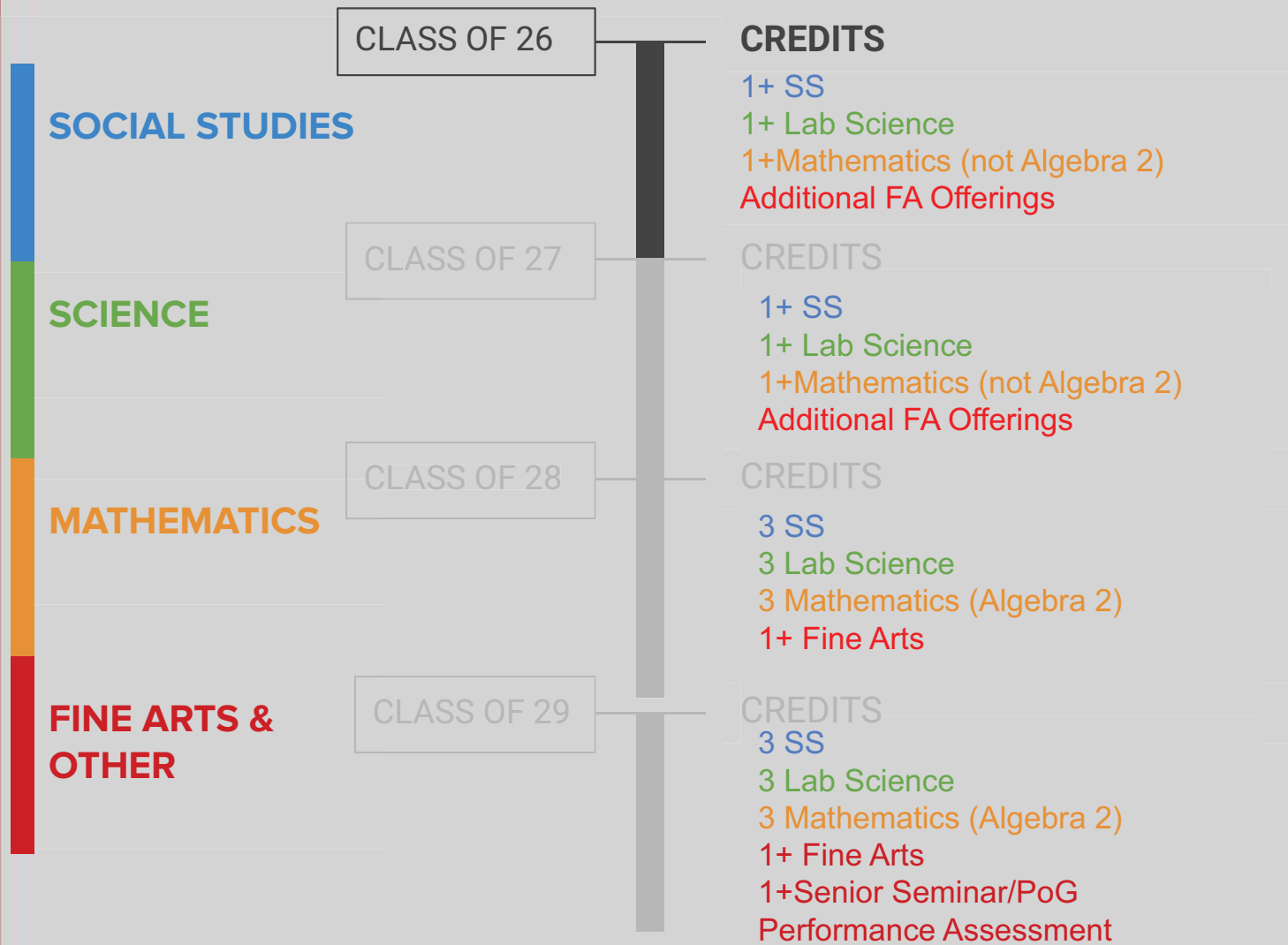
ALIGNING INITIATIVES

Projected Impact of Increased Graduation Requirements Towards PoG & Mass Core

- 1 Shared Leadership
- 2 Instruction
- 3 Supporting All Students
- 4 Culture & Climate



ALIGNING INITIATIVES



- 1 Shared Leadership
- 2 Instruction
- 3 Supporting All Students
- 4 Culture & Climate

PROPOSED CHANGES BY CLASS OF 2029

	Mass Core Aligned Now	Mass Core Aligned by 2029	LHS by 2029	Mass Core	Mass State University System
English	✓	✓	4 years	4 years	4 years
Math	✗	✗	3 years (Including Alg 2)	4 years (Including Alg 2)	4 years (Including Alg 2)
Social Studies	✗	✓	3 years	3 years (Including World)	3 years
Science	✗	✓	3 years	3 years	2 years
PE	✓	✓	2 years*	As required by law	
Health	✓	✓	1 year*		
World Language	✗	✗		2 years	2 years
Arts	✗	✓	1 year	1 year	



ALIGNING INITIATIVES

What is Portrait of a Graduate (PoG)

A vision for the skills and competencies that the Lowell community believes a Lowell High Graduate should possess.

The “north star” for transformation.

Why PoG?

Increases:

- Critical thinking opportunities
- Collaborative skills
- Student ownership over learning



ROAD MAP

Focus on improving Tier 1 instruction through Launch, Explore, Summarize

**SY
21-22**

Continued work on increasing access to advanced coursework and increased opportunities

**SY
22-23**

Update curriculum maps to include Portrait of a Graduate competencies

**SY
21-22**

Reimagined LHS

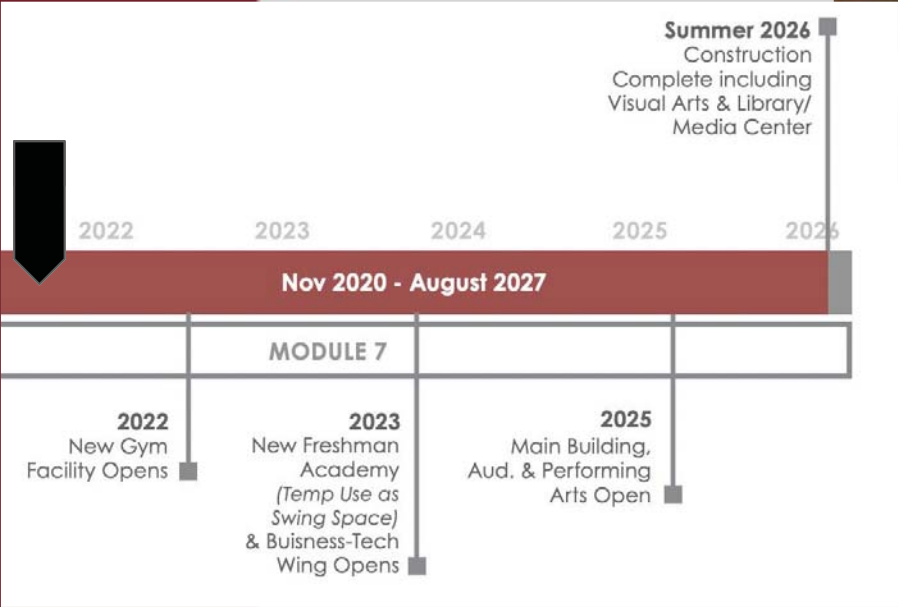
**SY
23-24**

Introduce enhanced graduation requirements to incoming freshman class

**SY
22-23**

Restructuring of House Office teams to foster personalized experiences for students, increase instructional leadership across the admin team & increase support for teachers

BUILDING UPDATES



- New gym to open SY 22-23
- Project on track for completion of Summer of 2026

NEXT STEPS

- Better align Sustainable Improvement Plan (SIP) benchmarks to PoG
- Implement PoG into everyday practices
- Introduce faculty to Indicators of School Quality (ISoQ)
- Continue to examine grad requirements further and build toward the PoG Vision
- Improve instructional support systems to provide greater access to coaching to help transition into PoG
- Adjust relevant LPS School Committee Policies to reflect the LHS Portrait of a Graduate

Differentiated Autonomy & Support in Lowell Public Schools

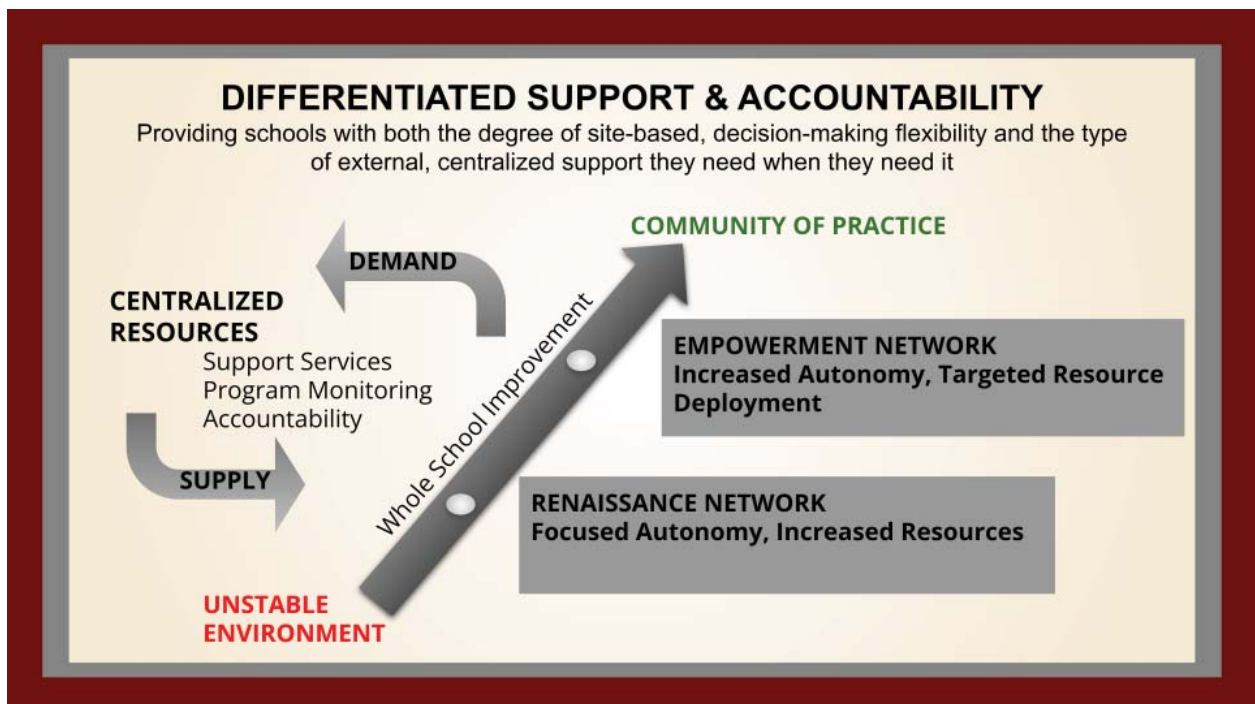
5/25/22

Each of our schools has its own characteristics and culture. Our schools differ in the degree to which they are successful overall, as well as in the extent to which they are closing learning gaps. It stands to reason, then, that different schools require different amounts and kinds of support, and different levels of oversight. It's also the case that, because support initiatives tend to be resource laden, tailoring supports to meet schools needs is a more efficient model than a one size fits all approach.

This report examines the way LPS provides differentiated treatment currently, suggests two key modifications to our model to be implemented for the start of the 2022 - 2023 school year, and outlines considerations for a further expansion of differentiated treatment going forward.

Current State:

Our current model for providing differentiated support associates schools with two networks: a Renaissance Network of seven schools identified for additional assistance, and an Empowerment Network of all other schools. Renaissance schools are typically identified as those in the lowest 15th percentile on state performance measures.



For our Renaissance schools, focused autonomy and increased resources manifest in several ways. These schools engage, along with district staff, with the Statewide System of Support (SSoS) which provides support through turnaround planning, coaching and targeted site visits. The district provides additional funding - a Renaissance supplement - through the Fair School Funding process. This allows for additional staffing, professional development time for teachers, as well as opportunities for extended time programming.

DIFFERENTIATED SUPPORT & ACCOUNTABILITY	
Providing schools with both the degree of site-based, decision-making flexibility and the type of external, centralized support they need when they need it	
RENAISSANCE NETWORK	EMPOWERMENT NETWORK
<ul style="list-style-type: none"> • Collaborative development of school-based budgets • Targeted Interventions for Students • Increased Professional Development for Teachers • Support for Engaging Families in the Learning Process • Frequent on-site coaching and support 	<ul style="list-style-type: none"> • Greater discretion with school-based budgeting process • Coaching and guidance to support school-based decisions • Targeted resources provided based on individual school performance data • Regular on-site progress monitoring and feedback • School-based decisions influence centralized decisions

Next State:

Two important enhancements to our model will be introduced at the start of the 2022 - 2023 school year:

- A refined and more comprehensive Instructional Rounds plan to support instructional improvement
- A Community Schools program to support the engagement of families in Renaissance schools

Instructional Rounds:

Based on the results of this spring’s MCAS tests (using both achievement and growth

metrics), the district will identify schools in need of moderate or intensive assistance.

- For schools designated in need of *moderate* assistance, district personnel will visit schools quarterly to: visit classrooms together with school leaders and/or teachers, assess needs with principals, meet with school leadership teams
- For schools designated in need of *intensive* assistance, a school assistance team (made up of CSO, curriculum coordinators/district coaches, and other relevant district personnel) will serve as developmental advisors who:
 1. make biweekly visit schools to: visit classrooms together with school leaders and/or teachers, assess needs with principals, meet with school leadership teams, and talk with teacher leaders and students, as well as attend occasional team meetings and school PD sessions
 2. meet as a team to debrief school visits, share progress and challenges, and discuss how to better support
 3. provide written feedback to schools on a monthly basis that notes specific areas of progress, specific short-term goals for improvement, and suggested action items that might help the school address those goals

Initially, there will be twin focuses for these visits: the school's Problem of Practice and student engagement in rigorous lessons. Each school's progress in these focus areas will be calibrated and reported back to the school following each visit. Where a [DESE Walkthrough Tool](#) has been used for this purpose to date, a more finely delineated rubric is being developed by district personnel. It will be used to monitor performance and growth throughout the school year, to provide visualization of progress, and to more precisely determine support needs.

Community Schools:

A second key investment in differentiated treatment will involve the expansion of community services through a Community Schools model. This will entail hiring a Community School Manager for each Renaissance school. The person will be responsible for working with students, staff teams, families, and community partners to manage targeted and schoolwide wraparound programs and services to improve student success. To the extent that schools may already partner with supportive programs and services, this expansion will increase dosage, frequency, and access to programs that meet the social, emotional, mental health, and academic needs of students.

Future State:

Even as the enhancements above are implemented, there will be opportunities throughout the 2022 - 2023 school year to further refine and improve our model of differentiated autonomy and support. A key prerequisite to that work, the ability to more accurately diagnose school needs, will be available this fall in the form of a new school dashboard. The dashboard will visualize data on each school's performance, reporting on a full 16 indicators grouped according to 5 key qualities of high performance schools: Academic Learning, School Culture, Teachers & Leadership, Community & Wellbeing, and Resources.

The dashboard will provide a set of dimensions and criteria for diagnosis, with each school rated - Warning, Watch, Growth, Approval, Ideal - on each of its 16 indicators. Much as a teacher diagnosing students' reading needs in order to provide differentiated instruction, these criteria measured and visualized on the dashboard will allow for schools to be grouped according to need with more specific autonomies or supports tailored to those needs.

Using the Instructional Rounds model as a case in point, the dashboard might be used to define levels of support as follows:

- Moderate = "Watch" performance on either Academic Learning or Community and Well-being, for all students or in any designated subgroup
- Intensive = "Warning" performance on either Academic Learning or Community and Well-being, for all students or in any designated subgroup

Further, immediate consideration of differentiated treatment will include initiatives that are readily available:

- modified curriculum, including autonomy over curriculum and lab classrooms at certain schools
- revamped school schedules to provide intensive interventions and/or double doses of core classes
- degrees of autonomy or centralized control of school professional development
- differentiated control over school improvement planning
- assistance to learn routines and tools to continually monitor the impact and progress of their efforts

Other measures, including ones supported by research as most likely to impact achievement gaps, will demand close partnership with unions and may require School

Committee approval. A yet more substantial model of differentiated treatment will consider such measures:

- reduced class sizes in certain schools;
- expanded, mandatory professional development
- longer school day and/or school year for some schools
- prioritizing the full staffing of focus schools
- a differentiated pay scale for teachers in different schools
- revising patterns of student assignment

Status Update

2019 DESE Districtwide Review

Lowell Public Schools

June 2022

Table of Contents

- Summary of April 2019 DESE Districtwide Review
- Overview of 2020-2025 LPS Strategic Plan
- Review of DESE Recommendations Through the Lens of LPS Goals
 - Goal 1 - Improve Academic and Student Achievement at Every School Site
 - Goal 2 – Improve Operational Efficiency Across the System
 - Goal 3 – Ensure that Every School is Safe and Welcoming to Every Student and Every Family, Every Day
 - Goal 4 – Increase Community Engagement and Empower Families as Partners in the Educational Process



2019 DESE Districtwide Review

- DESE conducts comprehensive external reviews of local school districts on a periodic basis, under Chapter 15, Section 55A of the Massachusetts General Laws, to “support local school districts in establishing or strengthening a cycle of continuous improvement”
- The most recent review of LPS was conducted by the DESE Office of Reviews and Monitoring on April 1-4, 2019
- At that time, LPS was in the midst of a search for a new superintendent and dealing with the immediate aftermath of a \$6.8 million deficit for FY19
- Based upon its analysis of LPS in 2019, DESE identified 8 areas of strength and 19 areas of challenge or opportunities for growth
- Overall, DESE provided LPS with 15 recommendations for improvement in the areas of leadership and governance (2), curriculum and instruction (3), assessment (1), human resources and professional development (4), student support (2) and financial and asset management (3)



2020-2025 LPS Strategic Plan

Equity. Excellence. Empowerment.

Strategic Plan

EQUITY · EXCELLENCE · EMPOWERMENT

ACADEMIC ACHIEVEMENT · OPERATIONAL EFFICIENCY
WELCOMING CULTURE · FAMILY ENGAGEMENT

Core Beliefs:

- A high-quality education is a fundamental civil right of every child.
- Teaching and Learning is the core of our work.
- Parents are our partners.
- Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of all students; the entire community is responsible for their success.

Fundamental Commitments:

- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources among the district's diverse schools.
- Engage all families with courtesy, dignity, respect and cultural understanding.

Strategy:

- Employing differentiated levels of autonomy.
- Implementing systemic and instructional alignment.
- Empowering students and families through choice.
- Ensuring reciprocal accountability by all stakeholders.

Goals:

- Improve Academics and Student Achievement at Every School Site
- Improve operational efficiency across the system
- Ensure that every school enjoys a safe and welcoming culture
- Increase community engagement and empower families as partners

GOAL 1

Improve Academics and Student Achievement at Every School Site

DESE Review/LPS Strategy Crosswalk

April 2019 DESE Recommendations	Correlated LPS Actions
<ul style="list-style-type: none"> • Re-instate required oversight and dedicated expertise in curriculum and instruction districtwide, or establish new roles for this purpose, especially at the high school. • Develop and implement an ongoing, rigorous, transparent, and inclusive curriculum review and revision process, and ensure that the taught curriculum challenges and supports all learners. • Ensure that all teachers provide effective instruction that challenges and supports all students. • Implement all components of the state’s Educator Evaluation Framework to promote educators’ growth, with particular emphasis on ensuring that all educators receive high-quality feedback. • Develop a professional development plan aligned with district and school goals with SMART goals and measurable student outcomes. 	<ul style="list-style-type: none"> • Three additional curriculum specialists were included in the FY23 budget and will be hired ahead of SY2022/23, doubling the level of centralized curriculum support for schools • The Office of Teaching and Learning conducts regular reviews of all district curricula, utilizing student level data and staff feedback to assess and improve alignment and quality of all instructional materials and guidance documents that are provided to schools • A newly designed <i>Instructional Rounds</i> model was instituted in 2019 - and has been revised annually - to collaboratively assess and improve classroom practice • The position of Chief Schools Officer was created in 2019 to provide direct coaching to school leaders, including side-by-side analysis of teaching and learning • The districtwide professional development plan is developed on an annual basis. The PD plan for SY2022/23 is on track for publication in June, including instructional focus areas and goals for adult learning

GOAL 2

Improve Operational Efficiency Across the System

DESE Review/LPS Strategy Crosswalk

April 2019 DESE Recommendations	Correlated LPS Actions
<ul style="list-style-type: none"> • Ensure that planning documents have clear goals that are based on an analysis of historical, longitudinal, and current disaggregated student data. • Develop uniform and integrated policies, structures, and practices for the efficient and purposeful collection, use, and sharing of a range of assessments districtwide. • Develop and sustain an adequate infrastructure and hire and retain the personnel to effectively implement human resources policies and practices. • Take a more proactive approach to recruiting, hiring, and assigning staff to build a qualified pool of applicants that reflect the diversity of the schools and meet all students' needs. • Continue improving financial controls, especially for payroll, and the monitoring and forecasting for accounts that may result in a deficit. 	<ul style="list-style-type: none"> • A new 5-year strategic plan and <i>Key Performance Indicators</i> were adopted in 2020, along with a new school-based Quality Improvement Planning process. Aligned district goals are now set annually. • A new Performance Management dept was created as part of a districtwide reorganization in 2019, and a partnership with UML has been developed for SY22-23 to further bolster LPS' data capacity. • The HR Dept was also redesigned as part of the 2019 reorg, including an expansion of staff from 1 to 4 with a direct reporting line to the COO • Recruitment and candidate screening protocols have been redesigned and a <i>Staffing Diversity Index</i> is scheduled for launch ahead of next school year. • The LPS finance and accounting strategy was overhauled in 2019, including a new approach to districtwide budgeting, and the development of a plan for implementing a full ERP solution is currently underway

GOAL 3

Ensure that Every School is Safe and Welcoming to Every Student and Every Family, Every Day

DESE Review/LPS Strategy Crosswalk

April 2019 DESE Recommendations	Correlated LPS Actions
<ul style="list-style-type: none"> • Plan and implement regularly scheduled maintenance of school buildings and develop a long-range capital plan to schedule needed renovations of schools. • Develop and implement a districtwide system to identify at-risk students using assessment data, provide multi-tiered academic interventions, and employ ongoing progress monitoring to meet the needs of all students. 	<ul style="list-style-type: none"> • An RFP was released in May 2022 to develop the district’s first long range facilities master plan in recent history, and a draft framework was developed to establish a joint facilities oversight board with the City to monitor responsive and preventative maintenance as well as capital projects across the district. • A comprehensive SEL curriculum and staff professional learning series was launched in SY2020-2021, including a standardized SEL progress monitoring tool, utilizing the Devereux Student Strengths Assessment (DESSA)

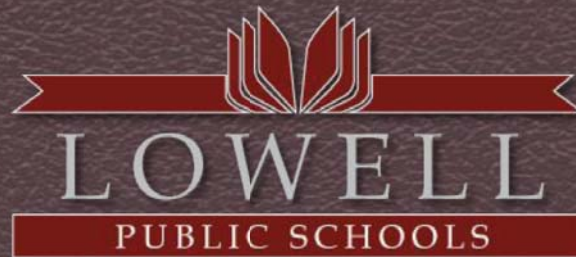
GOAL 4

Increase Community Engagement and Empower Families as Partners in the Educational Process

DESE Review/LPS Strategy Crosswalk

April 2019 DESE Recommendations	Correlated LPS Actions
<ul style="list-style-type: none"> • Develop, approve, and disseminate procedures that clarify internal and external communications among the superintendent, school committee members, school-based staff, and community stakeholders. • Increase advocacy within city government and within the community for district resources and continue to improve communications with [city officials] about district needs, budgets, the district’s agreement with the city on indirect costs for education, financial management, and facilities. • Ensure all schools enhance their current practices to strengthen collaborative relationships with families, community partners, and other stakeholders that support students’ academic and behavioral progress and well-being. 	<ul style="list-style-type: none"> • The School Committee adopted a policy governing School Committee communications and school visits in 2018. That policy has been shared with all members and staff on an annual basis. MASC also has an ethics policy for SCs which could benefit LPS • A request to negotiate an updated net school spending MOA with the City was sent to the City Finance Department in May 2022 and those negotiations are underway with the goal of finalizing a revised agreement prior to the start of next school year. • SSCs were established at all schools in SY19/20 with newly designed support protocols; a pilot Parent Leadership Institute was implemented in SY20-21 with funding appropriated in FY23 to expand the Institute districtwide; and a full-service community school model was developed in 2021 with plans for a launch of the full service model at schools within the Renaissance Network next year.

Lowell Public Schools
**Quality Improvement Plan,
& Budget**
Timelines & Key Milestones





Lowell Public Schools

Agenda

- Quality Improvement Plan: *timeline and needs assessment process*
- Budget: *Site-based budgeting review and projected timeline*
- School Site Councils: *involvement*



Lowell Public Schools

Quality Improvement Plan
QIP





Lowell Public Schools



QIP Timeline

- January: Needs assessment
- February: School Profile Data/projections
- February: Leadership: Finalize QIP and Program Information
- March: Work with SSC to approve QIP
- March: Submit QIP





QIP Continued

- The QIP needs assessment process is comprehensive and focuses on the entire school.

- Teams should collect and examine data from a variety of sources and identify priority need areas in all aspects of school operation & functioning.

- The focus of the needs assessment is to identify strengths of the current program, but also to identify weaknesses, obstacles and barriers in each of the dimensions.

School Improvement Planning Needs Assessment SCHOOL LEADER

- **Directions:** Please take several minutes to complete this needs assessment. It will provide information for the **School Improvement Planning** process.

1. When considering your school student achievement results, what is working?
2. In your opinion, what needs to be improved to increase student achievement across the school and what evidence do you have to validate your thinking?
3. As you think about student achievement in your school, what new school-wide planning or research-based strategies for supporting higher student achievement do you want to implement?
4. Identify the three most important research-based instructional strategies and the three most important instructional interventions to increase student achievement.

Instructional Strategies	Instructional Interventions

5. What professional development strategies will promote better results?



Lowell Public Schools

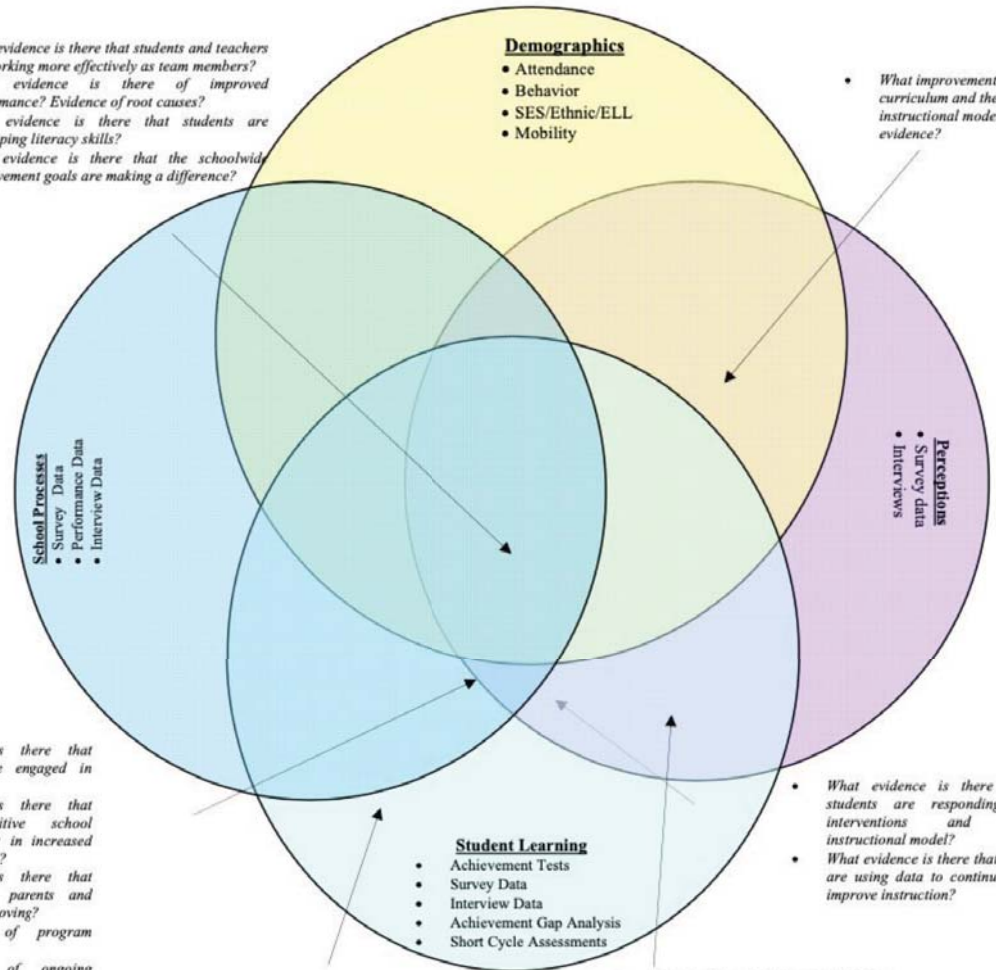
QIP



LOWELL

PUBLIC SCHOOLS

- What evidence is there that students and teachers are working more effectively as team members?
- What evidence is there of improved performance? Evidence of root causes?
- What evidence is there that students are developing literacy skills?
- What evidence is there that the schoolwide improvement goals are making a difference?



- What evidence is there that students are more engaged in learning?
- What evidence is there that increasingly positive school relationships result in increased student achievement?
- What evidence is there that relationships with parents and community are improving?
- What evidence of program evaluation exists?
- What evidence of ongoing professional development exists?

- What evidence is being collected to demonstrate that academic achievement is improved?
- What evidence is there that literacy and math interventions improve proficiency?
- What instructional strategies work?

- What evidence is there to indicate that students' and parents' perceptions toward school has improved?
- Source: Modified from Bernhardt, Victoria (2004) by Paul Johnson, (2007)

- What improvements in the curriculum and the instructional model are in evidence?

- What evidence is there that students are responding to interventions and the instructional model?
- What evidence is there that staff are using data to continuously improve instruction?

Lowell Public Schools

Budget

Refresher Points on Fair School Funding & Timeline





Lowell Public Schools

Student-Based Budgeting (SBB) can help districts accomplish three goals with their funding system



Equity

Resources are distributed equitably based on student need

"Dollars follow the student"



Transparency

Clear and easily understood rules for where, how, and why dollars flow

"The formula tells you what you get"



Flexibility

School leaders define the resources they need to drive student achievement

"Principals own their budgets"



Design

Define Student Weights

SBB weights assign additional funds for specific student needs



Additional money is given to reflect the increased cost to meet certain student needs

Schools get a base amount of money for each student served





A complete SBB formula balances equity and stability

Stability strategies:

- Baseline services ensure that all schools are able to provide a minimum level of services
- Transition strategies ensure schools do not see large swings year over year





What to Expect

Finance	January 19th		SC: Update on Budget Process
Finance	January 10th		Principals: Update on Budget Process
Finance	February 3rd		SC: Update on SBB Pool, Weights, FSF Update for FY21/22, Governor's initial budget
Finance	February 3rd		SC: Update on FY20/21 Budget with suggested adjustment priority areas
Finance	February 8th		Principals: send current year FSF workbooks to reacquaint with the format
Finance	February 17th		SC: Update on Baseline rules, guardrails, sample workbooks: Budget Adj proposal
Finance	March 3rd		SC: Update on Summary of Impact to Schools & transition policies
Finance	March 5th		Principals: send their funding summary and workbooks to them
Finance	March 8th-March 19th		Principals: Budget drop ins with CFO
Finance	March 20th - April 2nd		Principals: Budget Defense
Finance	April 7th		SC: Budget update for current year and FY21/22
Finance	April 21st		SC: Budget update for current year and FY21/22
Finance	April 7th	?	SC: Finance Subcommittee/both current and next year budgets
Finance	April 21st	?	SC: Finance Subcommittee/both current and next year budgets
Finance	May 5th	?	SC: Budget FY21/22 Budget Presentation
Finance	May 10th (Monday)	?	SC: Budget Public Hearing
Finance	May TBD if needed	?	SC: Budget Public Hearing
Finance	May 19th	?	SC: Budget Adoption



Universal PreK Memorandum of Agreement

To: Joel D. Boyd, Superintendent of Schools
From: Latifah Phillips, Chief Equity and Engagement Officer
Date: May 27, 2022
Re: MOA between LPS and Community Providers of PreK Programs to Support Universal PreK Initiative in Lowell

Attached please find the recommended 2022-23 Memorandum of Agreement developed in partnership with Community Teamwork, Inc. (CTI) and the YMCA to support family access to full time PreK seats across Lowell. This MOA designates the responsibilities of each partner for collaboration, planning, placement and implementation of additional full time seats for four year old children within the city of Lowell.

This MOA will serve as the partnership plan for the disbursement of the 1.25 million in funding that was approved within the 2022-23 school district budget for the placement of an additional 100 students into full time PreK programs within LPS and community providers of PreK. The next step after gaining approval of the MOA will be to engage in the process of entering into an approved contract between the district and the two current community partners as well as determining a full time per pupil reimbursement amount and structure for payment.

Memorandum of Agreement

Between Lowell Public Schools, Community Teamwork Inc., and YMCA

I. Introduction

This Memorandum of Agreement (MOA), dated May 18, 2022, is between Lowell Public Schools, “LPS”, Community Teamwork, Inc. (CTI) and Greater Lowell Family YMCA to work toward the goal of Universal Pre-K in the city of Lowell by funding full time seats in district and community PreK programs. The ultimate goal is to provide an early childhood seat for every 4 year old that meets the needs and expectations of each family, whether full-time or part-time. The Lowell Public Schools hereinafter will be referred to as “SCHOOL DISTRICT”; Community Teamwork, Inc. and YMCA will hereinafter be referred to as “PROJECT EARLY LEARNING PARTNERS”, and all three organizations will collectively be referred to as “PARTNERS”. The Partners wish to work together in compliance with the following clauses:

II. Purpose of the Agreement

This Memorandum of Agreement (MOA) sets out the terms by which the Project Partners and School District will collaborate to: identify 4 year olds in need of a PreK placement; coordinate resources to identify open PreK seats; place 4 year olds in a placement which reflects their preferred choice (full time or part time), and determine eligibility for subsidies or other source of funding, including School District funding.

III. Principal Contacts

The Principal Contacts for the Project Partners will be Meghan Siembor, Kevin Morrissey, and Latifah Phillips for the Lowell Public School District. These Principal Contacts may be changed in writing from time to time by their respective Partners. CTI: Meghan Siembor, Director 155 Merrimack Street Kirk St. 3rd Floor, MA 01852 978-454-5100; YMCA: Kevin Morrissey, Executive Director, 978-454-7825 x 816; Lowell Public Schools: Latifah Phillips, Chief Equity and Engagement Officer, 155 Merrimack Street 4th Floor, Lowell, MA 01852, 978-674-4326. The Principal Contacts are responsible for ensuring the conduct of activities listed below.

IV. Partner Roles and Responsibilities

Responsibility of Lowell Public Schools:

1. Identify where additional full-time classrooms can be expanded by converting part-time classrooms to full-time classrooms where there is a demand for a full-time program and low enrollment in part-time programs.
2. Upon parent request, provide information regarding preschool programs that are available in the community and collaborate with Project Partners to ensure 4 year old students get placed in a program that meet the family’s needs.

3. Provide funding for up to 100 full-time seats to place students in available early childhood programs after space has been determined to not be available within an LPS PreK program.
4. Collaborate to support families needing access to transportation between half-day preschool programming and child care for working families.

Responsibility of Community Partners:

1. Follow the requirements outlined in the Family Education Right to Privacy Act. (FERPA).
2. Provide information regarding programming including eligibility guidelines, published rates and selection priorities annually in writing.
3. Place all children funded through this Memorandum of Agreement with at least one full-time educator holding a minimum of a Bachelor's degree in early childhood or related field assigned to classrooms where children are funded through this MOA.
4. In collaboration with partners, provide support to families to determine whether a family qualifies for a state subsidy to cover costs of the PreK seat.
5. Partners will bill quarterly against a PO by submitting reports to cover the cost of students holding seats with appropriate documentation.
6. Provide quarterly attendance reports and inform the School District of any students failing to meet the expectations for attendance outlined in the School District's attendance policy.
7. Provide parents with information regarding kindergarten curriculum, registration and support families throughout the transition process. Share information with parent consent for transition planning to kindergarten and special education placements.
8. CTI/YMCA/ELP will prioritize enrollment for children with IEPs, provided the program can meet their individual needs.
9. CTI/YMCA/ELP program will train all staff to administer LPS developmental screenings:
 - i. Ages and Stages Questionnaire
 - ii. Phonological Awareness Screening 3 X per year
10. Provide School Readiness data and progress at mid and end of program year for students funded by the School District.
 - i. How – using Standard Based Assessment Report, may include but not limited to: PALS, and process monitoring tools such as Teaching Strategies Gold (TSG). Process monitoring tools must be identified by August 1st.
11. All partners must be licensed by the Department of Early Education and Care and provide a copy of a valid license and capacity.
12. Coordinate at least one PD day per year with public schools.
13. The CLASS observation tool is used to measure classroom quality – recommendation is

to continue to use outside observers to collect data and provide feedback twice per year as has been past practice in CPPI and PEG grants.

14. Participate in monitoring visits and instructional rounds at least annually.
15. Ensure all parents are made aware of [Parent's Notice of Procedural Safeguards](#) for any concerns regarding identification, evaluation, assessment and determination of eligibility for the identification of students with potential disabilities.
16. Work with Lowell Public School staff and participating families to assign LSAID and SAIDS.
17. Collaboratively develop a per pupil weekly rate for school year 2022 and 2023 prior to placement in partner programs.

V. Duration of the Understanding

This MOA shall take effect upon signing by both Partners and shall remain in effect for a period from May 18, 2022 to June 30, 2023. The provisions of this MOA may be amended or updated at any time through mutual written agreement by both Partners.

The MOA may be renewed at the end of this period by mutual written agreement by both Partners.

Any Partner can terminate this MOA and any other related agreement, work plan, and budget at any time and for any reason by giving 30 days prior written notice to the other Partner. Provided, however, that in the event any Partner fails to perform any of its obligations under this MOA, the other Partner shall have the right to terminate this MOA or any related agreement immediately upon written notice.

VI. Signatures of Parties

This Memorandum of Agreement (MOA) embodies the entirety and complete understanding and agreement between the Partners, and no amendment will be effective unless signed by both Partners. If the terms of this MOA are acceptable and in agreement, please sign and date this letter.

FOR LOWELL PUBLIC SCHOOLS

(School District Signature)

(Date)

FOR COMMUNITY TEAMWORK, INC

(Community Partner Signature)

(Date)



Supporting Documentary Evidence
Standard 2:
Management and Operations

1. LPS COVID-19 Data Monitoring Sample	147
2. FY23 Budget Overview	161
3. Fair Student Funding/Site Based Budget Worksheets	191
4. Progress on ERP Improvements	211
5. Net School Spending Analysis	221
6. Capital Improvements Update	232
7. Key Performance Indicators Sample Update	267
8. Recruitment at Lowell Public Schools	275
9. Facility Safety Audit Summary Report	309
10. LPS-UML- Research-Practice Partnership MOA	313

Lowell Public Schools

COVID-19 Data Monitoring

January 28, 2022





Lowell Public Schools

Lowell Public Schools COVID Dashboard

Located on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/coviddashboard>

Includes information and updates on:

- COVID-19 data
- Protocols and guidelines
- Where to go to get tested
- What to do if you test positive, or are a close contact
- COVID-19 Vaccine

The screenshot shows the Lowell Public Schools COVID-19 Dashboard. At the top, there is a navigation bar with the Lowell Public Schools logo and links for "Our District", "Departments", "Parents & Students", "Staff", and "Care". Below the navigation bar, there is a breadcrumb trail: "Lowell Public Schools > Parents & Students > 2021-2022 School Year Informatic".

The main content area is divided into two columns. The left column is a sidebar menu with the following items: "2021-2022 SCHOOL YEAR INFORMATION", "Welcome", "Frequently Asked Questions", "2021-2022 District Calendar", "Handbooks", "COVID Dashboard" (highlighted with a red arrow), "COVID-19 Vaccine", "COVID-19 Reporting", "COVID-19 Key Definitions", and "Where can you get tested for COVID-19".

The right column features a large red banner with the text "Lowell Public Schools COVID Dashboard". Below the banner, there is a welcome message: "Welcome to the Lowell Public Schools COVID-19 Dashboard, where you can find the latest updates related to COVID-19, including COVID-19 data, testing info and vaccine info." Below the welcome message, there are six red buttons arranged in a 2x3 grid: "COVID-19 Testing Consent", "COVID-19 Vaccine Consent", "COVID-19 Reporting", "COVID-19 Vaccine", "COVID-19 Key Definitions", and "Where You Can Get Tested".



COVID Positive Report

Jan 13, 2022 - Jan 19, 2022

Based on Range

Staff	Student	TOTAL
66	495	561

Since Aug. 29, 2021

Staff	Student	TOTAL
491	2,758	3,249

Based upon Range selected above

Since Aug. 29, 2021

School	Staff	School	Stud.	School	All	School	Staff	School	Stud.	School	All
Adie Day	2	Adie Day	3	Adie Day	5	Adie Day	13	Adie Day	28	Adie Day	41
Bailey	5	Bailey	32	Bailey	37	Bailey	31	Adult Ed	4	Adult Ed	4
Bridge	1	Bartlett	34	Bartlett	34	Bartlett	21	Bailey	137	Bailey	168
Cardinal	1	Bridge	3	Bridge	4	Bridge	5	Bartlett	153	Bartlett	174
Central Office	11	Butler	16	Butler	16	Butler	13	Bridge	10	Bridge	15
Greenhalge	1	Cardinal	1	Cardinal	2	Cardinal	12	Butler	134	Butler	147
Lowell High	9	Daley	17	Central Office	11	Central Office	16	Cardinal	17	Cardinal	29
McAuliffe	4	Greenhalge	8	Daley	17	Daley	3	Daley	81	Central Office	16
McAvinnue	3	Lincoln	19	Greenhalge	9	Greenhalge	27	Greenhalge	103	Daley	84
Moody	1	Lowell High	93	Lincoln	19	Laura Lee	3	Laura Lee	7	Greenhalge	130
Morey	4	McAuliffe	27	Lowell High	102	LeBlanc	2	LeBlanc	10	Laura Lee	10
Murkland	1	McAvinnue	8	McAuliffe	31	Lincoln	10	Lincoln	61	LeBlanc	12
Pyne Arts	4	Moody	2	McAvinnue	11	Lowell High	64	Lowell High	409	Lincoln	71
Reilly	3	Morey	23	Moody	3	McAuliffe	25	McAuliffe	155	Lowell High	473
Robinson	1	Murkland	14	Morey	27	McAvinnue	14	McAvinnue	69	McAuliffe	180
STEM	3	Pawtucketville	23	Murkland	15	Moody	9	Moody	58	McAvinnue	83
Shaughnessy	1	Pyne Arts	21	Pawtucketville	23	Morey	27	Morey	111	Moody	67
Stoklosa	1	Reilly	19	Pyne Arts	25	Murkland	6	Murkland	53	Morey	138
Sullivan	2	Robinson	18	Reilly	22	Pawtucketville	15	Pawtucketville	126	Murkland	59
The Career Academy	1	STEM	17	Robinson	19	Pyne Arts	32	Pyne Arts	142	Pawtucketville	141
Wang	7	Shaughnessy	11	STEM	20	Reilly	17	Reilly	103	Pyne Arts	174
		Stoklosa	13	Shaughnessy	12	Robinson	24	Robinson	132	Reilly	120
		Sullivan	9	Stoklosa	14	STEM	33	STEM	133	Robinson	156
		The Career Academy	3	Sullivan	11	Shaughnessy	17	Shaughnessy	103	STEM	166
		Wang	52	The Career Academy	4	Stoklosa	6	Stoklosa	93	Shaughnessy	120
		Washington	9	Wang	59	Sullivan	7	Sullivan	104	Stoklosa	99
				Washington	9	The Career Academy	4	The Career Academy	15	Sullivan	111
						Wang	18	Wang	148	The Career Academy	19
						Washington	17	Washington	59	Wang	166
										Washington	76

COVID Positive Report											
Jan 20, 2022 - Jan 26, 2022			Based on Range			Since Aug. 29, 2021					
			Staff 45	Student 322	TOTAL 367	Staff 536	Student 3,078	TOTAL 3,614			
Based upon Range selected above						Since Aug. 29, 2021					
School	Staff	School	Stud.	School	All	School	Staff	School	Stud.	School	All
Adie Day	4	Adie Day	2	Adie Day	6	Adie Day	17	Adie Day	30	Adie Day	47
Adult Ed	1	Adult Ed	4	Adult Ed	5	Adult Ed	1	Adult Ed	8	Adult Ed	9
Bailey	1	Bailey	12	Bailey	13	Bailey	32	Bailey	149	Bailey	181
Bartlett	2	Bartlett	17	Bartlett	19	Bartlett	23	Bartlett	170	Bartlett	193
Bridge	2	Butler	14	Bridge	2	Bridge	7	Bridge	10	Bridge	17
Butler	1	Cardinal	4	Butler	15	Butler	14	Butler	148	Butler	162
Cardinal	1	Daley	15	Cardinal	5	Cardinal	13	Cardinal	21	Cardinal	34
Central Office	7	Greenhalge	15	Central Office	7	Central Office	23	Daley	96	Central Office	23
Greenhalge	1	Laura Lee	3	Daley	15	Daley	3	Greenhalge	118	Daley	99
LeBlanc	1	LeBlanc	1	Greenhalge	16	Greenhalge	28	Laura Lee	10	Greenhalge	146
Lowell High	1	Lincoln	12	Laura Lee	3	Laura Lee	3	LeBlanc	11	Laura Lee	13
McAuliffe	1	Lowell High	28	LeBlanc	2	LeBlanc	3	Lincoln	73	LeBlanc	14
McAvinnue	3	McAuliffe	16	Lincoln	12	Lincoln	10	Lowell High	435	Lincoln	83
Morey	1	McAvinnue	9	Lowell High	29	Lowell High	65	McAuliffe	171	Lowell High	500
Murkland	2	Moody	10	McAuliffe	17	McAuliffe	26	McAvinnue	78	McAuliffe	197
Pawtucketville	2	Morey	15	McAvinnue	12	McAvinnue	17	Moody	68	McAvinnue	95
Pyne Arts	2	Murkland	9	Moody	10	Moody	9	Morey	126	Moody	77
Reilly	1	Pawtucketville	21	Morey	16	Morey	28	Murkland	62	Morey	154
Robinson	4	Pyne Arts	17	Murkland	11	Murkland	8	Pawtucketville	147	Murkland	70
STEM	1	Reilly	6	Pawtucketville	23	Pawtucketville	17	Pyne Arts	159	Pawtucketville	164
Stoklosa	4	Robinson	23	Pyne Arts	19	Pyne Arts	34	Reilly	109	Pyne Arts	193
Sullivan	1	STEM	4	Reilly	7	Reilly	18	Robinson	155	Reilly	127
Washington	1	Shaughnessy	12	Robinson	27	Robinson	28	STEM	137	Robinson	183
		Stoklosa	11	STEM	5	STEM	34	Shaughnessy	115	STEM	171
		Sullivan	10	Shaughnessy	12	Shaughnessy	17	Stoklosa	104	Shaughnessy	132
		Wang	16	Stoklosa	15	Stoklosa	10	Sullivan	114	Stoklosa	114
		Washington	16	Sullivan	11	Sullivan	8	The Career Academy	15	Sullivan	122
				Wang	16	The Career Academy	4	Wang	164	The Career Academy	19
				Washington	17	Washington	18	Washington	75	Washington	182
						Washington	18			Washington	93



Testing Services included in the COVID-19 Testing Program

Symptomatic Testing

- For when individuals present symptoms while at school; individuals should not go to school if experiencing symptoms while at home.
- Samples are collected at school using the **BinaxNOW** rapid antigen test.
- Those testing negative with isolated/mild symptoms can stay in school.

“Test and Stay”

Close contact testing

- For when individuals are in close contact with a COVID-19 positive individual while at school.
- Samples are collected at school using the **BinaxNOW** rapid antigen test.
- Tests are administered daily for at least five days from the date of exposure.

Routine COVID Pooled Testing

- **Routine Pooled Testing and School-Based Follow-Up Testing:** samples are collected at school; if a pool is positive, follow-up testing at school with either **BinaxNOW** and/or individual PCR testing as necessary.
- **Routine Pooled Testing and Lab-Based Follow-Up Testing:** samples are collected; if a pool is positive, individual follow-up testing occurs at the lab, without a second sample collection.



Live COVID Dashboard

With collaboration with the IT department, we were able to create a live COVID Dashboard on our LPS website. When a case is entered into the dashboard from the school level, an immediate update to the dashboard takes place. Viewers can also sort cases using a date range in the top left corner. This version is clearer than the original version since it does not rely on screenshots. We will continue to add cases on a weekly basis to this webpage as we have for most of the year.

<https://www.lowell.k12.ma.us/Page/4865>

LPS Positive COVID-19 Cases in Schools

LPS Positive COVID Cases 2021-2022 SY

Jan 24, 2022 - Jan 24, 2022

Based on Range			Since Aug. 29, 2021		
Staff	Student	TOTAL	Staff	Student	TOTAL
4	20	24	516	2,922	3,438

Based upon Range selected above

School	Staff	School	Stud.	School	All	School	Staff	School	Stud.	School	All
Butler	1	Adie Day	2	Adie Day	2	Adie Day	17	Adie Day	30	Adie Day	47
Pyne Arts	1	Lincoln	4	Butler	1	Bailey	31	Adult Ed	4	Adult Ed	4
Robinson	1	Lowell High	3	Lincoln	4	Bartlett	22	Bailey	143	Bailey	174
Sullivan	1	McAuliffe	3	Lowell High	3	Bridge	7	Bartlett	160	Bartlett	182
		Morey	1	McAuliffe	3	Butler	14	Bridge	10	Bridge	17
		Pyne Arts	1	Morey	1	Cardinal	32	Butler	143	Butler	156
		Robinson	4	Pyne Arts	2	Central Office	18	Cardinal	21	Cardinal	33
		Sullivan	2	Robinson	5	Daley	3	Daley	92	Central Office	18
				Sullivan	3	Greenhalge	27	Greenhalge	108	Daley	95
						Laura Lee	3	Laura Lee	10	Greenhalge	135
						LeBlanc	3	LeBlanc	11	Laura Lee	13
						Lincoln	10	Lincoln	68	LeBlanc	14
						Lowell High	65	Lowell High	425	Lincoln	78
						McAuliffe	26	McAuliffe	167	Lowell High	490
						McAvinnue	14	McAvinnue	74	McAuliffe	193
						Moody	9	Moody	62	McAvinnue	88
						Morey	28	Morey	121	Moody	71
						Murkland	6	Murkland	58	Morey	149
						Pawtucketville	15	Pawtucketville	126	Murkland	64
						Pyne Arts	34	Pyne Arts	152	Pawtucketville	141
						Reilly	18	Reilly	106	Pyne Arts	186
						Robinson	25	Robinson	145	Reilly	124
						STEM	33	STEM	133	Robinson	171
						Shaughnessy	17	Shaughnessy	107	STEM	166
						Stoklosa	10	Stoklosa	102	Shaughnessy	124
						Sullivan	8	Sullivan	109	Stoklosa	112
						The Career Academy	4	The Career Academy	15	Sullivan	117
						Wang	18	Wang	151	The Career Academy	19
						Washington	18	Washington	70	Wang	169
										Washington	88



COVID Testing Numbers (17-21JAN22)

School Name	Weekly testing	Positive Cases	Total Pools
Adult Ed	74	0	17
Abraham Lincoln	202	4	40
B.F. Butler	197	14	50
Bartlett Community Partnership	259	24	65
Bridge	24	3	5
Cardinal O'Connell Early Learning Center	58	5	16
Career Academy	17	1	5
Central Admin Building	31	5	7
Charles W. Morey	149	21	30
Dr. An Wang School	179	26	29
Dr. Gertrude Bailey	210	24	48
Dr. Janice Adie Day School	50	0	12
Greenhalge	179	10	44
Henry J. Robinson Middle	129	15	32
James S. Daley Middle School	330	11	79



COVID Testing Numbers (17-21 JAN22)

School Name	Weekly testing	Positive Cases	Total Pools
James Sullivan Middle School	116	8	33
John J. Shaughnessy	128	7	38
Joseph McAvinnue	181	16	36
Kathryn P. Stoklosa Middle School	126	19	40
Laura Lee	19	3	3
Leblanc	24	2	4
Lowell High School	90	58	18
Moody Elementary	185	5	45
Murkland	208	12	64
Pawtucketville Memorial	205	23	52
Peter W. Reilly	238	18	68
Pyne Arts	177	24	73
Rogers STEM Academy	241	11	62
S. Christa McAuliffe Elementary	200	22	57
Washington	154	10	34
Total	4380	400	1106



COVID Testing Numbers (24-28JAN22)

School Name	Weekly testing	Positive Cases	Total Pools
Adult Ed	81	1	18
Abraham Lincoln	207	12	40
B.F. Butler	194	15	50
Bartlett Community Partnership	253	19	55
Bridge	25	1	5
Cardinal O'Connell Early Learning Center	61	1	13
Career Academy	16	0	6
Central Admin Building	27	5	6
Charles W. Morey	140	9	30
Dr. An Wang School	199	13	29
Dr. Gertrude Bailey	209	12	46
Dr. Janice Adie Day School	49	6	8
Greenhalge	152	19	36
Henry J. Robinson Middle	129	25	32
James S. Daley Middle School	321	15	67



COVID Testing Numbers (24-28JAN22)

School Name	Weekly testing	Positive Cases	Total Pools
James Sullivan Middle School	184	8	55
John J. Shaughnessy	141	9	32
Joseph McAvinnue	157	7	36
Kathryn P. Stoklosa Middle School	122	8	40
Laura Lee	16	2	5
Leblanc	25	1	4
Lowell High School	89	30	16
Moody Elementary	177	8	43
Murkland	203	6	58
Pawtucketville Memorial	236	23	52
Peter W. Reilly	254	5	42
Pyne Arts	163	17	74
Rogers STEM Academy	243	5	60
S. Christa McAuliffe Elementary	205	8	57
Washington	148	17	34
Total	4426	311	1049



LPS Pool Testing Participation OCT21-NOV21

Students

Staff

Week Ending	Total Number of Students Participating	Total Number of Students Possible	Percentage of Students Participating		Total Number of Staff Participating	Total Number of Staff Possible	Percentage of Staff Participating	Total # of Pools
10/15/21	2678	14071	19.0%		564	2760	20.4%	454
10/22/21	3310	14071	23.5%		683	2760	24.7%	513
10/29/21	3183	14071	22.6%		686	2760	24.8%	523
11/05/21	3425	14071	24.3%		683	2792	24.4%	534
11/12/21	3482	14071	24.7%		687	2792	24.6%	548
11/19/21	3522	14071	25.0%		678	2792	24.3%	548
11/26/21	1175	7062	16.6%		246	1189	20.6%	204



Lowell Public Schools

LPS Pool Testing Participation DEC21-JAN22

Students

Staff

Week Ending	Total Number of Students Participating	Total Number of Students Possible	Percentage of Students Participating		Total Number of Staff Participating	Total Number of Staff Possible	Percentage of Staff Participating	Total # of Pools
12/01/21	3654	14071	25.9%		742	2792	26.5%	588
12/08/21	3488	14071	24.7%		773	2792	27.6%	614
12/15/21	3720	14071	26.4%		800	2792	27.7%	624
12/22/21	3704	14071	26.3%		742	2792	26.5%	631
1/7/22	3594	14071	25.5%		809	2792	28.9%	668
1/14/22	3331	14071	23.5%		756	2792	27.1%	1123
1/21/22	3592	14071	25.5%		788	2792	28.2%	1106
1/28/22	3679	14071	26.1%		736	2792	26.3%	1045

COVID-19 Student Attendance Impact

Average Daily Attendance	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22 YTD
	93.6%	94.0%	92.4%	87%

Chronic Absenteeism*	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22 YTD
	17.1%	17.4%	23.0%	40.8%

*Chronic absenteeism is defined as being absent 10% or more of enrolled days.

- Principals and central office staff are collaborating on ways to provide students opportunities for additional learning time and to remediate learning loss. Potential options include February and April vacation programming, after school and Saturday options, as well as summer school programs.
- We are also considering possible policy recommendations which may be appropriate in the current situation.

FY23 Budget Overview

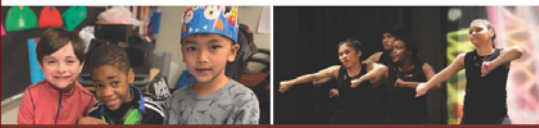
*Aligning our finances with our educational plan
with every budget decision*

Presentation to the Lowell School Committee
May 4, 2022





Lowell Public Schools



Strategic Plan

EQUITY • EXCELLENCE • EMPOWERMENT



ACADEMIC ACHIEVEMENT • OPERATIONAL EFFICIENCY
WELCOMING CULTURE • FAMILY ENGAGEMENT



Our Core Beliefs

- **A high quality education is a fundamental civil right of every child we serve.**
- **Teaching and Learning are at the core of our work.** Everything we do must support what happens in the classroom.
- **Parents are our partners.** They are our students' first teachers in the home.
- **There is no silver bullet to improving our schools.** Sustainable school improvement requires hard and steady work over time.
- **Every adult in the system is accountable for the success of our students.** Putting every child on a path to college and career success is the responsibility of the entire community.

FY23 General Fund Forecast

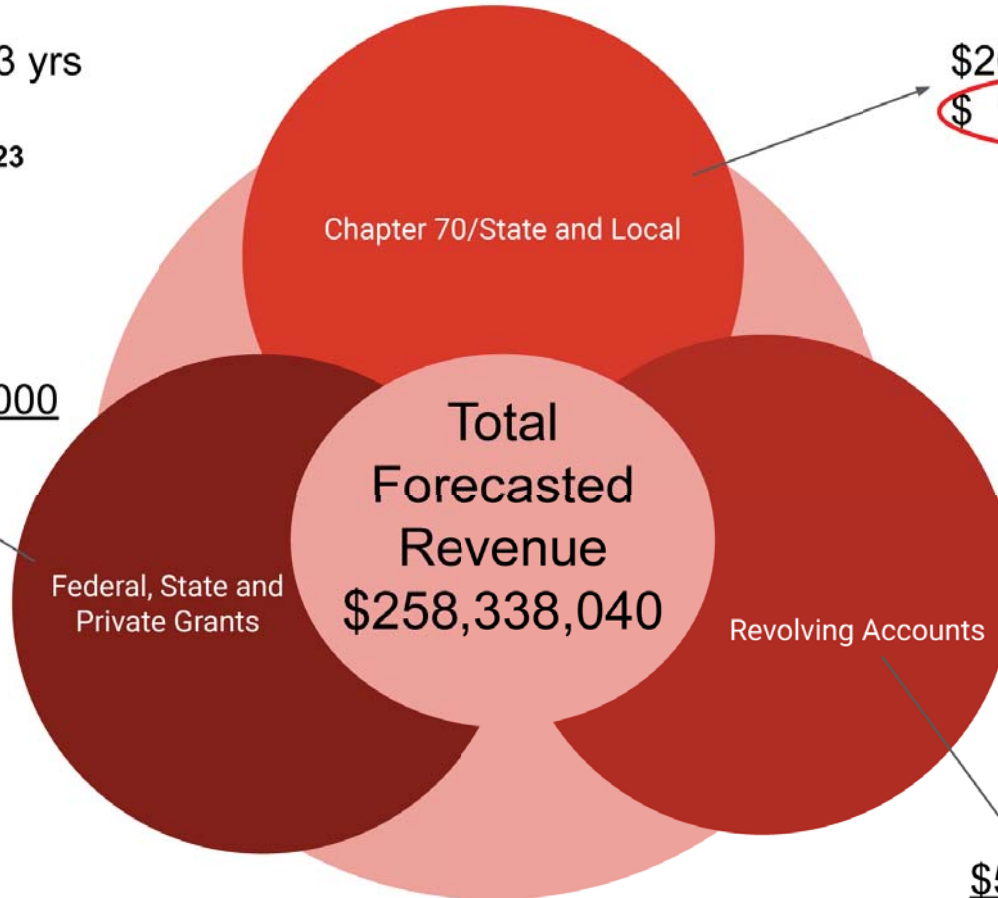
- On January 26, 2022, Governor Baker's FY23 budget recommendations were released, including additional funding of \$485.3 million over the prior year.
- Lowell Public Schools' Chapter 70 allocation is projected to increase from \$178,553,488 to \$200,970,019.
- Some contributing factors to this net increase include:
 - Enrollment increased by 56 students, resulting in an approximate \$900,000 revenue increase
 - Our per pupil rate increased from \$14,499/student to \$16,024/student, an extra \$1515/student.
 - A \$1270/student increase for special ed in district costs
 - A \$2650/student increase for special ed out of district costs
 - An increase per student for ELL students (increase by approx. 350 students)
 - An \$839/student increase for low income in addition to a 860 student enrollment increase in this category

LPS FY23 Total Budget Landscape

ESSER = \$58,087,494 over 3 yrs
Year 1 = \$5.8 million
Year 2 = \$28.1 million ← FY23
Year 3 = \$24.1 million

Other grants = \$11,534,664

Total FY23 Grants: \$39,600,000



\$200,970,019 Ch 70
\$ 12,736,053 City Cash

This figure reflects an anticipated \$3 million reduction in the local cash appropriation compared to the prior fiscal year

\$5,000,000 est

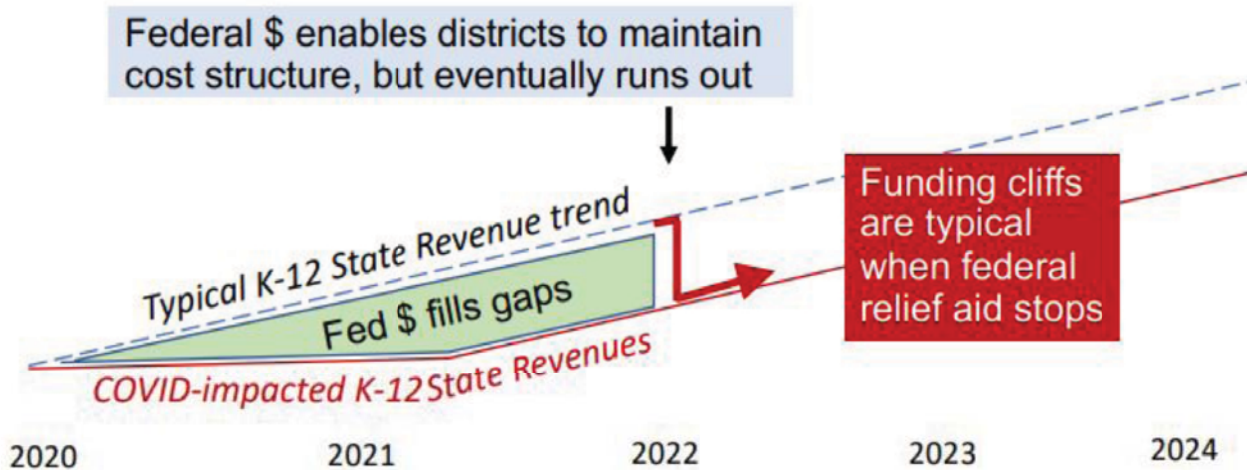
FY22 to FY23 Budget Comparison

- The FY23 budget includes \$258,338,040 in total combined revenue from all LPS funding sources, including both ESSER Year 2 and SOA
- The current LPS budget will be balanced at the close of FY22 with a total of \$216,673,042 in revenue and expenditures, resulting in a net difference for FY23 across all LPS funds of \$41,664,998
- Contractual, overhead and other prior fiscal obligations are forecasted to increase by \$6,444,785 from FY22 to FY23
- A total of **\$35,220,213** in new revenue is available to further accelerate student learning through additional, strategic investments in LPS classrooms in FY23.



Lowell Public Schools

ESSER grants are non-recurring and unlikely to be sustained with state or local revenue which can result in a “fiscal cliff”



A multi-year funding strategy is required to minimize the impact of the reduction in federal aid and sustain support for students

COVID HITS!



Non-recurring \$ - if used responsibly - cannot be applied toward large-scale recurring costs such as salary increases or employee benefits



Lowell Public Schools



Strategic Plan

EQUITY · EXCELLENCE · EMPOWERMENT



ACADEMIC ACHIEVEMENT · OPERATIONAL EFFICIENCY
WELCOMING CULTURE · FAMILY ENGAGEMENT

Core Beliefs:

- A high-quality education is a fundamental civil right of every child.
- Teaching and Learning is the core of our work.
- Parents are our partners.
- Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of all students; the entire community is responsible for their success.

Strategy:

- Employing differentiated levels of autonomy.
- Implementing systemic and instructional alignment.
- Empowering students and families through choice.
- Ensuring reciprocal accountability by all stakeholders.

Fundamental Commitments:

- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources among the district's diverse schools.
- Engage all families with courtesy, dignity, respect and cultural understanding.

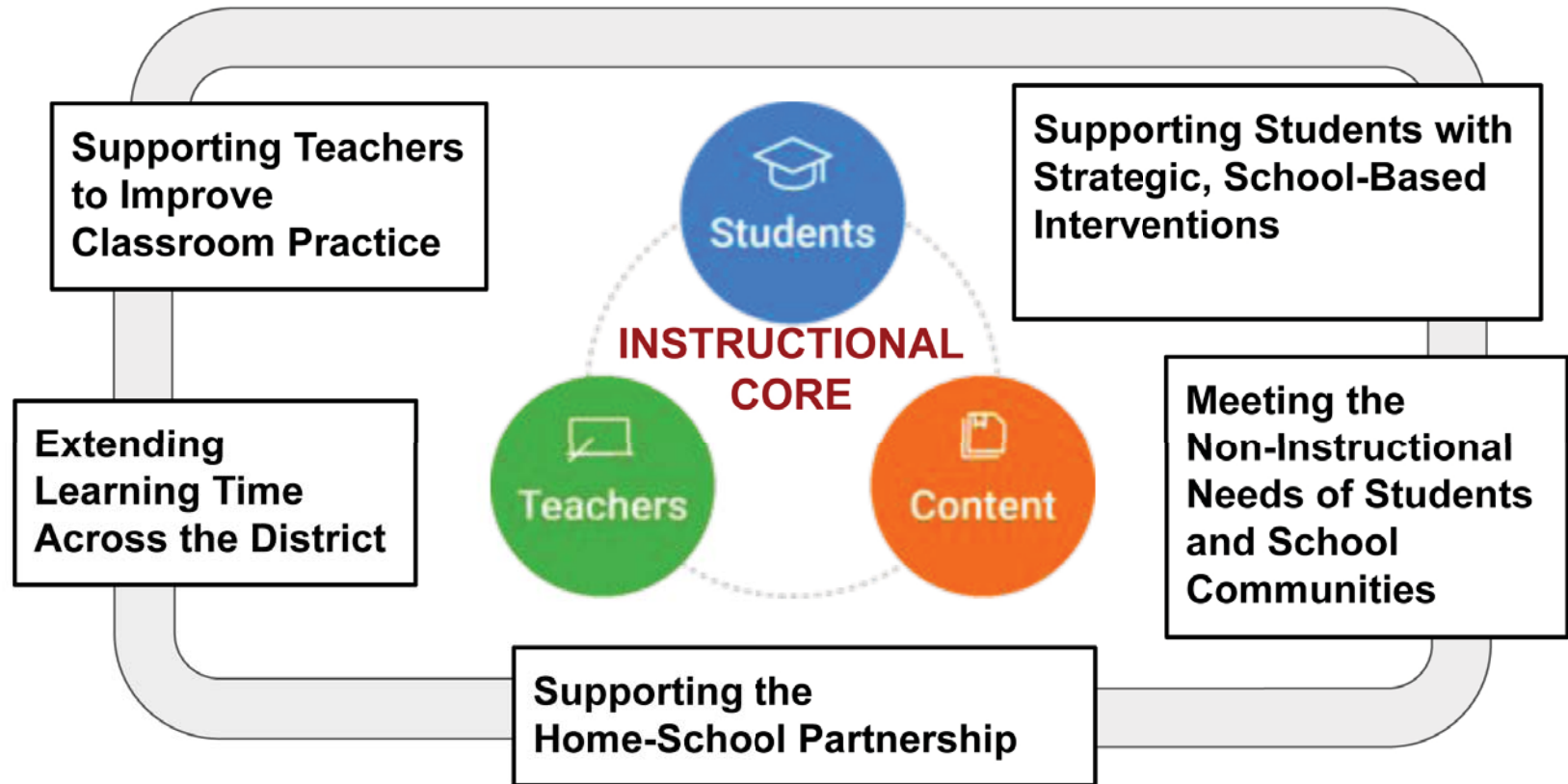
Goals:

- Improve Academics and Student Achievement at Every School Site
- Improve operational efficiency across the system
- Ensure that every school enjoys a safe and welcoming culture
- Increase community engagement and empower families as partners



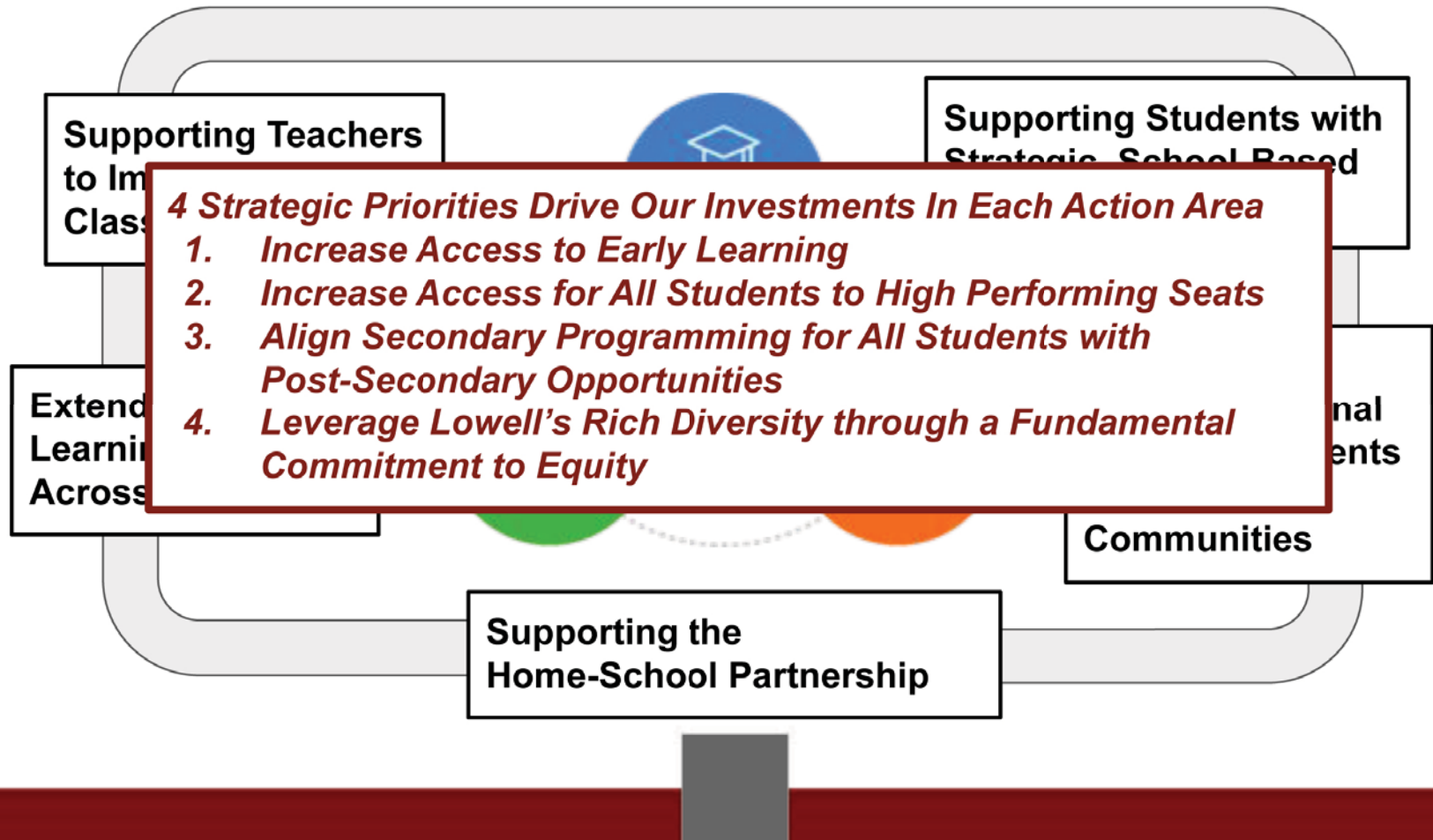
Lowell Public Schools

A Multi-Tiered Support System to Accelerate Student Learning





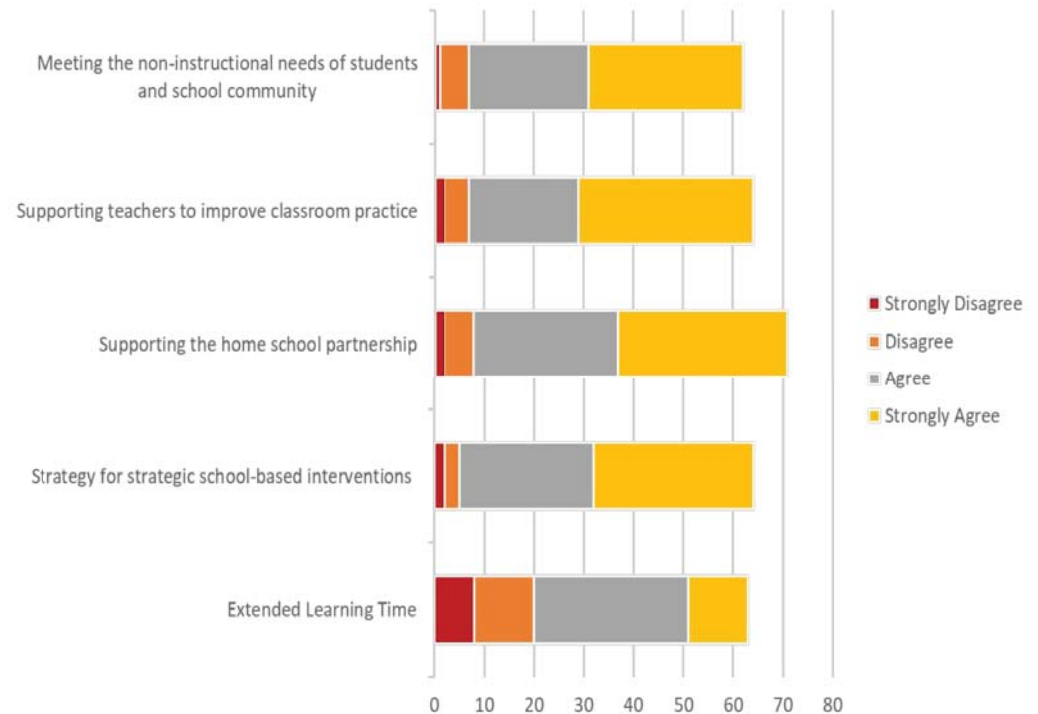
A Multi-Tiered Support System to Accelerate Student Learning



FY23 Targeted Investments Meet the Needs of Our Students and Reflect the Input of Our Community

Over 100 meetings were held in varying formats to engage parents, teachers, students and community members in the budgeting process

- 83 school-site council meetings were held at schools across the District
- 18 districtwide budget input sessions were held with staff after school
- 3 evening community-wide budget forums were held for families, including 2 in-person forums and 1 remote forum via zoom

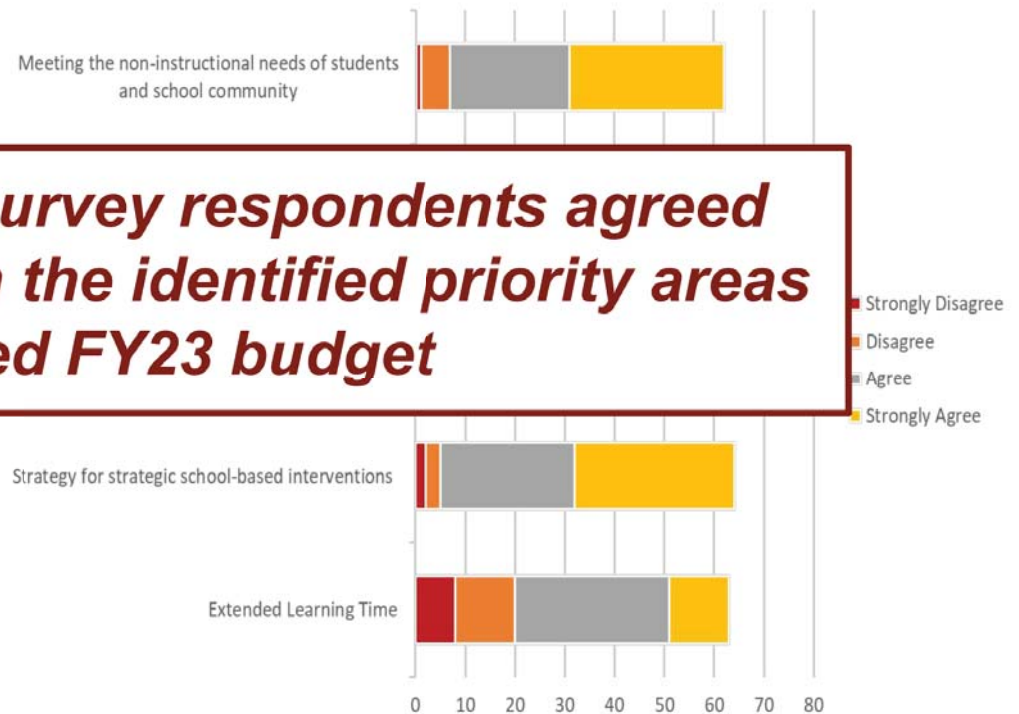


FY23 Targeted Investments Meet the Needs of Our Students and Reflect the Input of Our Community

Over 100 meetings were held in varying formats to engage parents, teachers, students and community members in the budget

An average of 85% of survey respondents agreed or strongly agreed with the identified priority areas within the recommended FY23 budget

- sessions were held with staff after school
- 3 evening community-wide budget forums were held for families, including 2 in-person forums and 1 remote forum via zoom





Lowell Public Schools

Targeted Investment: **Supporting Students with Strategic, School-Based Interventions**

*{Aligned LPS Strategic Goals: Improve academics and student achievement at every school site;
Ensure that every school enjoys a safe and welcoming culture}*

The impact of COVID-19 has been more significant for some students and more moderate for others with that impact ranging from academic challenges to social and emotional wellness, requiring school-based resources that can be tailored by school communities to meet the individual needs of each child.

Recommended additional general fund investment: \$8,024,309

Recommended additional ESSER investment: \$8,641,600

TOTAL additional investment for FY23: \$16,665,909



Lowell Public Schools

Supporting Students with Strategic School-Based Interventions



Significant Funding was added to the Fair Student Funding School-Based Pool In FY23 To Further Support Students Based on Individual School Needs Assessments and School-Site Council Determinations

School Year 21-22 Budget			
Category	Student Weight	Amount	
<i>FSF Weights</i>			
All students	549	\$5,300	\$2,909,700
Economically disadvantaged	354	\$1,855	\$656,865
Homeless	26	\$1,060	\$27,560
Low income performing	30	\$1,060	\$31,594
Grades PreK-3	0	\$1,855	\$0
Grade 9	0	\$4,000	\$0
ELL below Level 3	30	\$3,000	\$90,720
ELL Level 3 and above	54	\$1,500	\$80,640
SWD substantially separated	15	\$23,000	\$345,000
SWD inclusion/language	106	\$6,500	\$689,000
<i>FSF Baseline</i>			
ELL Baseline			\$0
SWD Baseline			\$0
General Ed Baseline			\$0
<i>Other FSF Policies</i>			
Transition amount			\$196,941
Budget Exceptions			\$0
<i>FSF Total</i>			\$5,028,020
<i>Funding from outside FSF</i>			
Title I		\$	198,425
Other positions provided outside of FSF		\$	148,549
ESSER II Supplement		\$	67,679
Total funding			\$5,442,673

Comparison to previous year budget			
Year	SY20-21*	SY21-22	Projected Change
Enrollment	571	549	-22
FSF Budget	\$5,028,020	\$5,028,020	\$0
Other Funding	\$346,974	\$414,653	\$67,679
Total Budget	\$5,374,993	\$5,442,673	\$67,679
\$ per pupil	\$9,413	\$9,914	\$500

*Note: Total budget above is not exhaustive. E.g., excludes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends, 504 & 1-to-1 paraprofessionals
Prior year adjusted to reflect salary increases occurred in SY20-21

— Exception Reason, if applicable:

Nearly 70% of total spending in the recommended FY23 budget was directly planned by parents, teachers, support staff and principals at each school through our School-Based Budgeting process



Lowell Public Schools

Supporting Students with Strategic School-Based Interventions



All supplemental, school-based student supports that were established during FY22 will be maintained in FY23 and funded over and above the school-based Fair Student Funding allocation

Additional funding for **Mental Health Support** was added to each school's budget to further support students who experienced increased social-emotional and mental health needs due to the multiple disruptions to learning and social services during the course of the pandemic.

Additional funding for **Positive Behavioral Support** was added to each school's budget to support students who experienced challenges with transitioning back to the rules and routines of the in-person school environment.

Additional funding for **Classroom Coverage** was added to each school's budget to mitigate the impact of the nationwide substitute shortage.

Additional resources for **Renaissance Schools** that were provided in FY22 will also be maintained in FY23.

Lowell Public Schools

Fund Management for FY22/23 Projected Revenue/Expenses

	All Funding Sources	Total New Money	ESSER Yr2	ESSER Continued	ESSER Shifted	General Fund	GF Shifted
Strategic Intervention Investments							
Mental Health Supplement	\$ 3,000,000.00	\$ 3,000,000.00	\$ 3,000,000.00	\$ -	\$ -	\$ -	\$ -
Behavior Support Supplement	\$ 2,441,600.00	\$ 2,441,600.00	\$ 2,441,600.00	\$ -	\$ -	\$ -	\$ -
Building Sub Supplements	\$ 1,500,000.00	\$ 1,500,000.00	\$ 1,500,000.00	\$ -	\$ -	\$ -	\$ -
Renaissance Supplements	\$ 1,454,400.00	\$ -		\$ 1,454,400.00	\$ -	\$ -	\$ -
Increase Sub Rate	\$ 1,700,000.00	\$ 1,700,000.00	\$ 1,700,000.00	\$ -	\$ -	\$ -	\$ -
Increase SBB Pool	\$ 8,024,309.00	\$ 8,024,309.00		\$ 2,000,000.00	\$ (2,000,000.00)	\$ 8,024,309.00	\$ -
	\$ 18,120,309.00	\$ 16,665,909.00	\$ 8,641,600.00	\$ 3,454,400.00	\$ (2,000,000.00)	\$ 8,024,309.00	\$ -



Lowell Public Schools

Targeted Investment: **Extended Learning Time for Students**

{Aligned LPS Strategic Goal: Improve academics and student achievement at every school site}

Additional learning time within the standard school calendar and outside of the school day continue to be required to account for COVID-related losses in academic time which, this year, included a decrease in student attendance and an increase in chronic truancy across schools and grade levels.

Recommended additional general fund investment: \$NA

Recommended additional ESSER investment: \$6,137,834

TOTAL additional investment for FY23: \$6,137,834



Lowell Public Schools

Extended Learning Time for Students



Additional learning time equivalent to 2 full school days will be added for ALL students in the District next school year - without shifting the start or end dates of the overall school calendar for students and families.

Early learning will be expanded to include 100 additional full-day preK seats. New preK options will be established with our partners, increasing program capacity by ~25% to meet current family demand as we continue moving toward universal access to preK across the City.

The **expanded after-school and summer programs will be maintained at every school in the District and yellow bus transportation for students will be funded for all eligible families.** Program capacity was increased this year to provide access for every student at each school who required additional academic support and every family who opted for an extended school day and/or school year.

School libraries will be restored and revitalized across the District. The library at each school is being assessed to determine specific funding gaps and current resource needs for each school to implement a newly re-defined standard for school library-media centers at each building within the next two years.

Lowell Public Schools

Fund Management for FY22/23 Projected Revenue/Expenses

As of April 20, 2022

	All Funding Sources	Total New Money	ESSER Yr2	ESSER Continued	ESSER Shifted	General Fund	GF Shifted
Extended Learning Investments							
Additional Learning Time: 2 days	\$ 1,500,000.00	\$ 1,500,000.00	\$ 1,500,000.00	\$ -	\$ -	\$ -	\$ -
Pre-k Expansion	\$ 1,250,000.00	\$ 1,250,000.00	\$ 1,250,000.00	\$ -	\$ -	\$ -	\$ -
Library Services	\$ 2,987,834.00	\$ 2,987,834.00	\$ 2,987,834.00	\$ -	\$ -	\$ -	\$ -
After School	\$ 1,700,000.00	\$ -	\$ -	\$ 1,700,000.00	\$ -	\$ -	\$ -
Summer Program	\$ 700,000.00	\$ -	\$ -	\$ 700,000.00	\$ -	\$ -	\$ -
Transportation - Summer Program	\$ 400,000.00	\$ 400,000.00	\$ 400,000.00	\$ -	\$ -	\$ -	\$ -
	\$ 8,537,834.00	\$ 6,137,834.00	\$ 6,137,834.00	\$ 2,400,000.00		\$ -	\$ -



Lowell Public Schools

Targeted Investment: **Supporting Teachers to Improve Classroom Practice**

{Aligned LPS Strategic Goal: Improve academics and student achievement at every school site}

Relevant and meaningful professional development for teachers has been consistently found to improve student learning with direct correlations documented between teacher quality and student performance across multiple studies.

Recommended additional general fund investment: \$930,000

Recommended additional ESSER investment: \$2,000,000

TOTAL additional investment for FY23: \$2,930,000



Lowell Public Schools

Supporting Teachers to Improve Classroom Practice



Resources have been earmarked for up to **36 hours of additional professional learning time for every teacher and instructional support provider in the District** - providing schools with access to flexible funding to support an hour per week of expanded, school-based PD for all staff.

Additional resources and centralized services will be added to **improve professional learning** for teachers and the **use of data to drive instructional decisions** across the District.

Additional support will be provided through professional learning for teachers and support staff to **embed culturally and linguistically sustaining practices within the curriculum.**

Lowell Public Schools

Fund Management for FY22/23 Projected Revenue/Expenses

As of April 20, 2022

	All Funding Sources	Total New Money	ESSER Yr2	ESSER Continued	ESSER Shifted	General Fund	GF Shifted
Classroom Practice Investments							
School Based PD*	\$ 2,000,000.00	\$ 2,000,000.00	\$ 2,000,000.00	\$ -	\$ -	\$ -	\$ -
3 Curriculum District Support Spe	\$ 330,000.00	\$ 330,000.00	\$ -	\$ -	\$ -	\$ 330,000.00	\$ -
UML Dashboard: Use of Data to S	\$ 250,000.00	\$ 250,000.00	\$ -	\$ -	\$ -	\$ 250,000.00	\$ -
CLSP Program: Coordinator	\$ 100,000.00	\$ 100,000.00	\$ -	\$ -	\$ -	\$ 100,000.00	\$ -
CLSP Program: Contracted Serv	\$ 250,000.00	\$ 250,000.00	\$ -	\$ -	\$ -	\$ 250,000.00	\$ -
	\$ 2,930,000.00	\$ 2,930,000.00	\$ 2,000,000.00	\$ -	\$ -	\$ 930,000.00	\$ -



Lowell Public Schools

Targeted Investment: **Meeting the Non-Instructional Needs of Students and School Communities**

{Aligned LPS Strategic Goal: Ensure that every school enjoys a safe and welcoming culture}

Other factors - beyond classroom teaching - can have a significant impact on whether students have access to meaningful learning. School communities which have historically required additional support will need even more resources as they work to reconnect and re-engage students who have been disconnected from the learning environment for extended periods of time through the pandemic. And some school buildings continue to require physical upgrades to create classroom environments that are more conducive to teaching and learning now and into the future.

Recommended additional general fund investment: \$1,125,000

Recommended additional ESSER investment: \$7,463,470

TOTAL additional investment for FY23: \$8,588,470



Lowell Public Schools

Non-instructional Support for Students and School Communities



Transportation services will be expanded across the District to include LRTA bus passes for all eligible high school students.

A **Student Resource Center will be launched to support the recruitment and re-engagement of students who have dropped out of school** through direct outreach to students, families and community-based organizations while also coordinating and aligning services in the District's alternative school portfolio to better meet the needs of our most at-risk students.

A **full-service community school model will be established and supported at every school in the Renaissance Network** to support students and families with direct access to community-based services at the school building before, during and after traditional school hours.

Significant funding has been earmarked for long overdue **facility improvements**, including modular units to ease overcrowding at the STEM Academy along with critical HVAC upgrades in other buildings

Lowell Public Schools
Fund Management for FY22/23 Projected Revenue/Expenses
As of April 20, 2022

	All Funding Sources	Total New Money	ESSER Yr2	ESSER Continued	ESSER Shifted	General Fund	GF Shifted
Non-Instructional Investments							
Expand Transportation (HS)	\$ 1,000,000.00	\$ 1,000,000.00	\$ 1,000,000.00	\$ -	\$ -	\$ -	\$ -
SRC: Director of Alt Ed	\$ 130,000.00	\$ 130,000.00	\$ -	\$ -	\$ -	\$ 130,000.00	\$ -
SRC: Clerk	\$ 55,000.00	\$ 55,000.00	\$ -	\$ -	\$ -	\$ 55,000.00	\$ -
SRC: Student Outreach Liaison	\$ 50,000.00	\$ 50,000.00	\$ -	\$ -	\$ -	\$ 50,000.00	\$ -
FSCC: FTEs	\$ 490,000.00	\$ 490,000.00	\$ -	\$ -	\$ -	\$ 490,000.00	\$ -
FSCC: Contracted Services	\$ 400,000.00	\$ 400,000.00	\$ -	\$ -	\$ -	\$ 400,000.00	\$ -
Facility Investments	\$ 6,463,470.00	\$ 6,463,470.00	\$ 6,463,470.00	\$ -	\$ -	\$ -	\$ -
	\$ 8,588,470.00	\$ 8,588,470.00	\$ 7,463,470.00	\$ -	\$ -	\$ 1,125,000.00	\$ -



Lowell Public Schools

Targeted Investment: **Supporting the Home-School Partnership**

{Aligned LPS Strategic Goal: Increase community engagement and empower families as partners}

The connection between home and school has historically been found to be an important factor in the success of students in the classroom. That partnership has become even more critical within the context of COVID-19.

Recommended additional general fund investment: \$898,000

Recommended additional ESSER investment: \$NA

TOTAL additional investment for FY23: \$898,000



Lowell Public Schools

Supporting the Home - School Partnership



A **Parent Leadership Institute will be launched in SY2022-2023** to increase family literacy through centrally-coordinated, school-based morning, evening and weekend workshops and learning events for parents, guardians and families of students.

Enrollment and Placement Services for all Families will be upgraded through the Family Resource Center (FRC) to further support students and families - particularly those of linguistically diverse backgrounds - based on the recommendations from an externally-supported and validated review of the District's current policies and procedures.

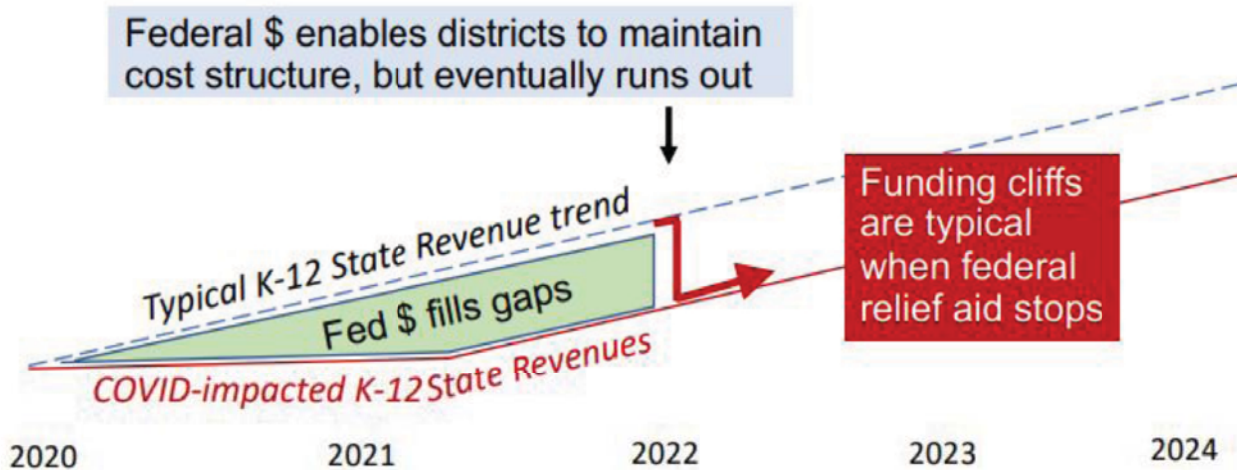
Lowell Public Schools
Fund Management for FY22/23 Projected Revenue/Expenses
As of April 20, 2022

	All Funding Sources	Total New Money	ESSER Yr2	ESSER Continued	ESSER Shifted	General Fund	GF Shifted
Home School Partnership Investments							
PLI: Director	\$ 120,000.00	\$ 120,000.00	\$ -	\$ -	\$ -	\$ 120,000.00	\$ -
PLI: Stipends	\$ 274,400.00	\$ 274,400.00	\$ -	\$ -	\$ -	\$ 274,400.00	\$ -
PLI: Supplies	\$ 85,600.00	\$ 85,600.00	\$ -	\$ -	\$ -	\$ 85,600.00	\$ -
PLI: Clerk	\$ 55,000.00	\$ 55,000.00	\$ -	\$ -	\$ -	\$ 55,000.00	\$ -
2 Bilingual Parent Liaisons	\$ 100,000.00	\$ 100,000.00	\$ -	\$ -	\$ -	\$ 100,000.00	\$ -
SPED Parent Liaison	\$ 58,000.00	\$ 58,000.00	\$ -	\$ -	\$ -	\$ 58,000.00	\$ -
Enrollment & Placement Enhance	\$ 150,000.00	\$ 150,000.00	\$ -	\$ -	\$ -	\$ 150,000.00	\$ -
FRC Support	\$ 55,000.00	\$ 55,000.00	\$ -	\$ -	\$ -	\$ 55,000.00	\$ -
	\$ 898,000.00	\$ 898,000.00	\$ -	\$ -	\$ -	\$ 898,000.00	\$ -



Lowell Public Schools

ESSER grants are non-recurring and unlikely to be sustained with state or local revenue which can result in a “fiscal cliff”



A multi-year funding strategy is required to minimize the impact of the reduction in federal aid and sustain support for students

COVID HITS!



Non-recurring \$ - if used responsibly - cannot be applied toward large-scale recurring costs such as salary increases or employee benefits

Sustainability of ESSER Investments

	Year 1		Year 2 = \$28,097,304		Year 3	
	ESSER II	ESSER III	ESSER II	ESSER III	ESSER II	ESSER III
Strategic Interventions						
Mental Health Supplement	\$ -	\$ -	\$ 472,094.00	\$ 2,527,906.00	\$ -	\$ 3,000,000.00
Behavior Support Supplement	\$ -	\$ -	\$ 2,441,600.00		\$ -	\$ 2,441,600.00
Building Sub Supplements	\$ -	\$ -	\$ 1,500,000.00	\$ -	\$ -	\$ 1,500,000.00
Renaissance Supplements	\$ 1,454,400.00	\$ -		\$ 1,454,400.00	\$ -	\$ 1,454,400.00
Increase Sub Rate	\$ -	\$ -	\$ 1,700,000.00	\$ -	\$ -	\$ 1,700,000.00
Increase SBB Pool	\$ 2,000,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 3,454,400.00	\$ -	\$ 6,113,694.00	\$ 3,982,306.00	\$ -	\$ 10,096,000.00
				\$ 10,096,000.00		
Extended Learning						
Additional Learning Time: 2 days	\$ -	\$ -	\$ -	\$ 1,500,000.00	\$ -	\$ 1,500,000.00
Pre-K Expansion	\$ -	\$ -	\$ -	\$ 1,250,000.00	\$ -	\$ 1,250,000.00
Library Services	\$ -	\$ -	\$ -	\$ 2,987,834.00	\$ -	\$ 2,987,834.00
After School	\$ 1,700,000.00	\$ -	\$ -	\$ 1,700,000.00	\$ -	\$ 1,700,000.00
Summer Program	\$ 700,000.00	\$ -	\$ -	\$ 700,000.00	\$ -	\$ 700,000.00
Transportation - Summer Program	\$ -	\$ -	\$ -	\$ 400,000.00	\$ -	\$ 400,000.00
	\$ 2,400,000.00	\$ -	\$ -	\$ 8,537,834.00	\$ -	\$ 8,537,834.00
				\$ 8,537,834.00		
Classroom Practice						
School Based PD (1 hr/wk)	\$ -	\$ -	\$ -	\$ 2,000,000.00	\$ -	\$ 2,000,000.00
	\$ -	\$ -	\$ -	\$ 2,000,000.00	\$ -	\$ 2,000,000.00
				\$ 2,000,000.00		
Non Instructional						
Expand Transportation (HS)	\$ -	\$ -	\$ -	\$ 1,000,000.00	\$ -	\$ 1,000,000.00
SRC: Alternative Ed Expansion	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,501,955.00
Facility Investments	\$ -	\$ -	\$ 5,000,000.00	\$ 1,463,470.00	\$ -	\$ -
	\$ -	\$ -	\$ 5,000,000.00	\$ 2,463,470.00	\$ -	\$ 3,501,955.00
				\$ 7,463,470.00		
Totals	\$ 5,854,400.00	\$ -	\$ 11,113,694.00	\$ 16,983,610.00	\$ -	\$ 24,135,789.00
Remaining	\$ 5,854,400.00			\$ 28,097,304.00		\$ 24,135,789.00
						\$ 58,087,493.00



Lowell Public Schools

Next Steps

- ✓ May 4 - School Committee Public Budget Review
- May 9 - 1st School Committee Public Budget Hearing
- May 16 - 2nd School Committee Public Budget Hearing
- May 18 - School Committee Budget Adoption
- June 15 - Budget Submission to City Council

Adie Day School

School Year 22-23 Budget				
Category	Students	Weight	SY22-23 Amount	
FSF Weights	SY21-22 (for reference)	SY22-23	SY22-23	
All students	59	59	\$ 5,350	\$ 315,650
Economically disadvantaged	35	38	\$ 1,873	\$ 71,155
Homeless	1	5	\$ 1,070	\$ 5,350
Low incoming performance	0	0	\$ 1,070	\$ -
Grades PreK-3	25	25	\$ 1,873	\$ 46,813
Grade 9	3	3	\$ 4,000	\$ 12,000
ELL below Level 3	1	2	\$ 3,050	\$ 6,131
ELL Level 3 and above	1	1	\$ 1,500	\$ 1,485
SWD substantially separate	52	57	\$23,000	\$ 1,311,000
SWD inclusion/language	0	0	\$ 6,500	\$ -
FSF Baseline				
ELL Baseline			\$ -	\$ -
SWD Baseline			\$ -	\$ -
General Ed Baseline			\$ -	\$ -
Other FSF Policies				
Transition amount			\$	986,984.00
Budget Exceptions			\$	113,000.00
FSF Total				
			\$	2,869,567
Funding from outside FSF				
Title III Tutors			\$	-
Instructional/Literacy Coach Supplement			\$	-
Mental Health Supplement			\$	-
Behavior Support Staff Supplement			\$	-
Building Substitute Supplement			\$	-
Renaissance Supplement			\$	-
Total funding				
			\$	2,869,567

Comparison to previous year budget			
Year	SY21-22	SY22-23	Projected Change
Enrollment	59	59	0
FSF Budget	\$ 2,733,616	\$ 2,869,567	\$ 135,951
[OLD] Title I	\$ -		\$ -
[OLD] ESSER	\$ 22,951		\$ (22,951)
[OLD] Outside of FSF - Social Workers	\$ -		\$ -
[OLD] Outside of FSF - Title III Tutors	\$ -		\$ -
[NEW] - Outside of FSF - Title III Tutors		\$ -	\$ -
[NEW] Coach Supplement		\$ -	\$ -
Sub Total	\$ 2,756,567	\$ 2,869,567	\$ 113,000
[NEW] Supplements		\$ -	\$ -
Total Budget	\$ 2,756,567	\$ 2,869,567	\$ 113,000
\$ per pupil	\$ 46,721	\$ 48,637	
<p>Note: Total budget above is not exhaustive. E.g., excludes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends</p> <p style="text-align: center;">← Exception Reason, if applicable:</p>			

Bailey Elementary School

School Year 22-23 Budget				
Category	Students	Weight	SY22-23 Amount	
<i>FSF Weights</i>				
	<i>SY21-22 (for reference)</i>	<i>SY22-23</i>	<i>SY22-23</i>	
All students	479	463	\$ 5,350	\$ 2,477,050
Economically disadvantaged	253	300	\$ 1,873	\$ 561,750
Homeless	29	54	\$ 1,070	\$ 57,780
Low incoming performance	0	0	\$ 1,070	\$ -
Grades PreK-3	390	374	\$ 1,873	\$ 700,315
Grade 9	0	0	\$ 4,000	\$ -
ELL below Level 3	61	80	\$ 3,050	\$ 244,000
ELL Level 3 and above	91	80	\$ 1,500	\$ 120,000
SWD substantially separate	23	33	\$ 23,000	\$ 759,000
SWD inclusion/language	52	61	\$ 6,500	\$ 396,500
<i>FSF Baseline</i>				
ELL Baseline			\$	-
SWD Baseline			\$	-
General Ed Baseline			\$	-
<i>Other FSF Policies</i>				
Transition amount			\$	-
Budget Exceptions			\$	75,000.00
<i>FSF Total</i>				
			\$	5,391,395
<i>Funding from outside FSF</i>				
Title III Tutors			\$	30,240
Instructional/Literacy Coach Supplement			\$	120,000
Mental Health Supplement			\$	100,000
Behavior Support Staff Supplement			\$	87,200
Building Substitute Supplement			\$	50,000
Renaissance Supplement			\$	-
Total funding				
			\$	5,778,835

Comparison to previous year budget			
Year	SY21-22	SY22-23	Projected Change
Enrollment	479	463	-16
FSF Budget	\$ 4,809,352	\$ 5,391,395	\$ 582,043
[OLD] Title I	\$ 159,022		\$ (159,022)
[OLD] ESSER	\$ 69,333		\$ (69,333)
[OLD] Outside of FSF - Social Workers	\$ 117,049		\$ (117,049)
[OLD] Outside of FSF - Title III Tutors	\$ 15,750		\$ (15,750)
[NEW] - Outside of FSF - Title III Tutors		\$ 30,240	\$ 30,240
[NEW] Coach Supplement		\$ 120,000	\$ 120,000
Sub Total	\$ 5,170,506	\$ 5,541,635	\$ 371,129
[NEW] Supplements		\$ 237,200	\$ 237,200
Total Budget	\$ 5,170,506	\$ 5,778,835	\$ 608,329
\$ per pupil	\$ 10,794	\$ 12,319	\$ 1,525
<p>Note: Total budget above is not exhaustive. E.g., excludes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends</p> <p>← Exception Reason, if applicable:</p>			

Bartlett Community Partnership

School Year 22-23 Budget				
Category	Students	Weight	SY22-23 Amount	
<i>FSF Weights</i>				
	<i>SY21-22 (for reference)</i>	<i>SY22-23</i>	<i>SY22-23</i>	
All students	483	481	\$ 5,350	\$ 2,573,350
Economically disadvantaged	316	363	\$ 1,873	\$ 679,718
Homeless	34	91	\$ 1,070	\$ 97,370
Low incoming performance	60	47	\$ 1,070	\$ 50,037
Grades PreK-3	222	217	\$ 1,873	\$ 406,333
Grade 9	0	0	\$ 4,000	\$ -
ELL below Level 3	46	70	\$ 3,050	\$ 213,500
ELL Level 3 and above	94	70	\$ 1,500	\$ 105,000
SWD substantially separate	42	39	\$ 23,000	\$ 897,000
SWD inclusion/language	61	73	\$ 6,500	\$ 474,500
<i>FSF Baseline</i>				
ELL Baseline			\$ -	\$ -
SWD Baseline			\$ -	\$ -
General Ed Baseline			\$ -	\$ -
<i>Other FSF Policies</i>				
Transition amount			\$ 452,811.64	
Budget Exceptions			\$ 105,709.00	
FSF Total				
			\$ 6,055,328	
<i>Funding from outside FSF</i>				
Title III Tutors			\$ 60,480	
Instructional/Literacy Coach Supplement			\$ 120,000	
Mental Health Supplement			\$ 100,000	
Behavior Support Staff Supplement			\$ 87,200	
Building Substitute Supplement			\$ 50,000	
Renaissance Supplement			\$ 204,658	
Total funding				
			\$ 6,677,666	

Comparison to previous year budget			
Year	SY21-22	SY22-23	Projected Change
Enrollment	483	481	-2
FSF Budget	\$ 5,485,219	\$ 6,055,328	\$ 570,109
[OLD] Title I	\$ 241,612		\$ (241,612)
[OLD] ESSER	\$ 74,239		\$ (74,239)
[OLD] Outside of FSF - Social Workers	\$ 117,049		\$ (117,049)
[OLD] Outside of FSF - Title III Tutors	\$ 31,500		\$ (31,500)
[NEW] - Outside of FSF - Title III Tutors		\$ 60,480	\$ 60,480
[NEW] Coach Supplement		\$ 120,000	\$ 120,000
Sub Total	\$ 5,949,619	\$ 6,235,808	\$ 286,189
[NEW] Supplements		\$ 441,858	\$ 441,858
Total Budget	\$ 5,949,619	\$ 6,677,666	\$ 728,047
\$ per pupil	\$ 12,318	\$ 13,883	
<p>Note: Total budget above is not exhaustive. E.g., excludes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends</p> <p>← Exception Reason, if applicable:</p>			

BRIDGE Program

School Year 22-23 Budget				
Category	Students	Weight	SY22-23 Amount	
<i>FSF Weights</i>				
	<i>SY21-22 (for reference)</i>	<i>SY22-23</i>	<i>SY22-23</i>	
All students	17	24	\$ 5,350	\$ 128,400
Economically disadvantaged	17	17	\$ 1,873	\$ 31,833
Homeless	2	7	\$ 1,070	\$ 7,490
Low incoming performance	0	0	\$ 1,070	\$ -
Grades PreK-3	0	0	\$ 1,873	\$ -
Grade 9	0	0	\$ 4,000	\$ -
ELL below Level 3	3	3	\$ 3,050	\$ 9,150
ELL Level 3 and above	2	3	\$ 1,500	\$ 4,500
SWD substantially separate	0	1	\$23,000	\$ 23,000
SWD inclusion/language	7	9	\$ 6,500	\$ 58,500
<i>FSF Baseline</i>				
ELL Baseline			\$	-
SWD Baseline			\$	-
General Ed Baseline			\$	779,177.50
<i>Other FSF Policies</i>				
Transition amount			\$	784,118.47
Budget Exceptions			\$	(392,843.47)
<i>FSF Total</i>				
			\$	1,433,325
<i>Funding from outside FSF</i>				
Title III Tutors			\$	-
Instructional/Literacy Coach Supplement			\$	-
Mental Health Supplement			\$	-
Behavior Support Staff Supplement			\$	-
Building Substitute Supplement			\$	-
Renaissance Supplement			\$	-
Total funding			\$	1,433,325

Comparison to previous year budget			
Year	SY21-22	SY22-23	Projected Change
Enrollment	17	24	7
FSF Budget	\$ 1,042,050	\$ 1,433,325	391,275
[OLD] Title I	\$ 14,850		-14,850
[OLD] ESSER	\$ 2,539		-2,539
[OLD] Outside of FSF - Social Workers	\$ 234,097		-234,097
[OLD] Outside of FSF - Title III Tutors	\$ -		0
[NEW] - Outside of FSF - Title III Tutors		\$ -	0
[NEW] Coach Supplement		\$ -	0
Sub Total	\$ 1,293,536	\$ 1,433,325	\$ 139,789
[NEW] Supplements		\$ -	-
Total Budget	\$ 1,293,536	\$ 1,433,325	\$ 139,789
\$ per pupil	\$ 76,090	\$ 59,722	
<p>Note: Total budget above is not exhaustive. E.g., excludes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends</p> <p>← Exception Reason, if applicable: Specialized Program with fluctuating enrollment. Holding budget neutral, will adjust in fall based on actual enrollment)</p>			

Butler Middle School

School Year 22-23 Budget				
Category	Students	Weight	SY22-23 Amount	
<i>FSF Weights</i>				
	<i>SY21-22 (for reference)</i>	<i>SY22-23</i>	<i>SY22-23</i>	
All students	549	532	\$ 5,350	\$ 2,846,200
Economically disadvantaged	354	385	\$ 1,873	\$ 720,913
Homeless	26	64	\$ 1,070	\$ 68,480
Low incoming performance	30	149	\$ 1,070	\$ 159,252
Grades PreK-3	0	0	\$ 1,873	\$ -
Grade 9	0	0	\$ 4,000	\$ -
ELL below Level 3	30	80	\$ 3,050	\$ 244,000
ELL Level 3 and above	54	80	\$ 1,500	\$ 120,000
SWD substantially separate	15	12	\$ 23,000	\$ 276,000
SWD inclusion/language	106	87	\$ 6,500	\$ 565,500
<i>FSF Baseline</i>				
ELL Baseline			\$ -	\$ -
SWD Baseline			\$ -	\$ 54,074.03
General Ed Baseline			\$ -	\$ -
<i>Other FSF Policies</i>				
Transition amount			\$ -	\$ 401,741.80
Budget Exceptions			\$ -	\$ 100,000.00
<i>FSF Total</i>				
			\$ -	\$ 5,556,160
<i>Funding from outside FSF</i>				
Title III Tutors			\$ -	\$ 60,480
Instructional/Literacy Coach Supplement			\$ -	\$ 120,000
Mental Health Supplement			\$ -	\$ 100,000
Behavior Support Staff Supplement			\$ -	\$ 87,200
Building Substitute Supplement			\$ -	\$ 50,000
Renaissance Supplement			\$ -	\$ 232,623
Total funding				
			\$ -	\$ 6,206,463

Comparison to previous year budget			
Year	SY21-22	SY22-23	Projected Change
Enrollment	549	532	-17
FSF Budget	\$ 5,028,020	\$ 5,556,160	\$ 428,140
[OLD] Title I	\$ 211,912		\$ (211,912)
[OLD] ESSER	\$ 67,679		\$ (67,679)
[OLD] Outside of FSF - Social Workers	\$ 117,049		\$ (117,049)
[OLD] Outside of FSF - Title III Tutors	\$ 31,500		\$ (31,500)
[NEW] - Outside of FSF - Title III Tutors		\$ 60,480	\$ 60,480
[NEW] Coach Supplement		\$ 120,000	\$ 120,000
Sub Total	\$ 5,456,160	\$ 5,736,640	\$ 280,480
[NEW] Supplements		\$ 469,823	\$ 469,823
Total Budget	\$ 5,456,160	\$ 6,206,463	\$ 750,303
\$ per pupil	\$ 9,938	\$ 11,478	\$ 1,540
<p>Note: Total budget above is not exhaustive. E.g., excludes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends</p> <p>← Exception Reason, if applicable:</p>			

Cardinal

School Year 22-23 Budget				
Category	Students	Weight	SY22-23 Amount	
<i>FSF Weights</i>				
	<i>SY21-22 (for reference)</i>	<i>SY22-23</i>	<i>SY22-23</i>	
All students	103	103	\$ 5,350	\$ 551,050
Economically disadvantaged	60	61	\$ 1,873	\$ 114,223
Homeless	8	11	\$ 1,070	\$ 11,770
Low incoming performance	0	0	\$ 1,070	\$ -
Grades PreK-3	103	103	\$ 1,873	\$ 192,868
Grade 9	0	0	\$ 4,000	\$ -
ELL below Level 3	0	10	\$ 3,050	\$ 30,500
ELL Level 3 and above	0	10	\$ 1,500	\$ 15,000
SWD substantially separate	27	28	\$23,000	\$ 644,000
SWD inclusion/language	17	11	\$ 6,500	\$ 71,500
<i>FSF Baseline</i>				
ELL Baseline			\$	-
SWD Baseline			\$	-
General Ed Baseline			\$	-
<i>Other FSF Policies</i>				
Transition amount			\$	305,370.00
Budget Exceptions			\$	95,133.00
<i>FSF Total</i>				
			\$	2,031,413
<i>Funding from outside FSF</i>				
Title III Tutors			\$	-
Instructional/Literacy Coach Supplement			\$	-
Mental Health Supplement			\$	-
Behavior Support Staff Supplement			\$	-
Building Substitute Supplement			\$	-
Renaissance Supplement			\$	-
Total funding			\$	2,031,413

Comparison to previous year budget			
Year	SY21-22	SY22-23	Projected Change
Enrollment	103	103	0
FSF Budget	\$ 1,914,021	\$ 2,031,413	\$ 22,259
[OLD] Title I	\$ -		\$ -
[OLD] ESSER	\$ 22,259		\$ (22,259)
[OLD] Outside of FSF - Social Workers	\$ -		\$ -
[OLD] Outside of FSF - Title III Tutors	\$ -		\$ -
[NEW] - Outside of FSF - Title III Tutors		\$ -	\$ -
[NEW] Coach Supplement		\$ -	\$ -
Sub Total	\$ 1,936,280	\$ 2,031,413	\$ (0)
[NEW] Supplements		\$ -	\$ -
Total Budget	\$ 1,936,280	\$ 2,031,413	\$ (0)
\$ per pupil	\$ 18,799	\$ 18,799	\$ (0)
<p>Note: Total budget above is not exhaustive. E.g., excludes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends</p> <p>← Exception Reason, if applicable:</p>			

Daley Middle School

School Year 22-23 Budget				
Category	Students	Weight	SY22-23 Amount	
<i>FSF Weights</i>	<i>SY21-22 (for reference)</i>	<i>SY22-23</i>	<i>SY22-23</i>	
All students	691	686	\$ 5,350	\$ 3,670,100
Economically disadvantaged	340	390	\$ 1,873	\$ 730,275
Homeless	27	44	\$ 1,070	\$ 47,080
Low incoming performance	38	141	\$ 1,070	\$ 150,501
Grades PreK-3	0	0	\$ 1,873	\$ -
Grade 9	0	0	\$ 4,000	\$ -
ELL below Level 3	10	80	\$ 3,050	\$ 244,000
ELL Level 3 and above	55	80	\$ 1,500	\$ 120,000
SWD substantially separate	50	50	\$23,000	\$ 1,150,000
SWD inclusion/language	95	92	\$ 6,500	\$ 598,000
<i>FSF Baseline</i>				
ELL Baseline			\$	-
SWD Baseline			\$	-
General Ed Baseline			\$	-
<i>Other FSF Policies</i>				
Transition amount			\$	26,504.50
Budget Exceptions			\$	75,000.00
FSF Total				
			\$	6,811,460
<i>Funding from outside FSF</i>				
Title III Tutors			\$	60,480
Instructional/Literacy Coach Supplement			\$	120,000
Mental Health Supplement			\$	100,000
Behavior Support Staff Supplement			\$	87,200
Building Substitute Supplement			\$	50,000
Renaissance Supplement			\$	-
Total funding				
			\$	7,229,140

Comparison to previous year budget			
Year	SY21-22	SY22-23	Projected Change
Enrollment	691	686	-5
FSF Budget	\$ 6,281,258	\$ 6,811,460	\$ 530,202
[OLD] Title I	\$ 219,219		\$ (219,219)
[OLD] ESSER	\$ 87,434		\$ (87,434)
[OLD] Outside of FSF - Social Workers	\$ 117,049		\$ (117,049)
[OLD] Outside of FSF - Title III Tutors	\$ 31,500		\$ (31,500)
[NEW] - Outside of FSF - Title III Tutors		\$ 60,480	\$ 60,480
[NEW] Coach Supplement		\$ 120,000	\$ 120,000
Sub Total	\$ 6,736,460	\$ 6,991,940	\$ 255,480
[NEW] Supplements		\$ 237,200	\$ 237,200
Total Budget	\$ 6,736,460	\$ 7,229,140	\$ 492,680
\$ per pupil	\$ 9,749	\$ 10,538	
<p>Note: Total budget above is not exhaustive. E.g., excludes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends</p> <p style="text-align: center;">← Exception Reason, if applicable:</p>			

Greenhalge Elementary School

School Year 22-23 Budget				
Category	Students	Weight	SY22-23 Amount	
<i>FSF Weights</i>				
	<i>SY21-22 (for reference)</i>	<i>SY22-23</i>	<i>SY22-23</i>	
All students	461	460	\$ 5,350	\$ 2,461,000
Economically disadvantaged	357	400	\$ 1,873	\$ 749,000
Homeless	47	90	\$ 1,070	\$ 96,300
Low incoming performance	0	0	\$ 1,070	\$ -
Grades PreK-3	376	385	\$ 1,873	\$ 720,913
Grade 9	0	0	\$ 4,000	\$ -
ELL below Level 3	61	80	\$ 3,050	\$ 244,000
ELL Level 3 and above	81	80	\$ 1,500	\$ 120,000
SWD substantially separate	35	40	\$23,000	\$ 920,000
SWD inclusion/language	47	60	\$ 6,500	\$ 390,000
<i>FSF Baseline</i>				
ELL Baseline			\$	-
SWD Baseline			\$	-
General Ed Baseline			\$	-
<i>Other FSF Policies</i>				
Transition amount			\$	-
Budget Exceptions			\$	75,000.00
<i>FSF Total</i>				
			\$	5,776,213
<i>Funding from outside FSF</i>				
Title III Tutors			\$	30,240
Instructional/Literacy Coach Supplement			\$	120,000
Mental Health Supplement			\$	100,000
Behavior Support Staff Supplement			\$	87,200
Building Substitute Supplement			\$	50,000
Renaissance Supplement			\$	195,336
Total funding			\$	6,358,989

Comparison to previous year budget			
Year	SY21-22	SY22-23	Projected Change
Enrollment	461	460	-1
FSF Budget	\$ 5,267,580	\$ 5,776,213	508633
[OLD] Title I	\$ 182,212		-182212
[OLD] ESSER	\$ 73,794		-73794
[OLD] Outside of FSF - Social Workers	\$ 117,049		-117049
[OLD] Outside of FSF - Title III Tutors	\$ 15,750		-15750
[NEW] - Outside of FSF - Title III Tutors		\$ 30,240	30240
[NEW] Coach Supplement		\$ 120,000	120000
Sub Total	\$ 5,656,385	\$ 5,926,453	\$ 270,068
[NEW] Supplements		\$ 432,536	\$ 432,536
Total Budget	\$ 5,656,385	\$ 6,358,989	\$ 702,604
\$ per pupil	\$ 12,270	\$ 13,824	
<p>Note: Total budget above is not exhaustive. E.g., excludes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends</p> <p>← Exception Reason, if applicable:</p>			

Laura Lee Therapeutic Day

School Year 22-23 Budget				
Category		Students	Weight	SY22-23 Amount
<i>FSF Weights</i>				
	<i>SY21-22 (for reference)</i>	<i>SY22-23</i>	<i>SY22-23</i>	
All students	24	19	\$ 5,350	\$ 101,650
Economically disadvantaged	19	18	\$ 1,873	\$ 33,705
Homeless	1	1	\$ 1,070	\$ 1,070
Low incoming performance	13	14	\$ 1,070	\$ 15,248
Grades PreK-3	3	1	\$ 1,873	\$ 1,873
Grade 9	0	0	\$ 4,000	\$ -
ELL below Level 3	1	2	\$ 3,050	\$ 6,100
ELL Level 3 and above	2	0	\$ 1,500	\$ -
SWD substantially separate	22	19	\$23,000	\$ 437,000
SWD inclusion/language	0	0	\$ 6,500	\$ -
<i>FSF Baseline</i>				
ELL Baseline				\$ -
SWD Baseline				\$ -
General Ed Baseline				\$ 401,641.00
<i>Other FSF Policies</i>				
Transition amount				\$ 98,446.00
Budget Exceptions				\$ 210,000.00
<i>FSF Total</i>				
				\$ 1,306,732
<i>Funding from outside FSF</i>				
Title III Tutors				\$ -
Instructional/Literacy Coach Supplement				\$ -
Mental Health Supplement				\$ -
Behavior Support Staff Supplement				\$ -
Building Substitute Supplement				\$ -
Renaissance Supplement				\$ -
Total funding				\$ 1,306,732

Comparison to previous year budget			
Year	SY21-22	SY22-23	Projected Change
Enrollment	24	19	-5
FSF Budget	\$ 1,033,226	\$ 1,306,732	273506
[OLD] Title I	\$ 14,850		-14850
[OLD] ESSER	\$ 9,732		-9732
[OLD] Outside of FSF - Social Workers	\$ -		0
[OLD] Outside of FSF - Title III Tutors	\$ -		0
[NEW] - Outside of FSF - Title III Tutors		\$ -	0
[NEW] Coach Supplement		\$ -	0
Sub Total	\$ 1,057,808	\$ 1,306,732	\$ 248,924
[NEW] Supplements		\$ -	\$ -
Total Budget	\$ 1,057,808	\$ 1,306,732	\$ 248,924
\$ per pupil	\$ 44,075	\$ 68,775	
<p>Note: Total budget above is not exhaustive. E.g., excludes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends</p> <p>← Exception Reason, if applicable:</p>			

Leblanc Therapeutic Day School

School Year 22-23 Budget				
Category	Students	Weight	SY22-23 Amount	
<i>FSF Weights</i>				
	<i>SY21-22 (for reference)</i>	<i>SY22-23</i>	<i>SY22-23</i>	
All students	36	36	\$ 5,350	\$ 192,600
Economically disadvantaged	32	32	\$ 1,873	\$ 59,927
Homeless	2	5	\$ 1,070	\$ 5,350
Low incoming performance	0	34	\$ 1,070	\$ 36,380
Grades PreK-3	0	0	\$ 1,873	\$ -
Grade 9	8	7	\$ 4,000	\$ 28,000
ELL below Level 3	3	5	\$ 3,050	\$ 15,189
ELL Level 3 and above	2	1	\$ 1,500	\$ 1,530
SWD substantially separate	37	42	\$23,000	\$ 966,000
SWD inclusion/language	0	0	\$ 6,500	\$ -
<i>FSF Baseline</i>				
ELL Baseline			\$	-
SWD Baseline			\$	-
General Ed Baseline			\$	-
<i>Other FSF Policies</i>				
Transition amount			\$	71,125.51
Budget Exceptions			\$	134,541.00
<i>FSF Total</i>				
			\$	1,510,643
<i>Funding from outside FSF</i>				
Title III Tutors			\$	-
Instructional/Literacy Coach Supplement			\$	-
Mental Health Supplement			\$	-
Behavior Support Staff Supplement			\$	-
Building Substitute Supplement			\$	-
Renaissance Supplement			\$	-
Total funding			\$	1,510,643

Comparison to previous year budget			
Year	SY21-22	SY22-23	Projected Change
Enrollment	36	36	0
FSF Budget	\$ 1,342,938	\$ 1,510,643	\$ 167,705
[OLD] Title I	\$ 17,091		\$ (17,091)
[OLD] ESSER	\$ 16,073		\$ (16,073)
[OLD] Outside of FSF - Social Workers	\$ -		\$ -
[OLD] Outside of FSF - Title III Tutors	\$ -		\$ -
[NEW] - Outside of FSF - Title III Tutors		\$ -	\$ -
[NEW] Coach Supplement		\$ -	\$ -
Sub Total	\$ 1,376,102	\$ 1,510,643	\$ 134,541
[NEW] Supplements		\$ -	\$ -
Total Budget	\$ 1,376,102	\$ 1,510,643	\$ 134,541
\$ per pupil	\$ 38,225	\$ 41,962	
<p>Note: Total budget above is not exhaustive. E.g., excludes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends</p> <p style="text-align: center;">← Exception Reason, if applicable:</p>			

**School Site Council sign-off form:
School Year 2021 - 2022 QIP & Budget Process**

Date:	4/6/2022
Organization:	Lowell Public Schools
School Name:	Wang School
Total Budget	\$6,561,273

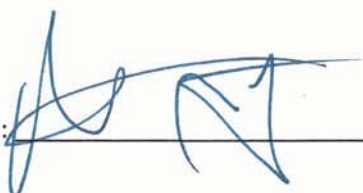
The undersigned school leader confirms that every effort has been made to comply with the programmatic and policy requirements of Lowell Public Schools within the budgetary allocation received. In particular, every reasonable effort has been made to comply with Federal, State, and Local statutes and regulations, applicable Court Orders, collective bargaining agreements, School Committee policies and the goals and objectives of Lowell Public Schools.

The undersigned school leader also affirms:

 X Our school community has budgeted all of its general fund for instructional supports and materials.

Or

_____ Our school community has reallocated some of its general fund instructional supports and materials allocation to support other priorities (stipends, contracts, personnel, etc.) But, I hereby attest that we have budgeted ample resources to ensure that each student will have all required instructional time in the 2022-2023 school year..

Principal:  _____

Date: 4.6.22

The undersigned School Site Council Representatives for this School have seen and reviewed the School Year 2022 - 2023 QIP and Budget. Our written comments (if any) are attached.

Name/Signature: Coralie Cote  Date: 4/8/22

Name/Signature: Tina Novo  Date: 4/8/22

Name/Signature: Matt LeLacheur  Date: 4/13/22


Name/Signature: Julia Shaw  Date: 4/11/22

The undersigned Collective Bargaining Representatives for this School have seen and reviewed the FY Budget. Our written comments (if any) are attached.

Name/Signature: Kellianne Grady  Date: 4/7/22

Name/Signature: Jillian Maguire  Date: 4/8/22

Name/Signature: Alison Kuzara  Date: 4/7/22

Name/Signature: Danielle Collins  Date: 4/6/22

**School Site Council sign-off form:
School Year 2021 - 2022 QIP & Budget Process**

Date:	April 4, 2022
Organization:	Lowell Public Schools
School Name:	Pyne Arts
Total Budget	\$6,029,563

The undersigned school leader confirms that every effort has been made to comply with the programmatic and policy requirements of Lowell Public Schools within the budgetary allocation received. In particular, every reasonable effort has been made to comply with Federal, State, and Local statutes and regulations, applicable Court Orders, collective bargaining agreements, School Committee policies and the goals and objectives of Lowell Public Schools.

The undersigned school leader also affirms:

Our school community has budgeted all of its general fund for instructional supports and materials.

Or

Our school community has reallocated some of its general fund instructional supports and materials allocation to support other priorities (stipends, contracts, personnel, etc.) But, I hereby attest that we have budgeted ample resources to ensure that each student will have all required instructional time in the 2022 - 2023 school year.

Principal: Manjula

Date: 4.5.22

The undersigned School Site Council Representatives for this School have seen and reviewed the School Year 2022 - 2023 QIP and Budget. Our written comments (if any) are attached.

Name/Signature: Mary M Wood Date: 4/5/22

Name/Signature: Tracy A Blanchard Date: 4/5/22

Name/Signature: [Signature] Date: 4/5/22

Name/Signature: [Signature] Date: 4/5/22

Name/Signature: [Signature] Date: 4/5/22

The undersigned Collective Bargaining Representatives for this School have seen and reviewed the FY Budget. Our written comments (if any) are attached.

Name/Signature: [Signature] Date: 4/6/22

Name/Signature: [Signature] Date: 4/6/22

[Signature] 4/6/22

The undersigned School Site Council Representatives for this School have seen and reviewed the School Year 2022 - 2023 QIP and Budget. Our written comments (if any) are attached.

* Name/Signature: HANZA ABRACHE Date: 04/06/2022

Name/Signature: [Signature] Date: 4/7/2022

Name/Signature: [Signature] Date: 4/12/2022

Name/Signature: _____ Date: _____

Name/Signature: _____ Date: _____

The undersigned Collective Bargaining Representatives for this School have seen and reviewed the FY Budget. Our written comments (if any) are attached.

Name/Signature: _____ Date: _____

Name/Signature: _____ Date: _____

The undersigned School Site Council Representatives for this School have seen and reviewed the School Year 2022 - 2023 QIP and Budget. Our written comments (if any) are attached.

 Name/Signature: HANZA ARBACHE  Date: 04/06/2022

Name/Signature:  Date: 

Name/Signature: _____ Date: _____

Name/Signature: _____ Date: _____

Name/Signature: _____ Date: _____

The undersigned Collective Bargaining Representatives for this School have seen and reviewed the FY Budget. Our written comments (if any) are attached.

Name/Signature:  Date: 4/7/22

Name/Signature: _____ Date: _____

**School Site Council sign-off form:
School Year 2021 - 2022 QIP & Budget Process**

Date:	4/11/2022
Organization:	Lowell Public Schools
School Name:	Lowell High School
Total Budget	\$33,231,448

The undersigned school leader confirms that every effort has been made to comply with the programmatic and policy requirements of Lowell Public Schools within the budgetary allocation received. In particular, every reasonable effort has been made to comply with Federal, State, and Local statutes and regulations, applicable Court Orders, collective bargaining agreements, School Committee policies and the goals and objectives of Lowell Public Schools.

The undersigned school leader also affirms:

_____ Our school community has budgeted all of its general fund for instructional supports and materials.

Or

_____ Our school community has reallocated some of its general fund instructional supports and materials allocation to support other priorities (stipends, contracts, personnel, etc.) But, I hereby attest that we have budgeted ample resources to ensure that each student will have all required instructional time in the 2022 - 2023 school year..


Principal: 

Date: 4/11/22

The undersigned School Site Council Representatives for this School have seen and reviewed the School Year 2022 - 2023 QIP and Budget. Our written comments (if any) are attached.


Emily Name/Signature:  Date: 4/11/22

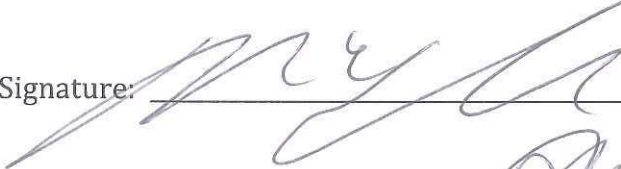
Amanda Name/Signature:  Date: 4/11/22

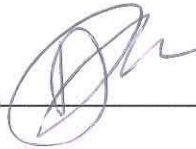
Ralph Name/Signature: Ralph Saint-Louis  Date: 4/11/22

Kathy Name/Signature: Kathy Dougherty Date: 4/11/22

Kaplan Name/Signature: Kadhla Mambaka Date: 4/11/22

Peter Name/Signature:  Date: 4/11/22

Wayne Name/Signature:  Date: 4/11/22

Alice Name/Signature: Alice Mwangi  Date: 04/11/22

Name/Signature: _____ Date: _____

Name/Signature: _____ Date: _____

The undersigned Collective Bargaining Representatives for this School have seen and reviewed the FY Budget. Our written comments (if any) are attached.

Name/Signature: Mary Ann Dixon Date: 4/12/22

Name/Signature: Sherry Brisson Date: 4/12/22

Name/Signature: Jean Marais Date: 4/14/22

Name/Signature: _____ Date: _____

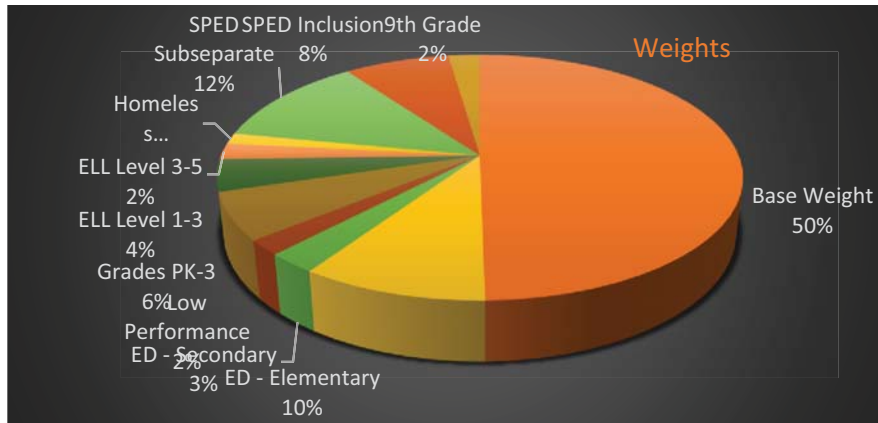


To: Joel Boyd, Superintendent; James Hall, COO
From: Billie Jo Turner, Assistant Superintendent of Finance/CFO
RE: Progress on ERP Improvements
Date: June 14, 2022

Lowell Public Schools implemented Fair Student Funding during the FY20/21 budget cycle. Through FSF, school based budgets are now determined by the needs of the students in a school – not a predetermined staffing model. The goals during the first year were to **increase equity** through a weighted system of funding, **increase transparency** using clear and easily understood rules and create a flexible system in which **autonomy** is balanced with accountability. Through this approach, the people closest to our children – parents, teachers, principals and support staff – are now positioned to make decisions about the school’s educational and financial plans. In the 2nd year of FSF while developing the FY21/22 budget, we added the fourth goal **of ensuring a stable and sustainable system** by providing predictable allocations to support schools and district multi-year strategic goals. During this third year, we made changes necessary to have our budgeting system reflect our new goal of **having one funding plan that includes multiple funding sources all on one document**.

With FSF, school budgets are determined using enrollment and demographics to build the per pupil weights that feed the overall school allocation amount. Our enrollment projections showed a slight overall increase of students in addition to hundreds of additional students in the English Language Learner, low income and special needs categories. Along with these enrollment increases in high needs areas, the Student Opportunity Act also kicked in to provide higher rates for these weighted criteria. All in all, the SOA provided over \$22 million in additional state aid. Combined with a reduction to City cash aid and the ESSER year 2 funds, the District has \$35 million new dollars to invest in learning loss and other approaches to accelerate learning for this year. Though much of these funds are temporary, they are very necessary for our near term goals of triaging after the pandemic.

The first step in the fair student process is to determine how much of the entire District’s budget will be placed in the Fair Student Funding pool to be controlled and managed by the schools directly. The budget document is sorted by all budgeted costs into three categories: 1) Centrally Locked, 2) Supplements and 3) FSF pool (controlled by the schools). This document will show all the costs necessary to run the district and whether or not it is placed in the pool or not. All costs controlled in the pool were determined by the School Site Councils’ decisions on what to spend their school allocations on. Most of the centrally locked positions are also school based but since they are shared we have to control them centrally. Per the exhibit below, we place all incoming funding sources including general fund (state and local aid), grants and revolving account contributions into the pool that gets distributed



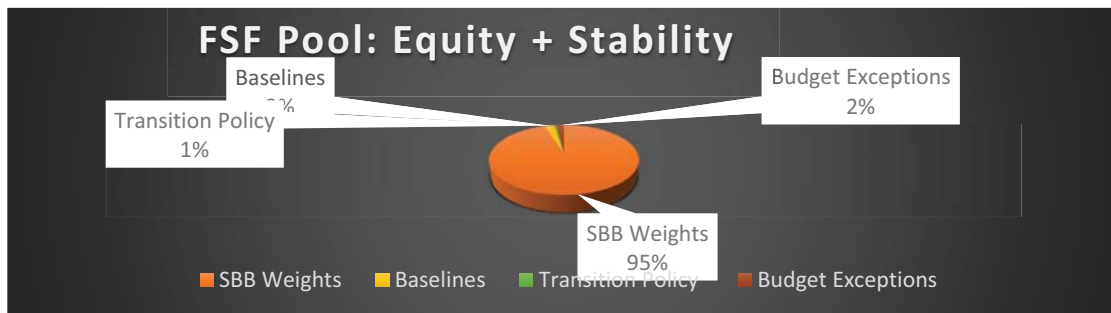
The initial weight allocation cost \$155,323,786 of the \$158,088,589 initial investment into the pool. This reflects 98% of the FSF pool. After this was done, we reevaluated our baseline (required minimum) numbers for general education, special education and ELL. This entry adjusts what we consider the bare minimum to support our priorities and state compliance rules. For instance, since our district's ELL population increased drastically, we changed the ratio of ELL teacher to students to ensure that one teacher would have enough time to service the compliance rules for ELL students. After these baselines are implemented, the funding model determines whether or not the weights and subsequent dollars based on enrollment are enough to support the baseline requirement. If not, a supplement is added to the budget to ensure that the school can support the minimum requirements in each area. Per the excerpt below, it cost LPS nearly \$4 million to support small schools that don't have the enrollment or need based weights necessary to run their schools.

Gen-Ed Baseline Supplement Summary						
	ES	KS	MS	HS	PK	SPED
Total # of Schools	12	3	6	2	1	4
# of schools below baseline	0	0	1	1	0	2
% of schools below baseline	0%	0%	17%	50%	0%	50%
Funds Needed	\$842,459	\$415,361	\$571,572	\$480,033	\$0	\$1,184,819
Cost of Gen-Ed Baseline Suppl	\$3,494,243					
Baseline Supplements: Special Education Baseline						
Special Education Baseline Supplement Summary						
	ES	KS	MS	HS	PK	SPED
Total # of Schools	12	3	6	2	1	4
# of schools below baseline	3	0	1	0	0	0
% of schools below baseline	25%	0%	17%	0%	0%	0%
Funds Needed	\$242,664	\$0	\$54,074	\$0	\$0	\$0
Cost of SVD Baseline Suppler	\$296,738					
Baseline Supplements: ELL Baseline						
ELL Baseline Supplement Summary						
	ES	KS	MS	HS	PK	SPED
Total # of Schools	12	3	6	2	1	4
# of schools below baseline	3	1	1	0	0	0
% of schools below baseline	25%	33%	17%	0%	0%	0%
Funds Needed	\$33,407	\$9,624	\$1,310	\$0	\$0	\$0
Cost of ELL Baseline Suppler	\$44,341					

Next, we updated the enrollment projections for all key areas including overall student enrollment by school, special needs, EL learners and low income students in addition to others. This resulted in our initial school allocation summaries that showed what the swing by school would be year over year. These results dictate our decisions on transition policies that cap schools so they don't get too much increase in one year which helps to offset the cost of holding other schools harmless. In other words, the transition policies help us stabilize the district. Per the screenshot below, it would cost the District nearly \$3 million to hold certain schools harmless. There are seven schools that would have lost money if we implemented full equity. However, since we are committed to stability in addition to equity, we held these schools harmless. Implementing a gain cap on eight other schools allowed us to increase the equity in the district while not allowing any school to lose or gain too much to jeopardize their current programming. In addition to the dollars saved through the gain cap, the District had to use \$1,054,161 to supplement the cost of holding schools harmless.

TRANSITION POLICY	Did you decide to offer a transition policy?		Yes					
	Transition Policy							
	GAIN LIMIT:		6.75%					
	% LOSS LIMIT:		0.00%					
	FTE LOSS LIMIT:		0.00					
	Gain Limit							
	# of schools hitting GAIN % LIMIT	ES	K8	MS	HS	PK	SPED	
	% of schools	6	0	1	1	0	0	
	Funds Taxed	50%	0%	17%	50%	0%	0%	
		-\$388,703	\$0	-\$162,358	-\$1,330,461	\$0	\$0	
% Loss Limit								
# of schools hitting LOSS % LIMIT	ES	K8	MS	HS	PK	SPED		
% of schools	2	0	1	1	1	2		
Subsidy Needed	17%	0%	17%	50%	100%	50%		
	\$288,380	\$0	\$12,639	\$356,322	\$305,370	\$1,058,110		
FTE Loss Limit								
# of schools hitting LOSS FTE LIMIT	ES	K8	MS	HS	PK	SPED		
% of schools	1	1	1	0	0	2		
Subsidy Needed	8%	33%	17%	0%	0%	50%		
	\$72,878	\$272,332	\$221,262	\$0	\$0	\$348,932		
Total Funds Taxed due to Gain Limit	\$		(1,883,123)					
Total Cost of Loss Limit Subsidy (% and FTE)	\$		2,937,284					
Total Cost of Transition P	\$		1,054,161					
Remaining Dollars Post Transition Policy		-\$1,783,601						

Overall, between the costs of \$155 million in weights which ensure equity, \$4 million in baseline requirements and \$1 million supplement in ensuring stability, we would be in hole \$1.7 million. Thus, the district increased the pool to \$163,540,481 to cover the deficit and other budget exceptions necessary to ensure that schools had all that they needed to implement the priorities of the current year.



LOWELL PUBLIC SCHOOLS
Automation and Implementation of ERP (Munis) Systems and Modules

Tasks (Technical and Adaptive)	Leader	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Cost
Staff Attendance control										
1)create controls and blocks to prevent staff from entering attendance without accruals	Tham	█								
2) rollout and inform clerks	Debbie		█							
Automate emailing school payroll list to principals										
**This is need since principals stopped utilizing Staff Roster Reconciliation										
1)develop automatic weekly emails to principals list of staff receiving payroll check for the week for principals to verify and reply back any descripencies	Tham		█							
2)Present to principals at school leadership meeting				█						
3)Start rollout to principals					█					
Staff Diversity Profile Dashboard										
1)Develop School Diversity Dashboard	Tham		█							
2) Latifah to verify accuracy	Latifah		█	█						
3)Latifah to roll out to schools	Latifah									
FRC Lottery Dashboard										
1)Developed and update Lottery Dashboard	Tham	█								
2)Update new criterias for 2023 School year	Tham		█							
3)FRC using the dashboard to enroll students	Rebecca			█						
Streamline Lump Sum Payments										
1) Create electronic signup form in Google Suites	Amanda	█	█	█						
2) Notify staff of the change in process	CFO	█	█	█						
3) Send out form and reminders	CFO	█	█	█						
4) Share lump sum list with City Hall	Amanda	█	█	█						
Create and utilize electronic timesheets										
1) Create timesheet template in Google Sheets	Amanda	█								
2) Share with school clerks and staff	Amanda	█								
3)										
Automate payroll uploads										
1) Create payroll template in Munis	Tham	█								
2) Pilot the payroll upload	Amanda/Marta	█	█							
3) Implement for all pay locations	Amanda/Marta			█						
Staff Roster Reconciliation										
1)create the process	Tham	█								
2) Present to School leaders via zoom		█								
Document Payroll Processes & Shared Drives	Amanda/Marta		█							
Munis Applicant Tracking	City Hall					█	█	█	█	
Munis Onboarding	City Hall					█	█	█	█	
Convert to bi-weekly pays	City Hall					█	█	█	█	
Automate step increases in Munis	City Hall					█	█	█	█	
Payroll Encumbering	City Hall					█	█	█	█	

Memorandum

To: Honorable Mayor Sokhary Chau and Members of the Lowell School Committee
From: Dr. Joel D. Boyd, Superintendent of Schools
Date: April 29, 2022
RE: **FY23 Net School Spending**

Overview

In 1993, Massachusetts overhauled education financing as part of its comprehensive education reform law. Under Chapter 70 of Massachusetts General Law, every school district in the Commonwealth is guaranteed a certain level of funding, known as a foundation budget. The mechanism which establishes the amount of funding for each district is formula-driven to account for the diverse needs of students in each district and the disparities in the capacity of different municipalities to generate revenue. In Lowell, as a gateway city with a relatively low median income and local tax base, approximately 78% of the foundation funding each fiscal year is provided by the Commonwealth and the remainder is required by law to be provided by the City. The City has the option of meeting its funding obligation (i.e. net school spending requirement) through any combination of cash which is appropriated to the school district and services which are provided to the school district but paid for by the City.

Over time, the City's contribution to LPS in the form of cash has significantly decreased while the amount of its contribution that is provided in the form of services has significantly increased, although there has been no documented increase in the quality or quantity of those services. This trend raises several questions which require further analysis to ensure that students in Lowell are receiving and continue to receive the level of resources to which they are entitled under the law.

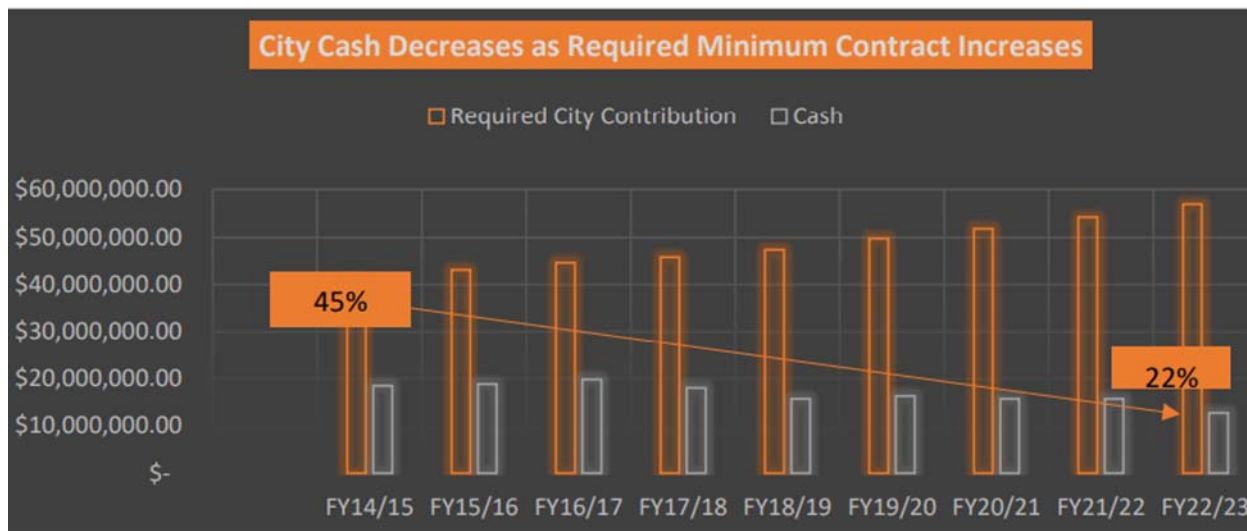
Cash Appropriation to LPS

On January 26, 2022, the Governor released his recommended budget for FY23 which included the second year of an increased investment in public schools as mandated under the Student Opportunity Act. As part of this increase, based on the Legislature's foundation budget formula, the local contribution required of the City increased by \$2,794,236 over the prior year. However, on March 25, LPS was notified by the City that the local cash investment would not increase, but rather the cash appropriation to the school district would be cut by \$3 million from \$15,736,053 in FY22 to \$12,736,053 in FY23 (see attached).

As a result, the City's cash contribution to LPS is now forecasted to reflect less than 5% of the overall FY23 budget.

The cash appropriation from the City for FY23 will be budgeted in its entirety to cover LPS' expenses for school bus transportation for grades K to 8, which are currently projected to be approximately \$13 million in FY23. Given the practical budget implications, it's important to note that in MA due to the fact that bus services are required by law to be provided across public, private and charter schools, school transportation in some municipalities is paid directly by the City to the vendor as an allowable chargeback under Chapter 70. If that type of financial arrangement existed in Lowell, the net effect would be a \$0 local cash appropriation for public education in FY23.

Based on current trends, the combination of rising transportation costs and a declining city cash appropriation will result in a net negative budgetary impact for LPS as soon as FY24.



Services Provided by Municipal Departments

The City reports that it still intends to meet the legal requirements of net school spending - despite a reduction in the cash appropriation to LPS – through the cost of services provided on behalf of LPS but paid by the City. Based on the foundation budget formula, the total City contribution to LPS is statutorily required to be \$56,906,426 in FY23, of which 78% will now be met by the City through service chargebacks.

Services are eligible for chargebacks under net school spending if there is agreement between LPS and the City that services were rendered on behalf of the school district and the cost for those services was paid by the City. Essentially, the law allows the City to operate as a service provider for the schools without any additional procurement requirements or any direct exchange of funds. The relationship - outside of the procurement and payment method - is intended to work much as it does for any other contracted vendor in that the service is provided to the schools and LPS pays for those services. In the case of services from the City, LPS pays via charges to net school spending.

The City charges a variety of services to its net school spending obligation, following the parameters outlined in a 2007 Memorandum of Agreement (MOA) between the City and LPS. In September of each year, the City submits a financial report to DESE, which documents the cost of each service provided for the prior year, and overall, how it is meeting its fiscal obligations to public education. Among the services listed within the most recent report which was submitted for FY21, there are \$2,914,218.83 in charges to LPS which require additional analysis for different reasons if those services remain within subsequent filings, including:

- Health professionals at a cost of \$1,828,429.59 for school nursing services. The question here does not relate to the services themselves, but rather the funding impact of the federal Medicaid reimbursement program. The full sum of Medicaid reimbursement, which is available from the federal government for school services, is retained entirely by the City and not dispersed to LPS. Theoretically, LPS could provide health services itself - and receive that same reimbursement - which would result in students receiving those same services at a

far lower net cost than the rate charged by the City. It would be logical for the total amount of the chargeback in this area to be adjusted to reflect the actual cost after accounting for that reimbursement.

- Management Information Systems which include technology services at a cost of \$696,878.92. These services may or may not be eligible under net school spending as LPS maintains its own robust IT department which manages nearly all technology use within schools. In order to understand the actual value of services rendered to LPS, a complete breakdown of services provided by the City's MIS department in FY23 would be required.
- Facility maintenance at a cost of \$388,910.32. Following the most recent external audit, the LPS Facilities Department raised questions related to projects and repairs in school buildings which were documented and charged to LPS yet the work was found to be either not started or incomplete. Given that this service area supports physical repairs to school buildings, these questions should be easily resolved through documented and observable evidence of the completed work products.

Based on the currently available data, it's difficult to validate the underlying math the City is using when it reports that the statutorily-required net school spending obligation will continue to be met. The City's minimum required funding for public education has increased by \$2,794,236 for the upcoming fiscal year. Yet, the City is proposing to both cut \$3,000,000 from its cash appropriation and also report a set of service chargebacks in which the eligibility of as much as \$2,914,218.83 remains in question. Consequently, despite the City's statements to the contrary, whether the City will in fact meet its overall net school spending obligation in FY23 remains questionable and warrants further scrutiny.

Messaging and Communication

While these questions and concerns remain, LPS continues to proceed under the assumption that the City is operating in good faith and the minimum required net school spending threshold will ultimately be met in some way. However, the communication of the actual accounting behind school spending within the City's budget also presents an area of concern. In its current form, the messaging from the City has been opaque, leaving open the possibility for significant confusion within the community.

The overarching positive fiscal outlook for LPS in FY23 - due to the convergence of the Student Opportunity Act and the federal ESSER grant - remains the primary formal message conveyed by the City so far. There has been no direct mention of the proposed cuts to the local cash appropriation or the specifics behind the increased costs incurred by the City which have necessitated these cuts. On its own, the budgeting message LPS has received from the City is somewhat convoluted with accounting of federal grants, state-level funding and large-scale reimbursable programs across public, charter and vocational schools all commingled into one single line discussion.

As an unintentional result, the direct cut to the cash appropriation for LPS students proposed by the City has been, in some ways, obscured in the City's formal communications to this point.

Informally, the City has advised LPS that the \$3 million cut was the result of unspecified, increased costs that are primarily concentrated within the Department of Public Works. Following that articulated rationale, the \$3 million cut to the LPS general fund has been accounted for in the FY23 LPS budget through a shift of expenditures to ESSER with a correlated reduction to the earmarked funds for facilities improvements. Since revenue in the general fund is recurring and ESSER funds

are non-recurring, to sustain the shifted investment across the ESSER grant window, \$3 million in FY23 has to be accounted for in FY24 as well, resulting in an overall reduction of \$6 million to the LPS facilities improvement line.

This reduction reflects the immediate impact on the FY23 LPS budget, however, the recurring impact on LPS classrooms may be even more significant as LPS continues to manage the inevitable fiscal cliff that will occur once ESSER funds are no longer available and as other costs continue to increase.

As we continue to partner with the City, there remains significant room to improve communication on the City's role in funding public education and how the City is meeting its fiduciary obligation to LPS students. Transparency in accounting continues to be a shared goal for both the City and LPS as fiscal stewards for our students and families.

Moving Forward

With the recent swearing-in of the new City Manager on April 28, it may be beneficial to revisit the 2007 MOA and establish an updated agreement between the City and LPS which more accurately accounts for the services that will be provided to schools in FY23. As the City and LPS engage in these negotiations, to ensure efficiency and support an expedited agreement, school districts across the Commonwealth have the option of requesting that DESE provide an impartial hearing officer to assist in resolving any outstanding concerns. Given the historic nature of some of the outstanding questions in Lowell, at some point, we may want to explore that option further.

Attachment: March 25, 2022 City Appropriation Letter

Cc: Thomas Golden, City Manager
Billie Jo Turner, Lowell Public Schools CFO
Conor Baldwin, City of Lowell CFO

Memorandum

To: Honorable Mayor Sokhary Chau and Members of the Lowell School Committee
From: Dr. Joel D. Boyd, Superintendent of Schools
Date: May 16, 2022
RE: Update on FY23 Net School Spending

This memo is provided as a follow-on to the net school spending analysis that was included with the School Committee's FY23 recommended budget packet on April 29, and the public discussion that was held during the joint finance subcommittee meeting with members of City Council on May 2.

As we work to continuously improve our collaborative fiscal partnership with the City and improve upon the longstanding facility concerns that exist across the District, several actions have been taken since the Committee's last meeting to (1) initiate a revised net school spending memorandum of agreement (MOA) with the City, (2) develop a comprehensive 5-year facilities master plan for LPS, and (3) establish a centralized, joint facilities oversight board to improve building maintenance.

Revised Net School Spending MOA

Based on the foundation budget formula, the total City contribution to LPS in FY23 is statutorily required to be \$57,891,150. The City has the option of meeting its funding obligation through any combination of cash which is appropriated to the school district and services which are provided to the school district but paid for by the City. However, services are typically only eligible for chargebacks under net school spending if there is agreement between the City and LPS.

The existing MOA between the City and LPS related to net school spending is, in many ways, antiquated. An update to that agreement is required and would be beneficial to both the City and LPS. A request to negotiate was sent to the City on May 16 and the Chief Financial Officers for both organizations have agreed on an initial meeting date of May 25 (see appendix A).

Comprehensive 5-year Facilities Master Plan

A request for proposals (RFP) for interested and qualified firms to facilitate the development of a long-range facilities master plan was advertised on May 16. The selected firm will conduct a full, updated analysis of the physical condition of LPS facilities, including interior and exterior learning spaces; exterior access points, parking and play spaces; and the physical safety and security features of each building; as well as assess the district's needs for additional space and/or reconfiguration of current spaces to best serve the district's students now and into the future (see Appendix B).

The recommended contract will be presented to the School Committee for consideration at a future meeting. Once a contract is awarded and the analysis is complete, the resulting report will be used as the basis for a community-wide discussion on the roles and responsibilities for facility maintenance and improvements across local and state agencies. The objective is to develop a living blueprint, or master plan, to guide LPS and the City through capital improvements to the schools over a five-year period - which includes funding sources and timelines - as LPS and the City strive to ensure that every school building provides students and staff with a safe and welcoming environment.

Centralized Facilities Oversight Board

A framework for a centralized facilities oversight board was developed by the LPS Office of Finance and Operations for purposes of discussion (see Appendix C). The concept of a centralized board to ensure that all school buildings are effectively and efficiently maintained has been under informal consideration for several months, following an initial presentation by Councilors Corey Robinson (District 2, Centralville) and Erik Gitschier (District 8, Highlands).

The establishment of a centralized board presents a logical next step upon development of the new 5-year facilities master plan mentioned above. Historically, LPS and the City have experienced challenges at both the planning and implementation stages of joint initiatives related to improvements of school facilities due to reported issues of funding and accountability. The formation of a separate oversight board could offer a meaningful alternative to past attempts at shared governance as we forge a new path forward. The joint board - which would be appointed and authorized by both the Committee and Council, but operate independently from either elected body – will be charged with reviewing and monitoring both preventative and responsive maintenance in school buildings, as well as long range capital projects, to ensure the goals of this new facilities master plan are achieved.

Next Steps

1. LPS CFO Billie Jo Turner and City CFO Conor Baldwin are currently working to establish a timeline for negotiating an updated net school spending MOA. The first meeting is scheduled for May 25. A revised agreement will be presented to the School Committee following those negotiations.
2. The bids from all qualified and interested firms for the 5-year facilities master plan are scheduled to be available in June. Once the RFP window closes on May 31, bids will be scored and the recommended firm and scope of work, including costs, will be presented to the School Committee for consideration.
3. LPS COO James Hall will work with all respective offices, as well as the Chairs of the facilities subcommittees for LPS and the City, to coordinate a date and time for a joint facilities subcommittee to discuss the cost and benefits of establishing a centralized facilities oversight board.

Appendix

- A. Request to negotiate a new net school spending MOA
- B. RFP for a 5-year facilities master plan
- C. Draft framework for a centralized facilities oversight board

Cc: Thomas Golden, City Manager
James Hall, Chief Operating Officer, Lowell Public Schools
Billie Jo Turner, Chief Financial Officer, Lowell Public Schools
Conor Baldwin, Chief Financial Officer, City of Lowell



To: Conor Baldwin, City CFO
From: Billie Jo Turner, Assistant Superintendent of Finance/CFO
RE: Renegotiate Maintenance of Effort Agreement
Date: May 16, 2022

I request that the City and School Department begin negotiations for a successor agreement to the Memorandum of Agreement dated November 2, 2011. This MOA relates to the reporting of "municipal charges" made by other city departments which result in services to or on behalf of the school district and which are reported to DESE on the End-of-Year Pupil and Financial Report. The passage of time and changes in costs have resulted in the cash contribution to the school department going down for a number of years. We wish to discuss how services can be more fairly accounted for in future years. As discussed previously, it is our hope that we can begin to accomplish this on our mutually agreed upon initial meeting date of May 25, 2022.

I. Cover Page

RFP PROJECT TITLE: Lowell Public Schools – External Development of a Comprehensive 5-year Facilities Master Plan

PURPOSE OF REQUEST FOR PROPOSAL (RFP): Lowell Public School is seeking to identify and select a vendor to assist the District with developing a Comprehensive 5-year Facilities Master Plan.

TIMELINE

- RFP Issued: Monday, May 23, 2022
- Clarification to Specifications – June 1, 2022
- Proposals are due not later than 11:00 AM on Monday, June 6, 2022
- Project should be completed – September 23, 2022

Notification of any changes to the time schedule will be made to proposers at the website. Addendums will be on the same website.

SUBMIT PROPOSALS TO CITY HALL PURCHASING DEPARTMENT NO LATER THAN 14 DAYS FROM THE RELEASE OF THIS RFP:

City of Lowell – Purchasing Department
City Hall
375 Merrimack Street, Room 60
Lowell, Massachusetts 01852

II. Introduction

a. Organizational Background

The Lowell Public Schools (LPS) is one of the largest districts in Massachusetts, currently enrolling more than 14,000 students in grades PreK-12. LPS has a dedicated school community committed to serving our students and families.

The core beliefs of the Lowell Public Schools are:

- A high quality education is a fundamental civil right of every child we serve.
- Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom.
- Parents are our partners. They are our students' first teachers in the home.
- Sustainable school improvement requires hard and steady work over time.

- Every adult in the system is accountable for the success of our students. Putting every child on a path to college and career success is the responsibility of the entire community.

b. Project Purpose

LPS seeks assistance from a vendor to develop a comprehensive, valid and reliable 5-year Facilities Master Plan. The evaluation methodology should seek to systematically analyze the conditions of Lowell Public School's school facilities.

The purpose of this request for proposal is to identify which vendors can best study and analyze how Lowell Public Schools can proceed forward in offering safe and welcoming schools and provide data and information so that leaders can deliberate, gather feedback, and plan for what resources are need to achieve its goals.

c. Project Vision & Goals

When complete, the solution will provide the District with timely, accurate information about school facilities and the areas where funds should be focus to reduce risks and enhance learning.

The culminating report will be used as a basis for a community-wide discussion on the roles and responsibilities for facility maintenance and improvements across local and state agencies to ensure that every school facility in the City of Lowell provides students and staff with a safe and welcoming environment which exceeds the prevailing minimum standards and rises to Lowell's high standard of providing families with the best public schools in the Commonwealth.

The overarching goals of this multi-year plan, include:

- Expanding access to high quality learning environments for more students in alignment with the City's census data and neighborhood demographics;
- Expanding space and/or locating new schools in areas of the city with greatest need;
- Acquiring and/or creating space to meet the goal of meaningful universal pre-K options for all families in Lowell; and
- Development of a preventative maintenance schedule and monitoring system to ensure equity in the condition of interior and exterior learning spaces across the City's diverse neighborhoods now and into the future.

III. Scope of Work

a. Study Responses

Study responses should address, in sufficient detail, what are the risks associated with each facility and where improvements are recommended, necessary, or mandated; whether improvements or corrections are required to be immediately done, or what the recommended schedule is for the improvements, including but not limited to analysis of current and/or optimal

improvements; what technologies could be employed to reduce risks; what preventative maintenance schedule is recommended; and the approximate cost for all solutions and improvements recommended or analyzed.

The culminating report will be used as a basis for a community-wide discussion on the roles and responsibilities for facility maintenance and improvements across local and state agencies to ensure that every school facility in the City of Lowell provides students and staff with a safe and welcoming environment which exceeds the prevailing minimum standards and rises to Lowell's high standard of providing families with the best public schools in the Commonwealth.

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- Development of a preventative maintenance schedule and monitoring system to ensure equity in the condition of interior and exterior learning spaces across the City's diverse neighborhoods now and into the future.

IV. Detailed Requirements

This section outlines what needs to be studied and reported on:

Full analysis of the physical condition of Lowell's public school facilities, including:

- (1) interior and exterior learning spaces;
- (2) ~~heating, ventilation and cooling systems;~~
- (3) exterior access points, parking and play spaces;
- (4) physical safety and security features of each school building;
- (5) what additional space, if any, would be needed to meet the goal of providing meaningful universal pre-K options for all families in Lowell; and
- (6) What preventative maintenance schedule and monitoring system needs to be established to ensure equity in the condition of interior and exterior learning spaces across the City's diverse neighborhoods now and into the future.

V. Proposal Submission Information

a. Response Form & Format

The following is a suggested outline; respondents may elect to use their own.

- Table of Contents
- Executive Summary
- Analysis of Facilities:

- (1) interior and exterior learning spaces;
- (2) ~~heating, ventilation and cooling systems;~~
- (3) exterior access points, parking and play spaces;
- (4) physical safety and security features of each school building;
- (5) additional space needed to meet the goal of providing meaningful universal pre-K options for all families in Lowell;
- (6) Preventative maintenance schedule and monitoring system needs to be established to ensure equity in the condition of interior and exterior learning spaces across the City's diverse neighborhoods now and into the future;
- (7) Technologies recommended to maintain facilities and to reduce risks;
- (8) The approximate cost for all proposed recommendations and solutions;
- (9) Appendices

VI. Response Scoring Criteria

a. Scoring Categories

The following criteria will be used to score each response.

Category	Highly Advantageous	Advantageous	Not Advantageous
Plan of Services Ratings will be based on the experience and qualifications. Particular attention will be given to the candidates' ability to complete all aspects of the requirements.	Proposal includes a detailed, logical, and highly efficient scheme for addressing all of the required issues.	Proposal includes a credible scheme for addressing all of the required issues.	Proposal is not sufficiently detailed to fully evaluate, or does not contain components necessary to address all the required issues.
Experience with similar projects Rating will be based on experience providing professional services for similar projects.	The firm has at least five years of experience with similar projects. The Proposal includes at least three examples of similar projects.	The firm has at least three years of experience with similar projects. The Proposal includes at least three examples of similar projects.	The firm has less than three years' experience for this type of project.
Completeness of Solution-Understanding Scope of Work Desirability of approach to project(s).	The proposal indicates a thorough review and full understanding of the required Scope of Work, and proposes a clear and comprehensive approach.	The proposal indicates a sufficient review and understanding of the required Scope of Work, and documents the proposed approach.	The proposal indicates an incomplete review and vague understanding of the required Scope of Work.
References Strength and credibility of client references.	The proposal indicates five or more strong and credible client references with contact information.	The proposal indicates three – four strong and credible client references with contact information.	The proposal indicates less than two or more strong and credible client references with contact information.
Timelines Ratings will be based on how thorough and clear the proposed timeline will be	Candidate has demonstrated excellent experience providing proposed timelines of deliverables.	Candidate has demonstrated experience providing proposed timelines of deliverables.	Candidate has no experience providing proposed timelines of deliverables.

Community Advisory Committee on School Facilities

Summary:

The mission of the Community Advisory Committee on school facilities is to enhance the City's and School Department's ability to respond to the needs of the community with its school facilities.

Members of the Community Advisory Committee will:

- Review facilities issues and make recommendations on repairs, purchases, and the timelines for repairs or fixes;
- Solicit public input regarding the state of facilities, repairs needed, and priorities for action;
- Provide community feedback and recommendations related to repairs and expenditure of funding for facilities;
- Review and make recommendations concerning other matters as maybe referred to the Citizen Advisory Committee, from time to time, via citizens, parents, elected officials, the City Manager, and/or the Superintendent of Schools;
- Listen to community opinions, concerns, and needs, and discuss these with the City Manager, Superintendent, City Council, and School Committee and make recommendations to the City Council and School Committee as it deems necessary;
- Support public awareness about the status of school facilities and the availability and cost of improvements.

The Community Advisory Committee's work will:

- Analyze the policies, practices, and customs of repairs and upgrades to school facilities;
- Analyze equity between facilities amongst the different school buildings;
- Review procedures for reporting repair requests and make recommendations for improvements;
- Hold public meetings to discuss issues surrounding school facilities;
- Provide recommendations on how to improve facilities;

OPERATING ORDER

COMMUNITY ADVISORY BOARD ON SCHOOL FACILITIES

WHEREAS, the Lowell City Council and the Lowell School Committee realize the importance of long range planning and the need to plan to devote resources to the improvement and maintenance of school facilities through the City of Lowell;

WHEREAS, the Lowell City Council and the Lowell School Committee see the importance of an independent advisory committee to focus on review of information and recommendations pertaining to the state of the City's school facilities given their importance to the City and its future;

WHEREAS, the Lowell City Council and the Lowell School Committee understand the importance that such committee shall be representative of the City's population and be made up of members of each of its neighborhoods; and

WHEREAS, the Lowell City Council and the Lowell School Committee understand the value that an ongoing oversight body can provide to both bodies within its budgetary processes and understand that such a board will help ensure the safety of its school buildings through its monitoring of maintenance and repairs through its oversight and review processes;

NOW, THEREFORE, the Lowell City Council and the Lowell School Committee, do hereby establish the Community Advisory Committee on School Facilities:

SECTION 1: ORGANIZATION OF THE CITIZENS ADVISORY BOARD

A. Composition.

1. The Lowell City Council and the Lowell School Committee hereby constitute the Community Advisory Board on School Facilities (the "Board") and shall consist of up to 12 voting members (6 appointed by each the City Council and the School Committee). Overall membership shall reflect the diversity of the City's population, emphasize interest in facilities, and represent a variety of backgrounds of experience, occupations, and interests.

2. The Director of the Department of Public Works and the Director of Facilities for Lowell Public Schools shall served as ex-officio members of the Board, without the power to vote. Other than these ex officio members, no Board member shall be employed by or affiliated by the City of Lowell or by Lowell Public Schools.

3. The Mayor shall appoint the chairperson of the Board from the appointed members of the Board.

B. Terms and Internal Rules.

1. All members shall serve for one year terms and may be reappointed to any number of additional one year terms.

2. The Board shall meet at least quarterly, at such times and places as it may designate.

SECTION 2. DUTIES OF THE BOARD

The Board shall:

A. Review and assess progress with making requested repairs to facilities;

B. Review and make recommendations to the priorities of repairs after assessing the costs and impacts of the repairs and their impact on the City of Lowell's students and employees;

C. Provide advice to the City of Lowell and the Lowell School Committee on the development of their budgets given the facility needs of the schools;

D. In conducting its assessments, the Board shall have the authority to examine and review all records, documents, and other evidence surrounding requests for repairs, reports on facilities, and other relevant documents, to the extent permissible by law.

E. At least annually, provide the Mayor, City Council, and the public with a report outlining its findings on the state of school facilities. The report shall also include any recommendations that the Board has for improving facilities or making repairs to maximize learning for the City of Lowell's students.

SECTION 3. COOPERATION AND SUPPORT FOR THE BOARD

A. Given the importance of this work for the students and families of Lowell, all employees, officials, departments and other agencies of the Executive and Administrative branches of the City and School Department are hereby directed to cooperate with the Board to the fullest extent permitted by law.

B. The Board shall be provided with prompt access to all documents, files, records, or other material as well as be provided personal access to speak to DPW or school personnel relevant to the Board's duties, subject to compliance with applicable law.

C. The Board shall seek input and information from all sources it deems necessary and useful, including experts, DPW and school staff, City officials, stakeholders, and the public.

SECTION 4. EFFECTIVE DATE

This Order shall take effect immediately.



LOWELL PUBLIC SCHOOLS
Henry J. Mroz Central Administration Offices
155 Merrimack Street
Lowell, MA 01852

Joel D. Boyd, Ed.D
Superintendent

Tel: 978-674-4324
Fax: 978-937-7609
E-Mail: jhall@lowell.k12.ma.us

To: Dr. Joel Boyd, Superintendent of Schools
From: Dr. James Hall, Chief Operating Officer
Date: June 27, 2022
Re: Ensuring that every school is safe and welcoming (Capital Improvements)

Very early within this school year, the facilities department developed a plan for projecting total spending for ESSER funds over the next two school years. It also provided other immediate needs totaling over \$3,7775,000 for consideration. The initial amount presented to the School Committee called for \$14,728,384 in spending over two years. However, as delineated in the enclosed April 11, 2022 memo, only \$678,910 remains uncommitted from that initial \$14,728,384 projection due to approvals of spending on other developments or immediate needs.

Early within the planning process, there was a need to know how much the City planned on allocating to school facility improvements in order to assist in deliberations on what school projects would ultimately be approved. There were several efforts to obtain this information by the Administration and the School Committee, after the School Committee preliminarily set aside \$14,728,384 for school facilities. Given the budget situation of the City during FY2022, the City was not able to provide an estimate of spending until May 2022 of \$2.3 million. Despite not providing an amount for school facility spending, the City requested on numerous occasions in FY22 for the School Committee to allocate monies to facilities spending. Initially, a request came for support of modulars at Cawley Stadium. After that commitment was made by the School Committee, the City later notified the Superintendent that it would be reducing its cash contribution by \$3 million.

During the October 20, 2021 School Committee meeting, the School Committee itself requested the City Council's planned investment in capital projects:

[By Dominik Lay and Andy Descoteaux]: Request the Mayor provide the School Committee with an update on City Council's planned investment in capital projects at school facilities over the course of the current fiscal year and the next two fiscal years (beyond the current and planned slate of MSBBA applications and the School Committee's earmarked ESSER funds) to enable the Committee to more effectively plan for the allocation of ESSER funds.

Mr. Lay, maker of the motion requested that we receive information regarding the full amount of money the city would be contributing before moving forward. The motion

passed 6-0. To this day, we still do not have the City Council's planned investment in capital projects at specific school facilities over the course of the current fiscal year and the next two fiscal years. Such has created operating constraints and further supports the ongoing recommendation for commissioning a Facilities Master Plan to determine the priority of projects. This is particularly constraining, when we also have to work through City departments for RFPs and project managers, when the City has more information than we do about the possibility of projects in the future.

During the school year, the Facilities Department continued to develop recommendations to prepare the School Department for spending for when the City's numbers became available. A Request for Proposals for interested and qualified firms to facilitate the development of a long-range facilities master plan was drafted. This RFP was initially advertised on May 16, 2022 but no bidder has been selected as of now. The School Committee also voted to allocate funds for a HVAC system study through the approval of a Permission to Enter as requested by the City. The Facilities Department also drafted a proposal for a Community Oversight Committee on School Facilities to assist with monitoring progress and making recommendations to decision-making bodies. The Facilities Department also provided information on the availability of the St. Louis school property for the School Committee's consideration.

Below is a summary of the status of the \$14,728,384 initially projected for ESSER spending:

- \$1,332,450 Cawley Stadium (modular structures)
- \$6,000,000 City reduction in cash over 2 years (3mil/year x 2)
- \$557,464 spending year to date (mold, water damage, repairs, etc.)
- \$375,000 H2O filtration systems (w/o installation thus far)(12/21 vote)
- = \$6,463,470 balance

Current Priority Needs:

- \$5,434,560 STEM Academy modulares for needed learning space
- \$350,000 HVAC study RFP
- \$5,784,560

*\$6,463,470-\$5,784,560= \$678,910 remaining for facilities spending

As mentioned above, the Facilities Department developed approximately \$3,775,000 in priority needs for immediate consideration for this remaining \$678,910.00. Additionally, in the summer of 2021, a list of about 700 missing or broken screens was assembled. All of these needed screens were manufactured, delivered, and/or put back in place. Currently, the Facilities Department is reassessing screens that have since been damaged and need to be readdressed. Additionally, the Facilities Department has managed the acquisition of playground equipment for the Cardinal O'Connell Early Learning Center, Bartlett Community Partnership School, and the STEM Academy at the Rogers School. These projects have been delayed by manufacturing and shipping delays, but the Cardinal O'Connell playground installation begins tomorrow, the Bartlett project will begin next week, and the STEM installation will occur after that. In sum, three new playgrounds will all be installed prior to the start of the next school year.

Below is a chart of approved ongoing Facilities' projects funded by the School Committee for execution over the next year:

Project	Status	Projected completion date
Playground at Cardinal O'Connell Early Learning Center	Manufacturer delays and shipping delays stalled project. Installation planned to begin on June 28, 2022 and be completed for the start of the SY23 school year	August 1, 2022
Playground at Bartlett Community Partnership School	Manufacturer delays and shipping delays stalled project. Installation expected to begin on July 6, 2022 and be completed for the start of the SY23 school year	July 26, 2022
Playground at STEM Academy at the Rogers School	Manufacturer delays and shipping delays stalled project. Installation expected to begin by July 20, 2022 and be completed for the start of the SY23 school year	August 20, 2022
Screen repairs (SY22)	697 screens were fixed, manufactured and/or repaired and 70 window panes were replaced in SY22 (a new list of screens that have since been damaged since the initial round of repairs is being assembled for SY23 repair. Currently, 170 Window panes are identified for summer work).	Various times during SY22
SY23- upcoming Facilities projects		
HVAC study	The School Committee approved a PTE related to this project. The City is handling the RFP process. The assessment of HVAC systems is projected to start prior to the end of the summer.	Fall of 2022
Cawley Stadium Modulares	The City is handling the RFP process and is requiring the appointment of a project manager due to the size of the project. The City has paired for both the Cawley project and the STEM project. Once the OPM is selected (by next week), they will bring on a designer who will design the scope of work. This scope will be used for a RFP. The modulares are expected to be in place by the early Fall. The City is handling the RFP and acquisition process after the SC pledged the funding.	Fall of 2022
STEM Academy modulares	The City required the appointment of a project manager due to the cost of the project. The School Committee will be presented with a PTE with the final projected cost for the project when authorized to proceed by the City. The City has paired for both the Cawley project and the STEM project. Once the OPM is selected (by next week), they will bring on a designer who will design the scope of work. This scope will be used for a RFP. The modulares are expected to be in place by early 2023. The City is handling the RFP and acquisition process after the SC pledged the funding.	Late Fall of 2022
Facilities Master Plan RFP	A Facilities Master Plan RFP was advertised on May 16. It is being redesigned so as to invite more responses. Once the City approves a bid, it would be presented to Lowell School Committee for consideration and its approval.	August 2022

Attachments:

Memo of April 11, 2022 and attachments

Memo of May 16, 2022 and attachments

Memo of August 27, 2021 on screens

List of immediate needs

Minutes of October 20, 2021



LOWELL PUBLIC SCHOOLS
 Henry J. Mroz Central Administration Offices
 155 Merrimack Street
 Lowell, MA 01852

Tel: 978-674-4324
 Fax: 978-937-7609
 E-Mail: jhall@lowell.k12.ma.us

Joel D. Boyd, Ed.D
 Superintendent

To: Dr. Joel Boyd
 From: Chief Operating Officer
 Date: April 11, 2022
 Re: Projected ESSER Facilities' Expenditures

Below is a summary of current needs and past spending on facilities for the 2021-2022 school year and a projection of total spending for ESSER for the next two years. In the Fall, we had identified approximately \$14,728,384 available over a two year period. While the School Committee then could have asserted that the purchase and installation of modular structures for Cawley Stadium was the City's responsibility as it was a structure and classroom space, the Lowell School Committee agreed to make these payments, but suggested that there should be a request for reimbursement or credit in the future from the City. The cost of this expenditure was projected to be \$1,332,450.00. There is also a great current need for space at the STEM Academy at the Rogers School. Unfortunately, instruction is presently occurring in the hallways for some classes. The projected costs of the installation of these modulars is \$5,434,560.00. Also, already this year, we have also spent \$557,464.94 on facilities (see enclosure B). We also have extensive needs for repair of our HVAC systems throughout the district (see enclosure C). Last Wednesday, the School Committee voted to move forward on voting to pay for an HVAC assessment which will cost approximately \$350,000.00. Furthermore, in December, the School Committee voted to pay for water filtration systems at a cost of \$375,000.00; however, this figure does not yet include installation costs.



\$14,728,384	initial amount set for two years of ESSER spending
-\$1,332,450	Cawley Stadium (modulars structures)
-\$6,000,000	City reduction in cash over 2 years (3mil/year x 2)
-\$557,464	spending year to date (mold, water damage, repairs, etc.)
-\$375,000	water filtration systems in schools (December 2021 vote)
<u>=\$6,463,470</u>	balance

Current Priority Needs:

\$5,434,560	STEM Academy modulars for needed learning space (pending vote)
\$350,000	HVAC study RFP (pending upcoming Permission to Enter vote)
<u>\$5,784,560</u>	

$\$6,463,470 - \$5,784,560 =$ **\$678,910 remaining for facilities spending**

On Exhibit A, there is approximately \$3,775,000 in priority needs for immediate consideration after the appropriation for the Filtered Bottle Fillers is subtracted. There is only remaining \$678,910 remaining in ESSER funds for these priorities. Guidance is requested on what should be further prioritized with the remaining monies, or if it is needed for other student needs during the budget process.

		2022 ESSER/ Operations Funding Capital Improvement Plan			
Location	Fund	Project Details	Estimated Cost	Total	
ESSER Funded Projects					
District	Esser	1. New Master Controls Server, New EMS Platform, Supervisor Controls at all Schools	\$1,500,000.00		
	Esser	2. Retro Commission Eight School's HVAC Mechanical	\$1,200,000.00		
	Esser	4. Filtered Bottle Fillers	\$375,000.00		
	Esser	5. Sensory Playgrounds	\$160,000.00		
	Esser	6. Window Hardware Replacement	\$320,000.00		
	Esser	5. Life & Safety - Air Quality Clean-up (Pawtuckville and Moody)	\$220,000.00		
District Project Total				\$3,775,000.00	
Cawley Stadium	Esser	1. Demolition of the Existing Structures	\$35,000.00		
<i>Instructional</i>	Esser	2. Site Preparation/Design/Permits	\$30,000.00		
	Esser	3. Utility Upgrades and Connection	\$18,000.00		
	Esser	4. Technology (Network, Hardware, Security, etc.)	\$36,000.00		
	Esser	5. Modular Installation Services	\$490,000.00		
	Esser	6. Purchase of Modular Structures (No Wet Systems)	\$600,000.00		
	Esser	7. Sports Flooring	\$60,000.00		
	Esser	8. Contingency – 5%	\$63,450.00		
Cawley Project Total				\$1,332,450.00	
STEM Academy	Esser	1. Design - Site and Infrastructure Plan	\$55,000.00		
<i>Instructional</i>	Esser	2. Engineering - MEP (Mechanical, Electrical, Plumbing), Utilities	\$135,000.00		
<i>Space</i>	Esser	3. Site Preparation, Construction Safety Barriers, Site Trailer	\$155,000.00		
	Esser	4. Utility Upgrades and Connection	\$365,000.00		
	Esser	5. Modular Installation Services (Crane, Piers, Foundation, Insulation)	\$1,200,000.00		
	Esser	6. Purchase Modular Classrooms <u>with Restrooms</u>	\$2,100,000.00		
	Esser	7. Fire Supression System	\$220,000.00		
	Esser	8. Fire/ Security Alarms	\$65,000.00		
	Esser	9. IT - Networking, Telephone, Public Address, Door Access System	\$40,000.00		
	Esser	10. FF&E (Furniture, Fixtures, & Equipment)	\$262,000.00		
	Esser	11. Access connection to School Building	\$180,000.00		
	Esser	12. Site Completion - Landscaping, Asphalt repair, Fencing	\$140,000.00		
	Esser	13. Building Upgrades to connect new space (PA, Central Fire, etc.)	\$115,000.00		
	Esser	13. Contingency - 8% (Significantly more complicated than Cawley)	\$402,560.00		
STEM Academy Project Total				\$5,434,560.00	
ESSER Funded Total				\$10,542,010.00	

Vendor Name	Ordered Amount	Item Description
Maintenance - Contracted Services		
BANNER PEST CONTROL	\$29,300.00	PEST CONTROL SERVICES AT VARIOUS
WAYNE ALARM SYSTEMS	\$37,159.00	SERVICE & REPAIR SECURITY SYSTEMS
ASAP FIRE & SAFETY	\$10,000.00	FIRE EXTINGUISHER INSPECTIONS
AIR MART HEATING AND COOLING	\$7,800.00	QUOTES #Q71789 & Q71790-1 INSTALL
AIR COMPRESSOR GUY	\$2,353.00	QUOTE #2473-CONTROL PANELS-GREENH
VALLEY COMMUNICATIONS SYSTEM	\$5,000.00	Miscellaneous phone changes at schools
MOTION ELEVATOR CORPORATION	\$68,000.00	Please see the contract attached
AMERICAN ALARM & COMMUNICATIO	\$69,419.52	GOLD SERVICE. STATE CONTRACT ITC7
STUART'S AUTOMOTIVE INC.	\$200.00	
MB TRACTOR & EQUIPMENT	\$5,400.00	QUOTE #PQ18927-EQUIPMENT RENTAL
Total	\$23,463.15	
Covered Expense Total	\$2,353.00	
Maintenance Supplies		
DURKIN COMPANY, THE	\$19,994.31	Cleaning Supplies
DURKIN COMPANY, THE	\$35,925.00	hand soap
TOP NOTCH SUPPLY, INC.	\$23,908.50	TOILET TISSUE FOR THE LOWELL SCHO
OWLSTAMP VISUAL SOLUTIONS	\$68.00	QUOTE #88020-BUSINESS CARDS FOR P
CROWE HOLDINGS, INC.	\$197.47	PVC - ROGERS STEM - PLEASE SEE AT
TOP NOTCH SUPPLY, INC.	\$9,765.00	MULTI FOLD TOWELS - PLEASE SEE AT
DURKIN COMPANY, THE	\$9,990.58	cleaning supplies
HOME DEPOT U.S.A., INC.	\$890.00	Picnic Table -
DURKIN COMPANY, THE	\$9,990.58	QUOTE #0129039-MISC SUPPLIES, CON
TOP NOTCH SUPPLY, INC.	\$9,765.00	Paper Towels
TOP NOTCH SUPPLY, INC.	\$2,197.00	Paper Towels
TEWKSBURY FLORIST & GREENERY,	\$1,500.00	This quote is for various plant
ALL SPORTS HEROES UNIFORMS SP	\$9,885.00	PURCHASE OF CUSTODIAL UNIFORMS/SH
LOWELL JANITORIAL SUPPLY	\$2,201.75	QUOTE #385631-VACUUMS
SCHOOL HEALTH CORPORATION	\$491.65	COUCH VARSITY W/ CHROME LEGS REGI
DECKER INC.	\$2,737.50	Cone Style Stool Caps - Various S
CONLON PRODUCTS, INC.	\$11,900.00	multifold towels
COAST MAINTENANCE SUPPLY CO.,	\$13,416.20	LOWEST BIDDER - PLEASE SEE ATTACH
BAYSTATE ELECTRONICS INC.	\$315.00	QUOTE #214109308-BANQUET/TABLECLO
SCHOOL SPECIALTY, LLC	\$1,565.73	
Total	\$166,704.27	
Covered Expense Total	\$0.00	
Maintenance of Buildings		
ALCORN, GEORGE	\$1,000.00	CURRIER VEHICLE REPAIR WHEN NEEDE
STANDARD ELECTRIC	\$9,000.00	Repair lighting
O'CONNOR ACE HARDWARE	\$8,000.00	Materials as needed
POST OFFICE LOCKSMITH	\$8,000.00	REPAIR AND SERVICE AS NEEDED FOR

THE DALY GROUP, LLC	\$2,000.00	PROFESSIONAL SERVICES AS NEEDED F
CROWE HOLDINGS, INC.	\$3,355.56	QUOTE EST-6764 VINYL WINDOW
MEDFORD ELECTRONICS INC.	\$5,000.00	AS PER ATTACHED QUOTE- INTERCOM/
VALLEY COMMUNICATIONS SYSTEM	\$6,816.00	Phone - Miscellaneous Repairs
BOB HEGARTY & SON'S ELECTRICA	\$231.00	ELECTRICIAL FOR CENTRAL OFFICE -

Vendor Name	Ordered Amount	Item Description
EFI GLOBAL, INC.	\$2,100.00	Asbestos Abatement- Reilly School
GYMNASIUM FLOORS INC.	\$7,500.00	GYMNASIUM WOOD FLOOR - REPAIR & E
MILL CITY ENVIRONMENTAL	\$3,200.00	Moody School - Cleaning, Removal
PATRICK J. KENNEDY & SONS, IN	\$8,602.00	MCAVINNUE SCHOOL CHILLER #2
NEW ENGLAND FINISH SYSTEMS LL	\$20,160.00	Phone Repair due to damage at Low
MOTION ELEVATOR CORPORATION	\$900.00	LHS Elevator Inspection
BRUIN PLASTICS CO. INC.	\$1,274.50	Royal Blue Crush - Bailey School
NORTHEAST MATERIAL HANDLING,	\$3,505.00	TV'S, MONITORS AND TONERS - PLEASE
COMPLETE RECYCLING SOLUTIONS,	\$2,471.86	Recycling Copies - Riso
SHERBURNE LUMBER	\$1,357.50	Plywood - Please see attached
DURKIN COMPANY, THE	\$819.88	RUG FOR THE WANG - PLEASE SEE ATT
MEDFORD ELECTRONICS INC.	\$4,700.00	QUOTE-INTERCOM/PAGING & CLOCK SER
Total	\$99,993.30	
Covered Expense Total	\$36,694.00	

Capital Improvements

American ALARM & COMMUNICATIO	20,060.31	Additional Security Cameras
CAVT - Technologies	\$150,856.10	AV Repl.- Bartlett, Robinson, STEM
EFI GLOBAL, INC.	\$3,000.00	Limited Mic
LAKESHORE EQUIPMENT COMPANY	\$7,140.86	Misc. -School Fixtures
VALLEY COMMUNICATIONS SYSTEM	\$1,658.04	Please see attached - Phones
Frank McMartin's Supply	\$30,000.00	Pyne School - Hot Water Tank
NEW ENGLAND SCHOOL SERVICES,	\$9,218.00	QUOTE #B-HS Doors
NEW ENGLAND SCHOOL SERVICES,	\$7,642.00	QUOTE #B-HS Doors
Mass Statewide Painting	\$8,000.00	Pyne Café - Paint
Mill City Iron	\$4,253.00	Butler Safety Rails Auditorium
O'Sullivan Floors	\$65,318.00	Repair and Refinish STEM & Daley Gym
Pavilion Floors	\$30,939.03	Wang Auditorium Carpet
PMG Glazing	\$37,960.00	Districtwide Glazing Replacement
R. Sarmiento	\$5,353.00	Gym Safety Padding
SHERBURNE LUMBER	\$250.54	16 Ft Bundle - Bailey School - PI
CHARLES H. STEWART CO. LTD.	\$400.00	2230 BURGUNDY TRAVELLER BACKDROP
CROWE HOLDINGS, INC.	\$1,651.50	Banners - Please see attached
Valley COMMUNICATIONS SYSTEM	\$6,552.00	Misc. Phone equipment
HERC RENTALS, INC.	\$3,532.00	Temp Rental Equipment
Total	\$393,784.38	
Covered Expense By LPS Total	\$103,855.54	

Capital Equipment Replacement

DURKIN COMPANY, THE	\$25,000.00	Parts for Floor Care Machinery
WELCH WELDING AND TRUCK EQUIP	\$1,657.23	Welding Repair
CASON'S OUTDOOR POWER EQUIPME	\$7,975.19	Equipment
MILL CITY ENVIRONMENTAL	\$5,840.00	WET WRAP AND REPAIR AT THE REILLY
Total	\$40,472.42	
Covered Expense By LPS Total	\$5,840.00	

SPECIAL EXPENSES

CCAPS, LLC	\$243,722.40	Emergency Response 1922 Flood
ServPro - Lowell	\$165,000.00	Emergency Response Pawtucketville Environmental Issue

Total \$408,722.40

Covered Expense By LPS Total \$408,722.40

Grand Total \$1,133,139.92

Covered Grand By LPS Total \$557,464.94



21/22 LPS HVAC STATUS Dashboard

		Conservation			Heating															
Coding Key		Energy Management System			Heat Plant				Pumps Status		Drive Status		STEAM		RTU's and AHU's Issues		Classroom Univents Issues			
No Issues																				
Needs Repairs																				
Equipment is Down																				
No Redundancy																				
School		Niagara AX	Niagara N4	Schneider	No Redundancy	Boiler 1	Boiler 2	Boiler 3	Boiler 4	No Redundancy	1 - 3 Units	4 or more Units	1 - 3 Units	4-5 Units	Supply/Return Issues	1 - 3 Units	4-5 Units	1 - 3 Units	4-5 Units	6 or more Units
Adult Ed																				
Bailey																				
Bartlett																				
Butler																				
Cardinal O'Connell																				
Daley																				
Greenhalge																				
Laura Lee																				
Leblanc																				
Lincoln																				
Mc Auliffe																				
Mc Avinnue																				
Molloy																				
Moody																				
Morey																				
Murkland																				
Pawtucketville																				
Pyne /Arts																				
Reilly																				
Riverside																				
Robinson																				
Shaughnessy																				
Stem Academy																				
Stoklosa																				
Sullivan																				
Wang																				
Washington																				

Memorandum

To: Honorable Mayor Sokhary Chau and Members of the Lowell School Committee
From: Dr. Joel D. Boyd, Superintendent of Schools
Date: May 16, 2022
RE: Update on FY23 Net School Spending

This memo is provided as a follow-on to the net school spending analysis that was included with the School Committee's FY23 recommended budget packet on April 29, and the public discussion that was held during the joint finance subcommittee meeting with members of City Council on May 2.

As we work to continuously improve our collaborative fiscal partnership with the City and improve upon the longstanding facility concerns that exist across the District, several actions have been taken since the Committee's last meeting to (1) initiate a revised net school spending memorandum of agreement (MOA) with the City, (2) develop a comprehensive 5-year facilities master plan for LPS, and (3) establish a centralized, joint facilities oversight board to improve building maintenance.

Revised Net School Spending MOA

Based on the foundation budget formula, the total City contribution to LPS in FY23 is statutorily required to be \$57,891,150. The City has the option of meeting its funding obligation through any combination of cash which is appropriated to the school district and services which are provided to the school district but paid for by the City. However, services are typically only eligible for chargebacks under net school spending if there is agreement between the City and LPS.

The existing MOA between the City and LPS related to net school spending is, in many ways, antiquated. An update to that agreement is required and would be beneficial to both the City and LPS. A request to negotiate was sent to the City on May 16 and the Chief Financial Officers for both organizations have agreed on an initial meeting date of May 25 (see appendix A).

Comprehensive 5-year Facilities Master Plan

A request for proposals (RFP) for interested and qualified firms to facilitate the development of a long-range facilities master plan was advertised on May 16. The selected firm will conduct a full, updated analysis of the physical condition of LPS facilities, including interior and exterior learning spaces; exterior access points, parking and play spaces; and the physical safety and security features of each building; as well as assess the district's needs for additional space and/or reconfiguration of current spaces to best serve the district's students now and into the future (see Appendix B).

The recommended contract will be presented to the School Committee for consideration at a future meeting. Once a contract is awarded and the analysis is complete, the resulting report will be used as the basis for a community-wide discussion on the roles and responsibilities for facility maintenance and improvements across local and state agencies. The objective is to develop a living blueprint, or master plan, to guide LPS and the City through capital improvements to the schools over a five-year period - which includes funding sources and timelines - as LPS and the City strive to ensure that every school building provides students and staff with a safe and welcoming environment.

Centralized Facilities Oversight Board

A framework for a centralized facilities oversight board was developed by the LPS Office of Finance and Operations for purposes of discussion (see Appendix C). The concept of a centralized board to ensure that all school buildings are effectively and efficiently maintained has been under informal consideration for several months, following an initial presentation by Councilors Corey Robinson (District 2, Centralville) and Erik Gitschier (District 8, Highlands).

The establishment of a centralized board presents a logical next step upon development of the new 5-year facilities master plan mentioned above. Historically, LPS and the City have experienced challenges at both the planning and implementation stages of joint initiatives related to improvements of school facilities due to reported issues of funding and accountability. The formation of a separate oversight board could offer a meaningful alternative to past attempts at shared governance as we forge a new path forward. The joint board - which would be appointed and authorized by both the Committee and Council, but operate independently from either elected body - will be charged with reviewing and monitoring both preventative and responsive maintenance in school buildings, as well as long range capital projects, to ensure the goals of this new facilities master plan are achieved.

Next Steps

1. LPS CFO Billie Jo Turner and City CFO Conor Baldwin are currently working to establish a timeline for negotiating an updated net school spending MOA. The first meeting is scheduled for May 25. A revised agreement will be presented to the School Committee following those negotiations.
2. The bids from all qualified and interested firms for the 5-year facilities master plan are scheduled to be available in June. Once the RFP window closes on May 31, bids will be scored and the recommended firm and scope of work, including costs, will be presented to the School Committee for consideration.
3. LPS COO James Hall will work with all respective offices, as well as the Chairs of the facilities subcommittees for LPS and the City, to coordinate a date and time for a joint facilities subcommittee to discuss the cost and benefits of establishing a centralized facilities oversight board.

Appendix

- A. Request to negotiate a new net school spending MOA
- B. RFP for a 5-year facilities master plan
- C. Draft framework for a centralized facilities oversight board

Cc: Thomas Golden, City Manager
James Hall, Chief Operating Officer, Lowell Public Schools
Billie Jo Turner, Chief Financial Officer, Lowell Public Schools
Conor Baldwin, Chief Financial Officer, City of Lowell

LOWELL PUBLIC SCHOOLS

Office of Assistant Superintendent
155 Merrimack Street
Lowell, Massachusetts 01852

Phone: (978) 674-2020
Fax: (978) 937-7609
E-mail: bturner@lowell.k12.ma.us



To: Conor Baldwin, City CFO
From: Billie Jo Turner, Assistant Superintendent of Finance/CFO
RE: Renegotiate Maintenance of Effort Agreement
Date: May 16, 2022

I request that the City and School Department begin negotiations for a successor agreement to the Memorandum of Agreement dated November 2, 2011. This MOA relates to the reporting of "municipal charges" made by other city departments which result in services to or on behalf of the school district and which are reported to DESE on the End-of-Year Pupil and Financial Report. The passage of time and changes in costs have resulted in the cash contribution to the school department going down for a number of years. We wish to discuss how services can be more fairly accounted for in future years. As discussed previously, it is our hope that we can begin to accomplish this on our mutually agreed upon initial meeting date of May 25, 2022.

I. Cover Page

RFP PROJECT TITLE: Lowell Public Schools – External Development of a Comprehensive 5-year Facilities Master Plan

PURPOSE OF REQUEST FOR PROPOSAL (RFP): Lowell Public School is seeking to identify and select a vendor to assist the District with developing a Comprehensive 5-year Facilities Master Plan.

TIMELINE

- RFP Issued: Monday, May 23, 2022
- Clarification to Specifications – June 1, 2022
- Proposals are due not later than 11:00 AM on Monday, June 6, 2022
- Project should be completed – September 23, 2022

Notification of any changes to the time schedule will be made to proposers at the website. Addendums will be on the same website.

SUBMIT PROPOSALS TO CITY HALL PURCHASING DEPARTMENT NO LATER THAN 14 DAYS FROM THE RELEASE OF THIS RFP:

City of Lowell – Purchasing Department
City Hall
375 Merrimack Street, Room 60
Lowell, Massachusetts 01852

II. Introduction

a. Organizational Background

The Lowell Public Schools (LPS) is one of the largest districts in Massachusetts, currently enrolling more than 14,000 students in grades PreK-12. LPS has a dedicated school community committed to serving our students and families.

The core beliefs of the Lowell Public Schools are:

- A high quality education is a fundamental civil right of every child we serve.
- Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom.
- Parents are our partners. They are our students' first teachers in the home.
- Sustainable school improvement requires hard and steady work over time.

- Every adult in the system is accountable for the success of our students. Putting every child on a path to college and career success is the responsibility of the entire community.

b. Project Purpose

LPS seeks assistance from a vendor to develop a comprehensive, valid and reliable 5-year Facilities Master Plan. The evaluation methodology should seek to systematically analyze the conditions of Lowell Public School's school facilities.

The purpose of this request for proposal is to identify which vendors can best study and analyze how Lowell Public Schools can proceed forward in offering safe and welcoming schools and provide data and information so that leaders can deliberate, gather feedback, and plan for what resources are need to achieve its goals.

c. Project Vision & Goals

When complete, the solution will provide the District with timely, accurate information about school facilities and the areas where funds should be focus to reduce risks and enhance learning.

The culminating report will be used as a basis for a community-wide discussion on the roles and responsibilities for facility maintenance and improvements across local and state agencies to ensure that every school facility in the City of Lowell provides students and staff with a safe and welcoming environment which exceeds the prevailing minimum standards and rises to Lowell's high standard of providing families with the best public schools in the Commonwealth.

The overarching goals of this multi-year plan, include:

- Expanding access to high quality learning environments for more students in alignment with the City's census data and neighborhood demographics;
- Expanding space and/or locating new schools in areas of the city with greatest need;
- Acquiring and/or creating space to meet the goal of meaningful universal pre-K options for all families in Lowell; and
- Development of a preventative maintenance schedule and monitoring system to ensure equity in the condition of interior and exterior learning spaces across the City's diverse neighborhoods now and into the future.

III. Scope of Work

a. Study Responses

Study responses should address, in sufficient detail, what are the risks associated with each facility and where improvements are recommended, necessary, or mandated; whether improvements or corrections are required to be immediately done, or what the recommended schedule is for the improvements, including but not limited to analysis of current and/or optimal

improvements; what technologies could be employed to reduce risks; what preventative maintenance schedule is recommended; and the approximate cost for all solutions and improvements recommended or analyzed.

The culminating report will be used as a basis for a community-wide discussion on the roles and responsibilities for facility maintenance and improvements across local and state agencies to ensure that every school facility in the City of Lowell provides students and staff with a safe and welcoming environment which exceeds the prevailing minimum standards and rises to Lowell's high standard of providing families with the best public schools in the Commonwealth.

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IV. Detailed Requirements

This section outlines what needs to be studied and reported on:

Full analysis of the physical condition of Lowell's public school facilities, including:

- (1) interior and exterior learning spaces;
- (2) ~~heating, ventilation and cooling systems;~~
- (3) exterior access points, parking and play spaces;
- (4) physical safety and security features of each school building;
- (5) what additional space, if any, would be needed to meet the goal of providing meaningful universal pre-K options for all families in Lowell; and
- (6) What preventative maintenance schedule and monitoring system needs to be established to ensure equity in the condition of interior and exterior learning spaces across the City's diverse neighborhoods now and into the future.

V. Proposal Submission Information

a. Response Form & Format

The following is a suggested outline; respondents may elect to use their own.

- Table of Contents
- Executive Summary
- Analysis of Facilities:

- (1) interior and exterior learning spaces;
- (2) ~~heating, ventilation and cooling systems;~~
- (3) exterior access points, parking and play spaces;
- (4) physical safety and security features of each school building;
- (5) additional space needed to meet the goal of providing meaningful universal pre-K options for all families in Lowell;
- (6) Preventative maintenance schedule and monitoring system needs to be established to ensure equity in the condition of interior and exterior learning spaces across the City's diverse neighborhoods now and into the future;
- (7) Technologies recommended to maintain facilities and to reduce risks;
- (8) The approximate cost for all proposed recommendations and solutions;
- (9) Appendices

VI. Response Scoring Criteria

a. Scoring Categories

The following criteria will be used to score each response.

Category	Highly Advantageous	Advantageous	Not Advantageous
Plan of Services Ratings will be based on the experience and qualifications. Particular attention will be given to the candidates' ability to complete all aspects of the requirements.	Proposal includes a detailed, logical, and highly efficient scheme for addressing all of the required issues.	Proposal includes a credible scheme for addressing all of the required issues.	Proposal is not sufficiently detailed to fully evaluate, or does not contain components necessary to address all the required issues.
Experience with similar projects Rating will be based on experience providing professional services for similar projects.	The firm has at least five years of experience with similar projects. The Proposal includes at least three examples of similar projects.	The firm has at least three years of experience with similar projects. The Proposal includes at least three examples of similar projects.	The firm has less than three years' experience for this type of project.
Completeness of Solution-Understanding Scope of Work Desirability of approach to project(s).	The proposal indicates a thorough review and full understanding of the required Scope of Work, and proposes a clear and comprehensive approach.	The proposal indicates a sufficient review and understanding of the required Scope of Work, and documents the proposed approach.	The proposal indicates an incomplete review and vague understanding of the required Scope of Work.
References Strength and credibility of client references.	The proposal indicates five or more strong and credible client references with contact information.	The proposal indicates three – four strong and credible client references with contact information.	The proposal indicates less than two or more strong and credible client references with contact information.
Timelines Ratings will be based on how thorough and clear the proposed timeline will be	Candidate has demonstrated excellent experience providing proposed timelines of deliverables.	Candidate has demonstrated experience providing proposed timelines of deliverables.	Candidate has no experience providing proposed timelines of deliverables.

Community Advisory Committee on School Facilities

Summary:

The mission of the Community Advisory Committee on school facilities is to enhance the City's and School Department's ability to respond to the needs of the community with its school facilities.

Members of the Community Advisory Committee will:

- Review facilities issues and make recommendations on repairs, purchases, and the timelines for repairs or fixes;
- Solicit public input regarding the state of facilities, repairs needed, and priorities for action;
- Provide community feedback and recommendations related to repairs and expenditure of funding for facilities;
- Review and make recommendations concerning other matters as maybe referred to the Citizen Advisory Committee, from time to time, via citizens, parents, elected officials, the City Manager, and/or the Superintendent of Schools;
- Listen to community opinions, concerns, and needs, and discuss these with the City Manager, Superintendent, City Council, and School Committee and make recommendations to the City Council and School Committee as it deems necessary;
- Support public awareness about the status of school facilities and the availability and cost of improvements.

The Community Advisory Committee's work will:

- Analyze the policies, practices, and customs of repairs and upgrades to school facilities;
- Analyze equity between facilities amongst the different school buildings;
- Review procedures for reporting repair requests and make recommendations for improvements;
- Hold public meetings to discuss issues surrounding school facilities;
- Provide recommendations on how to improve facilities;

OPERATING ORDER

COMMUNITY ADVISORY BOARD ON SCHOOL FACILITIES

WHEREAS, the Lowell City Council and the Lowell School Committee realize the importance of long range planning and the need to plan to devote resources to the improvement and maintenance of school facilities through the City of Lowell;

WHEREAS, the Lowell City Council and the Lowell School Committee see the importance of an independent advisory committee to focus on review of information and recommendations pertaining to the state of the City's school facilities given their importance to the City and its future;

WHEREAS, the Lowell City Council and the Lowell School Committee understand the importance that such committee shall be representative of the City's population and be made up of members of each of its neighborhoods; and

WHEREAS, the Lowell City Council and the Lowell School Committee understand the value that an ongoing oversight body can provide to both bodies within its budgetary processes and understand that such a board will help ensure the safety of its school buildings through its monitoring of maintenance and repairs through its oversight and review processes;

NOW, THEREFORE, the Lowell City Council and the Lowell School Committee, do hereby establish the Community Advisory Committee on School Facilities:

SECTION 1: ORGANIZATION OF THE CITIZENS ADVISORY BOARD

A. Composition.

1. The Lowell City Council and the Lowell School Committee hereby constitute the Community Advisory Board on School Facilities (the "Board") and shall consist of up to 12 voting members (6 appointed by each the City Council and the School Committee). Overall membership shall reflect the diversity of the City's population, emphasize interest in facilities, and represent a variety of backgrounds of experience, occupations, and interests.

2. The Director of the Department of Public Works and the Director of Facilities for Lowell Public Schools shall served as ex-officio members of the Board, without the power to vote. Other than these ex officio members, no Board member shall be employed by or affiliated by the City of Lowell or by Lowell Public Schools.

3. The Mayor shall appoint the chairperson of the Board form the appointed members of the Board.

B. Terms and Internal Rules.

1. All members shall serve for one year terms and may be reappointed to any number of additional one year terms.

2. The Board shall meet at least quarterly, at such times and places as it may designate.

SECTION 2. DUTIES OF THE BOARD

The Board shall:

A. Review and assess progress with making requested repairs to facilities;

B. Review and make recommendations to the priorities of repairs after assessing the costs and impacts of the repairs and their impact on the City of Lowell's students and employees;

C. Provide advice to the City of Lowell and the Lowell School Committee on the development of their budgets given the facility needs of the schools;

D. In conducting its assessments, the Board shall have the authority to examine and review all records, documents, and other evidence surrounding requests for repairs, reports on facilities, and other relevant documents, to the extent permissible by law.

E. At least annually, provide the Mayor, City Council, and the public with a report outlining its findings on the state of school facilities. The report shall also include any recommendations that the Board has for improving facilities or making repairs to maximize learning for the City of Lowell's students.

SECTION 3. COOPERATION AND SUPPORT FOR THE BOARD

A. Given the importance of this work for the students and families of Lowell, all employees, officials, departments and other agencies of the Executive and Administrative branches of the City and School Department are hereby directed to cooperate with the Board to the fullest extent permitted by law.

B. The Board shall be provided with prompt access to all documents, files, records, or other material as well as be provided personal access to speak to DPW or school personnel relevant to the Board's duties, subject to compliance with applicable law.

C. The Board shall seek input and information from all sources it deems necessary and useful, including experts, DPW and school staff, City officials, stakeholders, and the public.

SECTION 4. EFFECTIVE DATE

This Order shall take effect immediately.



LOWELL PUBLIC SCHOOLS
Henry J. Mroz Administration Office
155 Merrimack Street
Lowell, Massachusetts 01852

Rick Underwood
Director of Operations & Maintenance

Tel: (978) 674-2016
Fax: (978) 275-6361
E-Mail: runderwood@lowell.k12.ma.us

TO: Chief Operating Officer
FROM: Director of Operations and Maintenance
DATE: August 27, 2021
RE: Update -Status of Windows, Shades, Screens at all Schools

We have selected **CMC Shades and Specialties** as a vendor for the broken shade replacements across the District. CMC has visited the district to review the materials in place as we attempt to match materials used in each school. CMC is a Vendor Member of the Massachusetts Higher Education Consortium with provides negotiated pricing similar COMMBUYS Vendors. Their pricing of \$170,653.00 has delivered significant savings over the original estimate of \$290,100.00. CMC is scheduled to visit every school to obtain individual measurements and hardware requirements at each location over the coming weeks. School shades must meet the NFPA(National Fire Protection Association) standards. The materials must be fire rated and cannot be simply purchased a local hardware store. CMC is well versed on all of the requirements necessary to safely provide the materials that we require.

A list of 677 missing or broken screens was gathered from schools across the district. Measurements have been taken and the screens will be manufactured, delivered and put back in place over the next several weeks.

The district has contracted a glazing contractor to attend to any broken glass at all schools across the district. **PMG Glazing, Inc** a glazing and architectural metal supplier and can found on the state contract. The measurements have been taken at the following schools and installation has been started. The work at the STEM Academy is complete, the Sullivan School will be complete on Wednesday 9/01/21 and the remaining schools will be completed in the coming weeks.

As we've seen with nearly all construction projects, there have been some delays in receiving the materials needed to complete the work and in the availability of labor given the demand for projects throughout the Commonwealth of Massachusetts. I have included a listing of the schools below having glazing work completed. This work entails broken glass. The DPW will be attending to any malfunctioning hardware on windows in the schools.

STEM Academy at the Rogers School

1. For supply and installation of (18) door lites at Main and Gym entrances

Bailey Elementary School

1. For supply and installation of (1) 10 X 10 fire rated door lite.
2. For the supply and installation of (2) door lites at the entrance doors.

Morey Elementary School

1. For the supply and installation of (3) curtain wall pieces of glass.
2. For the supply and installation of (1) vent window piece of glass.

Lincoln Elementary School

1. For the supply and installation of (4) lites of glass into front set windows.
2. For the supply and installation of (1) sandwich kit lite of glass.
3. For the supply and installation of (1) piece of glass set into storefront.

Shaughnessy Elementary School

1. For the supply and installation of (4) vent window units.

Butler Middle School

1. For the supply and installation of (1) piece of curtain wall glass.
2. For the supply and installation of (1) piece of glass installed into a steel frame.
3. For the supply and installation of (1) door lite.
4. For the supply and installation of (1) vent window.

J.G. Pyne Arts Magnet School

1. For the supply and installation of (1) front set window lite.
2. For the supply and installation of (1) bottom door lite.

Sullivan Middle School

1. For the supply and installation of (1) piece of wire glass.
2. For the supply and installation of (2) front set piece of glass.

Murkland Elementary School

1. For the supply and installation of (21) 1" insulated units of glass set into window sashes.

Adult ED

- *Main Doors
- *Back door over hang falling off of building rotted out safety concern
- *Windows clouded throughout the building
- *Bathrooms in basement need paint-paint chipping from ceiling sheetrock rotted out from steam vent
- *VCT Tile broken in some spots
- *ZERO Exhaust for rest rooms-summer gets musty
- *Interior can use some paint
- *Parking lot in rough shape needs patching

Bailey

- *Driveway-front parking-entrances-overhang and Parking Lot painted-lines
- *Paint and patch work throughout the school
- *Skylights interior walls need attention
- *Missing baseboard tile around the school
- *Missing Rubber base cove around school
- *Ceiling tiles stained damaged throughout the school
- *VCT tile broken need repair throughout school

Bartlett

- * Paint Exterior Entrance Trim and Remove Old Flag Poles
- * Paint Gym and Café Walls
- * Refinish Gym Floor - Add logo and Lettering
- * Cap Stairwells with new rubber treads
- * AC Repair for Main Office and Nurse's Suite
- * Install New Playground Equipment

Butler

- *Painting patch work throughout school (Halls, stairwells, Gym, then hand pick worst classrooms)
- *Ceiling tiles stained broken throughout school
- *Exterior doors need paint, awnings need paint, one needs repair
- *VCT tile broken missing throughout school need repair
- *Broken window out back by ball field
- *Masonry work needed out back by dumpster/ramp
- *Parking lot needs patch paving repair

Cardinal O'Connell

- *Paint patch work throughout school
- *Front Sidewalk Replacement
- *Front of school needs repointing
- *Windows need replacement
- *Retaining wall replaced, new fence installed

Daley

- *Paint and patch work throughout school (halls, gym, café)
- *Front walk way needs to be repaved
- *Entrance façade needs to be powerwashed
- *Repair/Replace Main Entrance Door Hardware
- *Line striping to be completed
- *Ceiling tiles broken stained throughout school

Greenhalge

- *Paint and patch needed throughout the school classrooms-halls-stair wells
- *Masonry work needed on the pillars in courtyard (Falling apart)
- *Stained ceiling tiles throughout the school
- *Baseboard tile broken all around the school in halls - -Add safety Corners
- *Boys bathroom second floor back needs tile work-paint and stall repair
- *Repair broken windows
- *VCT tile needs repair/replacement around the school
- *Basement floor needs VCT Replacement in halls
- *Second floor hallway heating vent metal casing all falling off of the wall
- *Exterior doors need weatherproofing

Laura Lee

- *Fence is in need of replacement
- *Parking lot needs to be repaved
- *Paint and patch work needed in school broken plaster chipping paint water damage on ceiling
- *Broken glass main lobby

- *Rotted wood on exterior of building
- *Soffit on exterior falling apart all rotted out
- *Exterior Skirt Boards, rotted around entire building
- *Large sink hole on side of main stairs, stair case starting to sag
- *Door sweeps need to be replaced

Leblanc

- *Deck/ramp on front of building needs to be replaced
- *Paint and patch work needed throughout building
- *Ceiling tile stained throughout building
- *Broken window on Wentworth street
- *Paint work needed on soffit
- *Bricks need some repointing
- *Fence needs repair, parking lot side
- *Paving work in yard

Lowell High School

Lincoln

- *Masonry brick work needed around exterior
- *Parking lot needs couple patches
- *Exterior doors need to be painted
- *Paint and patch work needed throughout the school
- *Ceiling tiles stained-broken missing throughout the school/repair damaged ceiling grid
- *VCT tiles throughout the school need replacement-repair
- *Rubber stair treads are due for replacing
- *Main sign out front needs replacement
- *Second Floor Bathroom ceiling falling apart severe water damage on going issue

McAuliffe

- *Main halls-café and few class rooms need paint and touch up
- *Elevator Floor needs to be retiled-missing broken
- * Some VCT tile needs replacement
- *Exterior Doors need weatherstripping and re-enforcement (flexing Mullion)
- *Upper wall in side hall way has big 2'x14" hole cut in it from mechanical repair -
- *Wall behind side hall door needs new sheet rock and repair due to leaking valve
- *Ceiling tiles stained and damaged throughout school
- *Art room has active leak
- *Parking lot and driveway needs patch work

McAvinnue

- *Masonry work needed in the front of the school bricks missing pillars falling apart
- *Exterior doors have some gaps
- *VCT tile throughout school needs repair
- *Rubber Flooring in halls needs replacement
- *Café needs some sheet rock repair
- *Broken window on front tower of school
- *Multiple classrooms could use touch up and paint
- *Couple rubber stair treads need repair
- *Ceiling tiles stained throughout building-few tiles missing
- *Broken baseboard tiles around the school
- *Main doors have gaps between doors

Molloy

- *Fence
- *Brick Vaneer and Steps Pointing
- *Window Issues
- *Boys and Girls Room Repairs
- *Life Skills Kitchen

Moody

- *Paint and patch work needed throughout the building
- *Few classrooms-reception area has rugs that are due to be changed
- *Fence needs repair
- *Gym floor could use refresh original
- *Paving work in yard

Morey

- *Ceiling tiles stained throughout the school
- *Paint and patch work needed throughout the school
- *VCT tile in some spots need repair-replacement
- *Parking lot need few patches
- *Ceiling fan in back section makes noise-two ceiling fans in gym need replacing

Murkland

- *Ceiling tiles damaged and stained throughout the building
- *Classroom on second floor has roof leak tiles stained/moldy
- *Main halls and multiple classrooms throughout the school need paint and touch up
- *First floor hallway floors have to be redone tiles beyond repair
- *Multiple classrooms need VCT tile repair
- *Gym floor is in need of up keep new lines/paint
- *Cove base around gym all fell off glue marks all over the bottom of walls
- *Side entrance to the right has water damage in vestibule due to roof leak
- *Cove base tiles around school are broken and missing
- *Multiple windows need replacement broken-have plexiglass installed-window boarded up in café
- *Main stair case needs rubber treads redone-side stair cases need minor attention
- *Parking lot needs patch work

Pawtucketville Memorial

- *Main entrance vestibules need VCT tile replaced
- *Main entrance needs sheet rock repair on ceiling
- *Parking lot needs some patch work
- *Trees need trim
- *Halls need paint and patch work
- *Class room metal ceiling could use paint touch up
- *Art Room ceiling chipping
- *VCT tiles though out building need replacement
- *Exterior Doors have gaps in them, ride side café door as well as back exit door need attention, not seated correctly
- *Few broken red clay tiles on main floor
- *Small room off of Music room ceiling taken apart
- *Paint and patch work needed around the school
- *Broken window in front of building
- *Few Class rooms need touch up and paint

Reilly

- *Main doors have gaps
- *Tile on walls and bathrooms very out dated-few broken missing
- *12x12 ceiling tiles in majority of the classroom need to be replaced ceiling stained falling down safety concern
- *Window broken in back of building
- *Window broken on back side of building near play area
- *Duct work in gym paint is chipping off making a mess on gym floor
- *Class rooms-halls-baths can use touch up and paint
- *VCT tile throughout the school in rough shape need replacing
- *Classrooms have heating units that have duct tape holding covers on
- *Few broken spots on terrazzo floors
- *Exterior sidewalks need some patch work as well parking lots
- *Some damage done to fence exterior near play ground
- *Railing out front needs painting
- *Hall Closet doors are all broken off the track

Riverside (Bridge)

- *Walls and ceilings falling apart
- *Paint and patch work needed throughout the school-halls-classrooms-doors-main entrances
- *Exterior of building rough a lot of rot on wood
- *Broken windows need repair-all the windows faded
- *Section in back of building over staircase going into basement falling apart
- *Parking lot needs paving patches

Robinson

- *Windows are faded throughout the school some dont work - missing one in the office boarded up
- *Halls-Café-stairwells and classrooms could use some paint touch up
- *Science rooms have broken cabinets and missing draws and doors
- *Ceiling tiles throughout the building need replacement
- *VCT Tiles throughout the school chipped cracking breaking
- *Outside railings need paint

- *Ceiling Fans in café can be relaxed
- *Ceiling HVAC units in kitchen need to be replaced
- *Gym floor looks dull
- *Missing Door hardware on couple of doors

Shaughnessy

- *VCT tile issues throughout the school
- *Paint and patch throughout the school
- *Ceiling tiles stained broken throughout school
- *Exterior door in back rotted out need replacement
- *Exterior paint needed doors front over hang
- *Parking lot needs patch repair
- *Masonry work needed loading dock area

STEM

- * Extensive Painting - Stairs, halls, classrooms, café
- * Recoat Wood Doors
- * 4 Broken Windows
- * Paint exterior Doors and Railings

Stoklosa

- * Painting - halls, Café, Auditorium, stairwells
- * Replace missing tile vestibule (Gym)
- * Replace missing tile Boys and Girls Locker Rooms
- * Repair Bathrooms Stalls
- * Second floor Repair to ceiling outside Classroom - Active leak - Sheetrock replacement

Sullivan

- *Couple windows need replacement
- *VCT tile throughout the school need replacement-couple classrooms need new floors
- *Damaged ceiling tile in office from active leak from mop sink drain above
- *Ceiling grid damaged due to vandalism
- *Stairs treads on stairwells need replacement
- *Paint and patch work needed throughout school
- *Couple bathrooms have damage to ceramic tile walls due to vandalism
- *Carpeting in main door entrances needs update
- *Issue with main entrance cement needs replacement or repaved
- *Couple door need hardware replaced/repaved
- *Main drive needs to be repaved

Wang School

- *Ceiling tile missing-stained throughout the school
- *VCT Tile needing replacement/repair in main halls and classrooms
- *Multiple classrooms need touch up and paint repair
- *Rubber stair treads due for replacement on stairwells
- *Carpet at entrances needs to be replaced
- *Hallways need patch work and paint work
- *Multiple classrooms need paint and paint work
- *Library has leak in roof back left corner ceiling tiles are moldy, water leak ins going down through wall rotting away at the sheet rock
- *Multiple windows don't work as they should have to remain closed
- *Baseboard heating Casing is hanging off in the stairwells
- *Room 230 has storage room with active leak, ceiling tiles need replacement moldy
- *Middle sky light needs paint and sheetrock repair
- *Locker Rooms has missing wall tiles and one missing stall door
- *Couple class rooms still have carpet in them, due to be changed out possibly to VCT to match the rest of the school
- *Some of the doors have broken hardware
- *Parking lot is in need of some patch work
- *Trees need trimming

Washington

- *Brick around the school needs repointing
- *Exterior of portables need some attention
- *Heavy metal gates replaced with chain link
- *Carpeting replacement
- *Front stairs need attention
- *Paint and patch work needed throughout school



LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: October 20, 2021

Time: 6:30PM

Location: City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

1. SALUTE TO FLAG

2. ROLL CALL

On a roll call at 6:33 p.m., members present were, namely: Ms. Doherty, Mr. Lay, Ms. Martin, Ms. Clark, Mr. Descoteaux and Mr. Dillon. Mayor Leahy was absent.

3. SPECIAL ORDER OF BUSINESS

Ms. Doherty made a motion to suspend the rules to take the agenda out of order; seconded by Ms. Clark. 6 yeas, 1 absent (Mayor Leahy) APPROVED

4. MINUTES

4.1. Approval of the Minutes of the Special Meeting of the Lowell School Committee of Monday, October 4, 2021

Ms. Martin and Ms. Doherty stated that they were looking for the report that tracks the 394 students that were in question at the September 23, 2021 meeting around placement. Ms. Martin stated that she wasn't aware she needed to, but if needed she will make it in the form of a motion that a report was expected. Ms. Doherty stated she was also very upset and was expecting answers at this meeting and wants the public to get answers as well.

Superintendent Boyd stated that Ms. Doherty could have called him and he could have provided that information to her. He stated that this is not unprecedented and that it happened in 2019 as well.

Ms. Doherty responded and stated that she wants to go on the record that she is very frustrated with the lack of information and that information needs to be given to the full Committee at the School Committee meetings according to open meeting law.



Mr. Dillon asked to go on the record as well saying he believes that this is not an unprecedented event and this is a scenario that can happen sometimes and he believes it happens yearly in this district and that we have several reasons why the number is what it was.

Mr. Dillon made a motion to accept and place on file the minutes from the Regularly Scheduled and the Special School Committee Meetings of Monday, October 4, 2021 and Wednesday, October 6, 2021; seconded by Mr. Lay. 6 yeas, 1 absent (Mayor Leahy) APPROVED

4.2. Approval of the Minutes of the Meeting of the Lowell School Committee of Wednesday, October 6, 2021

Ms. Martin and Ms. Doherty stated that they were looking for the report that tracks the 394 students that were in question at the September 23, 2021 meeting around placement. Ms. Martin stated that wasn't aware she needed to, but if needed she will make it in the form of a motion that a report was expected. Ms. Doherty stated she was also very upset and was expecting answers at this meeting and wants the public to get answers as well.

Superintendent Boyd stated that Ms. Doherty could have called him and he could have provided that information to her. He stated that this is not unprecedented and that it happened in 2019 as well.

Ms. Doherty responded and stated that she wants to go on the record that she is very frustrated with the lack of information and that information needs to be given to the full Committee at the School Committee meetings according to open meeting law.

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Mr. Dillon made a motion to accept and place on file the minutes from the Regularly Scheduled and the Special School Committee Meetings of Monday, October 4, 2021 and Wednesday, October 6, 2021; seconded by Mr. Lay. 6 yeas, 1 absent (Mayor Leahy) APPROVED

5. PERMISSION TO ENTER

5.1. Permission to Enter: October 20, 2021

Mr. Dillon made a motion to approve the Permission to Enter; seconded by Ms. Doherty. 6 yeas, 1 absent (Mayor Leahy) APPROVED

5.2. Contract Ratification: UTL Teachers

Ms. Clark made a motion to approve the Contract Ratification: UTL Teachers; seconded by Ms. Martin. 5 yeas, 2 absent (Mayor Leahy, Mr. Descoteaux) APPROVED



5.3. Contract Ratification: UTL Paraprofessionals

Ms. Clark made a motion to approve the Contract Ratification: UTL Paraprofessionals; seconded by Mr. Dillon. 5 yeas, 2 absent (Mayor Leahy, Mr. Descoteaux) APPROVED

5.4. Contract Ratification: UTL Building Service Employees

Mr. Lay made a motion to approve the Contract Ratification: UTL Building Service Employees; seconded by Ms. Martin. 5 yeas, 2 absent (Mayor Leahy, Mr. Descoteaux) APPROVED

5.5. Contract Ratification: UTL Food Service Employees

Ms. Martin made a motion to approve the Contract Ratification: UTL Food Service Employees; seconded by Mr. Dillon. 5 yeas, 2 absent (Mayor Leahy, Mr. Descoteaux) APPROVED

6. MOTIONS

6.1. [By Dominik Hok Lay and Andy Descoteaux]: Request the Mayor provide the School Committee with an update on City Council's planned investment in capital projects at school facilities over the course of the current fiscal year and the next two fiscal years (beyond the current and planned slate of MSBA applications and the School Committee's earmarked ESSER funds) to enable the Committee to more effectively plan for the allocation of ESSER funds.

Paul Georges registered to speak and spoke on this motion.

Ms. Doherty stated that there will be a joint School Committee & City Council Facilities Subcommittee meeting to discuss this.

Mr. Lay, maker of the motion requested that we receive information regarding the full amount of money the city will be contributing before moving forward.

Mr. Lay made a motion to approve; seconded by Mr. Descoteaux. 6 yeas, 1 absent (Mayor Leahy) APPROVED

6.2. [By Connie Martin]: Request a report from the Special Ed Department on the current status of pending Initial IEP meetings with parents as well as the status of pending annual review meetings for existing IEPs.

Ms. Doherty withdrew her motion below that stated "Request the Superintendent provide the committee with a report explaining the lack of interpreters for Special Education and the steps being taken to address the issue", but requested that the information in the motion be included in the report that will be provided under this motion.

Ms. Martin made a motion to approve; seconded by Ms. Doherty. 6 yeas, 1 absent (Mayor Leahy) APPROVED



6.3. [By Jackie Doherty]: Request the Superintendent provide the committee with a report explaining the lack of interpreters for Special Education and the steps being taken to address the issue.

Ms. Doherty withdrew this motion, but did make a substitute motion to address contracts and the reason for the lack of interpreters.

Ms. Doherty made a substitute motion to schedule a Finance Subcommittee meeting and invite the stakeholders from the City to discuss the contract process; seconded by Mr. Dillon. 6 yeas, 1 absent (Mayor Leahy) APPROVED

6.4. [By Jackie Doherty]: Request the Superintendent collaborate with school and city stakeholders to provide the committee with ongoing information/updates regarding the percentage of Lowell Public School employees and students who have received COVID-19 vaccinations.

Ms. Doherty made a motion to approve; seconded by Ms. Martin. 5 yeas, 1 nay (Mr. Dillon), 1 absent (Mayor Leahy) APPROVED

6.5. [By Andy Descoteaux]: Request the administration provide the School Committee what the number of students that suddenly appear at our doorstep from October 1 to November 1 who will not be counted in our Chapter 70 coverage.

Mr. Descoteaux made a motion to approve; seconded by Mr. Dillon. 6 yeas, 1 absent (Mayor Leahy) APPROVED

6.6. [By Andy Descoteaux]: Request the administration review the adherence of our school Principals relating to the School Committee's strong support of recess NOT being used as a form of punishment.

Mr. Descoteaux made a motion to approve; seconded by Ms. Martin. 6 yeas, 1 absent (Mayor Leahy) APPROVED

6.7. [By Andy Descoteaux]: Request that the administration re-assess the food quality offerings at our city schools.

Ms. Clark asked about the possibility of forming a Student Committee to discuss the quality of the food from Aramark.

Mr. Descoteaux made a motion to approve; seconded by Mr. Lay. 6 yeas, 1 absent (Mayor Leahy) APPROVED

7. REPORTS OF THE SUPERINTENDENT

7.1. COVID-19 Update

Dr. Hall, Chief Operating Officer gave the Committee a COVID-19 Data monitoring update that included Lowell Public Schools COVID positive cases, Pool Testing Participation and Testing Services (symptomatic



testing, "test and stay" and routine COVID Pooled testing). The report also spoke about the process the district follows when a pool test is positive and also provided general updates.

It was requested that the number of staff members who have had to quarantine should also be included in the report.

Ms. Doherty made a motion to accept the following Reports of the Superintendent 7.1 through 7.4.2 as reports of progress; seconded by Mr. Dillon. 6 yeas, 1 absent (Mayor Leahy) APPROVED

7.2. SY2021-2022 Strategic Goals, Actions and Deliverables

Superintendent Boyd provided the Committee with his strategic goals, actions and deliverables for the District for the 2021-2022 academic and fiscal year. He stated that his goals are aligned with the district's overarching strategic plan and the actions that are presented are designed in measurable terms for discussion purposes and to finalize a collective path forward as an organization during this current school year. He stated that he would like to stay consistent with the district's multi-year strategic plan and focusing on the four (4) goal areas for SY2021-2022 which are as follows:

- Improve academics and student achievement at every school site;
- Improve operational efficiency across the system;
- Ensure that every school is safe and welcoming to every student and every family; and
- Increase community engagement and empower families as partners in the educational process.

He also stated that the Key Performance Indicators are monitored internally as we work through a process of continuous improvement and reviewed publicly with the Committee on a quarterly basis. Superintendent Boyd thanked the Committee for their advice, guidance and support and he appreciates feedback.

Ms. Doherty made a motion to accept the following Reports of the Superintendent 7.1 through 7.4.2 as reports of progress; seconded by Mr. Dillon. 6 yeas, 1 absent (Mayor Leahy) APPROVED

7.3. Hiring Report for SY22

Dr. Hall, Chief Operating Officer informed the Committee that in SY22 the personnel that has been hired by Principals and Supervisors and processed through the HR office are as follows:

- 156 Teachers
- 138 Paraprofessionals
- 35 Unaffiliated personnel
- 34 LSAA personnel
- 152 Tutors

He stated that currently, there are three (3) teacher vacancies and three (3) paraprofessional vacancies, as approved by the Lowell School Committee in last week's meeting, HR also posted ten (10)



paraprofessional positions to serve as substitute teachers in Renaissance Schools to help address the substitute teacher shortage.

Ms. Doherty made a motion to accept the following Reports of the Superintendent 7.1 through 7.4.2 as reports of progress; seconded by Mr. Dillon. 6 yeas, 1 absent (Mayor Leahy) APPROVED

7.4. Report on Motions

Superintendent Boyd provided the Committee with an updated report on the status of outstanding motions and asked the Committee if they had any concerns or questions.

Ms. Doherty stated that on page 6, #2 (Exit Interviews – STEM) the motion is not completed and the status is incorrect.

Ms. Doherty made a motion to accept the following Reports of the Superintendent 7.1 through 7.4.2 as reports of progress; seconded by Mr. Dillon. 6 yeas, 1 absent (Mayor Leahy) APPROVED

7.4.1. Response to Motion 10. COO of 09/01/21 By Mayor John Leahy Regarding Water Dispensers/Fountains Analysis

This report was tabled to the next School Committee meeting when Mayor Leahy will be present.

7.4.2. Response to Motion 4. CAO of 10/06/21 By Mike Dillon Jr. Regarding School Resource Officers

Ms. Desmond, Chief Academic Officer provided the Committee with a report that informs them that currently, three (3) School Resource Officers (SROs) and a District Supervisor are stationed at Lowell High School. During the 2020-2021 school year, three (3) SROs and a District Supervisor supported Lowell Public Schools (LPS); however, site placement varied due to a limited number of students on campus as a result of the COVID 19 pandemic. During the 2019-2020 school year, two (2) SROs and a District Supervisor were stationed at Lowell High School and four (4) SROs supported elementary and middle schools across the district. At this time, LPS staff and the Lowell Police Department are collaborating to develop solutions to support additional SRO support to the elementary and middle schools across the district and that additional information will be provided to the School Committee at a future meeting.

Mr. Dillon and Mr. Descoteaux asked about possibly using security guards.

Superintendent Boyd stated that it's not the same as having the Police there.

Ms. Doherty made a motion to accept the following Reports of the Superintendent 7.1 through 7.4.2 as reports of progress; seconded by Mr. Dillon. 6 yeas, 1 absent (Mayor Leahy) APPROVED



7.5. Home Education

Superintendent Boyd recommended that the following parents/guardians be allowed to home educate their child:

Beth Conlee
526 Western Avenue, Until 7

Taisa Foss Moura
174 Baldwin Street

Zenub Kakli
52 Miriam Lane

Toni-Marie Eaton
7 Schaffer Street

Jaunita Green
93 London Street

Ms. Clark made a motion to approve; seconded by Mr. Dillon. 6 yeas, 1 absent (Mayor Leahy) APPROVED

8. NEW BUSINESS

8.1. Vote to Accept a Donation of \$120,579.60 from Ocean State Job Lot Charitable Foundation

Dr. Hall, Chief Operating Officer informed the Committee that Ocean State Job Lot Charitable Foundation of 375 Commerce Park Road, North Kingston, RI 02852, pending acceptance by the Lowell School Committee, wishes to donate PPE to the Lowell School Department, which includes 5,184 8oz bottles of hand sanitizer, 18,144 boxes of alcohol wipes, and 312 Plexiglass shields. The total value of this donation is \$120,579.60.

Ms. Doherty made a motion to accept a donation of \$120,579.60 from Ocean State Job Lot Charitable Foundation; seconded by Ms. Clark. 6 yeas, 1 absent (Mayor Leahy) APPROVED

8.2. Vote to Accept a Donation of \$750.00 from Youth and Climate Change Initiative

Dr. Hall, Chief Operating Officer informed the Committee that the Youth and Climate Change Initiative is donating \$750 for the professional development of Lowell Public School (LPS) teachers. This funding will train twenty-five (25) LPS sixth grade teachers on a new science unit focused on impacts of climate change on the local environment. During this unit, students will gather data on the timing of budburst of their schoolyard trees and compare it with historical data to note that trees are leafing out earlier than in past years. The students will consider the broader impacts to our local ecosystems.

Ms. Doherty made a motion to accept a donation of \$120,579.60 from Ocean State Job Lot Charitable Foundation; seconded by Ms. Clark. 6 yeas, 1 absent (Mayor Leahy) APPROVED



9. ADJOURNMENT

Ms. Martin made a motion to adjourn at 8:35 p.m.; seconded by Ms. Doherty. 6 yeas, 1 absent (Mayor Leahy) APPROVED

Respectfully submitted,

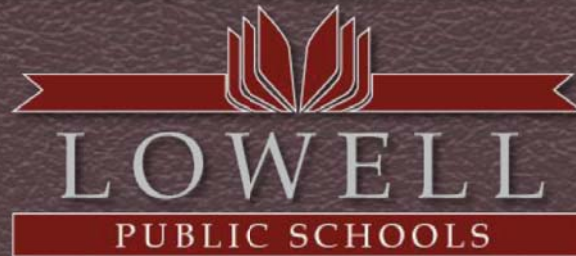
**Joel D. Boyd, Ed.D., Superintendent and
Secretary to the Lowell School Committee**

JDB/mes

Lowell Public Schools

Update: Key Performance Indicators

School Committee Presentation - May 4, 2022





KPI Mid-year check-in

Areas of Strength:

- Academics and Student Achievement:
 - Compared to Quarter 1, an increase of 10% (ELA) and 13% (Math) of students who scored in the Tier 1 on iReady assessments, while the percentage of Tier 2 students stayed relatively consistent.

- Safe and Welcoming Environment:
 - Increase in student average daily attendance of 5% points as compared to Quarter 2.
 - Student chronic absences decreased from 50% in Quarter 2 to 36% in Quarter 3.
 - DESSA ratings stayed fairly consistent between Quarter 1 to Quarter 3, with a slight increase of 3% points in the Strength category and an increase of 4% points in the Typical category.

- Operational Efficiency:
 - Substitute fill rate has increased by 20.33% from Quarter 2 to Quarter 3.
 - Diversity hiring has increased by 7.7% from Quarter 2 to Quarter 3.

- Family and Community Engagement:
 - Community satisfaction survey results showed positive levels of agreement in the areas of Academics, Communications and Safe & Welcoming Environment. These results are fairly consistent in the areas of academics (78.6%) and communications (82.6%) from last year's survey results.
 - School Site Council participation increased from Quarter 2 to Quarter 3.
 - Parent/Teacher conferences increased from Quarter 2 to Quarter 3.





KPI Mid-year check-in

Needs Improvement:

- Academics and Student Achievement:
 - MS Math pass rate decreased by 4% from Quarter 2 to Quarter 3.
- Safe and Welcoming Environment:
 - Discipline increased from Quarter 2 to Quarter 3.
- Family and Community Engagement:
 - Community involvement decreased slightly from Quarter 2 to Quarter 3.
 - Language access service decreased from Quarter 2 to Quarter 3.





Lowell Public Schools

KPI's Continued

Academics and Student Achievement												
Indicator	Q1				Q2				Q3			
Graduation on track with 3 MCAS/Competency Determination	On track with Credits		On Track with MCAS/CD		On track with Credits		On Track with MCAS/CD		On track with Credits		On Track with MCAS/CD	
	65.5%		92.6%		71.3%		91.9%		76.8%		95.0%	
Graduation on track with missing 1 or more MCAS/Competency Determination	On track with Credits		Missing 1 or more MCAS/CD		On track with Credits		Missing 1 or more MCAS/CD		On track with Credits		Missing 1 or more MCAS/CD	
	65.5%		7.42%		68.3%		3.0%		75.4%		1.3%	
Number of dropouts	61				45				45			
High School Pass rate for core courses (9 – 12)	ELA	Math	Science /Health	Social Studies	ELA	Math	Science /Health	Social Studies	ELA	Math	Science /Health	Social Studies
	83.3%	86.0%	86.6%	81.0%	83.4%	85.0%	84.2%	79.6%	83.7%	84.8%	83.9%	83.1%
ELA iReady scores	Tier 1	Tier 2	Tier 3		Testing Completed, Results in Q3				Tier 1	Tier 2	Tier 3	
	21%	31%	48%						Tier 1	Tier 2	Tier 3	
Math iReady scores	Tier 1	Tier 2	Tier 3						Tier 1	Tier 2	Tier 3	
	12%	41%	47%						25%	44%	31%	
Middle School pass rate for core courses (5 – 8)	ELA	Math	Science	Social Studies	ELA	Math	Science	Social Studies	ELA	Math	Science	Social Studies
	83%	75%	83%	85%	78%	72%	79%	80%	76%	74%	77%	76%



KPI's Continued

Safe and Welcoming Environment							
Indicator	Q1			Q2	Q3		
	Strength	Typical	SEL Need		Strength	Typical	SEL Need
DESSA	24%	68%	9%	Testing Completed, Results in Q3	27%	64%	9%
Student Average Daily Attendance	90%			84%	89%		
Student Chronic Absences	27%			50%	36%		
Discipline	355			390	520		
Percent of ESSER capital projects on time/on budget	N/A			N/A	N/A		



Lowell Public Schools

KPI's Continued

Operational Efficiency			
Indicator	Q1	Q2	Q3
Diversity Hiring	19.2%	14.3%	22%
Staff Attendance	94%	93%	93%
Substitute Fill Rate	36.24%	35.72%	56.05%
Number of Teacher vacancies	3	4	4
Percent of revolving account balances	5.41%	4.1%	5.66%
Number of students awaiting placement/% placed	0 awaiting placement/100% placed	Not moving forward with metric	Not moving forward with metric



KPI's Continued

Family and Community Engagement					
Indicator	Q1	Q2	Q3		
Community satisfaction survey	Survey not yet deployed	Survey disseminated out on 2/7/2022, will close on 2/15/2022	Academics	Communications	Safe & Welcoming Environment
			77.4%	81.2%	70.2%
Community involvement in forums	2,893	596	442		
Language access	1,264	1,823	2,403		
School Site Council participation	93	101	181		
Parent/Teacher conferences	3,255	2,266	2,726		



Lowell Public Schools

Next Steps

The district will continue to monitor the KPIs and provide a report out each quarter.



Recruitment at Lowell Public Schools

2022



Diversity Working Group - Mission of Collaboration

Study Groups:

The parties share the goal of diversifying our educator workforce. To that end, the parties agree to create a negotiation subcommittee on educator diversity that shall meet regularly. The goal of the negotiation subcommittee shall be to identify ways to help the Lowell Public Schools and the UTL diversify their workforce. The committee shall make recommendations to the bargaining teams by May 1, 2022, which the parties will consider and negotiate as part of a successor agreement.

The parties shall create a negotiation subcommittee on an Excellence in Urban Education Certificate. The subcommittee will make any recommendations by May 1, 2022.

2018-2019

Overview (Teachers)

Reported on the U.S. Equal Employment Opportunity Commission

- Teachers/Educators of Color = approximately **7%** of the district

Hispanic/LatinX	Asian	Black	Native American	Pacific Islander	Two or More	Total Teachers of Color in District
32	25	11	2	2	3	75

$$75 \text{ Teachers of Color} \div 1131 \text{ total Teachers in district} = 0.066313 \times 100 = 6.6313 \approx \mathbf{7\%}$$

Currently as of March 29, 2022

According to Aspen/X2:

Parameter: UTLT

Total teachers: 1197 - 1046 (white) = 151

$151/1197 = 0.1261487$

Percentage of Diverse Teachers \approx 13%

Increase from 2019-current is 7% to 13%

Factors in 2022 include :

- Increase of new job through ESSER funding
- Competitive districts

Messages

=====

rowNumber	psn_race_view	
0	Asian, White	1
1	Black, White	1
2	NULL	1
3	Asian	39
4	Pacific Island	1
5	White	1046
6	Black	17
7	Native American	2
8	latino - Asian, White	1
9	latino - Black	1
10	latino - White	47



The Aspiring Teachers Network 2019-2020

(Recruitment and Retention)

- Once a month meeting with COO/Principals and Assistant HR Director to network and connect, ended in March 2020 (COVID)
- For interested individuals in community and current staff
- Gauge interests and needs of participants
- Helped with application and requirements
- Leadership or program opportunities in the district
- Meetings occurred at Central Office after school hours
- Provided refreshments
- Tracking participants



Aspiring Teacher's Network continued post-COVID

Goals:

- Developing a mentoring network for new educators
- Discussing possible solutions to eliminate obstacles in the hiring process
- Networking with fellow Lowell Public Schools' personnel
- Examining the teaching and learning culture and making suggestions for improvement
- Working with LPS' HR dept. On teaching requirements, certification pathways, and opportunities
- Improving retention strategies for diverse staff



Virtual Job Fairs Attended 2019-August 2021

EdWeek Top School Jobs- **January 28, 2021, 1pm-5pm ET.**

MERC 2021 Education Career Fair (4/22/21)

Registered for MERC Career Fair (4/30/22)

National Career Fairs- December 2, 2020.



Professional Development: BlackPrint



20/21- current

HR, Eq. Engagement Chief , and Superintendent

1. Multi-year academy targeted toward groups of influential and strategic district leaders (hirers).
2. Support district leadership in building internal local capacity to weave culturally responsive practices and a racial equity lens throughout their pedagogy, policies, structures, and systems.
3. Support leaders as they learn the foundational content of equity and create strategic goals and implementation plans to embed culturally responsive and equitable practices across their districts In small cohorts of districts.
4. Examine content on the intersection of race, culture, class, and schooling, accompanied by personalized consulting and guidance towards the construction and execution of district-wide plans.
5. Culminate in the unveiling and celebration of year-one goals and implementation plans during the spring of 2021 and long-term strategic plans during the spring of 2022.



Professional Development with DESE

Diversity Network and Diversification Grant

is cohort

Purpose:

Designed to support local school and district efforts to strengthen and diversify existing teacher recruitment and retention programs.

Through the use of state and federal funds, participating schools and districts will engage in thoughtful, high-impact approaches intended to increase the number of effective and diverse teachers in their schools.

Required to review school and district policies and procedures and identify the cultural proficiency training needs for hiring managers, teachers, and principals.

- ❑ Schools and districts will also be required to develop cultural proficiency training implementation plans.
- ❑ Additionally, grant recipients will be required to participate in a professional learning community hosted by the Department of Elementary and Secondary Education.



Informal Recruitment Efforts 2019-present

Currently 444 paraprofessionals and approximately 27% of our paras are racially/ethnically diverse

- Provide guidance with certification support
- Assisted with MTEL vouchers- Diversification Grant money
- Assisted with MTEL course preparation vouchers- Diversification Grant money
- Principals refer paraprofessionals for guidance



Substitute Teachers' Orientation/Workshop Offerings

SY 19/20- Three workshops a year with an estimate of < 100 attendees (in-person and virtual)

SY 20/21- Three workshops a year with an estimate of < 100 attendees (in-person and virtual)

SY 21/22- Workshops offered 1-2 per week. With > 270 attendees to date (in-person)

Gauge the audience, primarily looking for multiple language skills, direct them to open positions in LPS, para positions-teachers, assist with certs for those who are interested

Since October 2019, I have conducted 36 training sessions for the district in total



Down Payment Assistance Program

- Included in the program April 1, 2021
- Lowell Development & Financial Corporation (LDFC)
- Help the district's effort and commitment to hire highly qualified educators and to diversify the workforce
- Max Amount: \$5K
- Loan terms include: securing a loan for mortgage , and after 5 years 20% of the loan is paid back each year to LDFC
- Attend Project Genesis homebuyer training with Merrimack Valley Housing Partnership
- Eligibility letter from HR School Dept.
- Application sent by lender with buyer
- Subject to funding availability



UML class visits 2021-2022

Winter semester 2021-2022

Visited two different Educator Prep classes at UML

Invited the Diverse Teacher Leader fellows to speak to future educators with me

Advertised for teaching options to students who are on track to graduate

Several students are substitute teachers for us now

Many of them stay in touch with HR for updates on postings and etc.



Marketing/Advertisement Campaign

- Marketing partners are working with a designer to develop an ad campaign for Spring (2022) recruitment initiatives. (Project Learn and Abbott & Assoc.)
- On 4/14 the Outfront Media for billboard ads along Rt. 3. Between 4/18-5/1 to promote the LPS job fair will be displayed.
- The “Be My Teacher” photos will also be used in a series of posters, social posts, emails and on the LPS website to promote LPS as a welcoming place to work.
- January 2022- current, Lowell Public Schools website Careers page change in organization and public accessibility.

Developed Print Materials

**Lowell Public Schools
Job Fair**

Connect with school and district leaders
about current openings and positions for
the 2022-2023 school year

30 APRIL 2022. 9 A.M. - 1 P.M.
**CHARLES W. MOREY
ELEMENTARY SCHOOL**

130 PINE ST, LOWELL, MA 01851

This event is free and open to the public.
Professionals of all levels and fields are highly
encouraged to attend and participate.



The Diverse Teacher Leaders Program

Lowell Public Schools (LPS) is committed to diversifying its teacher workforce. Through the **recruitment, hiring, and retention** of diverse educators.

The program has made significant progress in years one and two and an infrastructure is being developed to keep the program sustainable for years to come.





Program Achievements

- In the first two years of Diverse Teacher Leaders, our team has seen measurable results, with **over 19%** of Lowell Public Schools (LPS) new hires this last year being **people of color**.
- Additionally, the Diverse Teacher Leader Program has continued to grow. We have recruited a second cohort of **18 teachers** to participate in professional development and community building.
- On December 17, 2021, the Diverse Teacher Leaders program hosted a **kickoff event** for the 2021-2022 school year. Fellows and new hires had the opportunity to learn more about the structure of the program, network with peers across the district, and come together in a community space.
- The curriculum for the professional learning community has been modified based on feedback from the first cohort. In addition to structured monthly workshops on Saturday mornings, a more informal meeting time on Fridays will be offered to encourage networking and community building among the cohort.



Plans for the future

- In collaboration with Abbott & Associates, the DTL program is working to develop an infrastructure around **marketing and proactive recruitment** of BIPOC teachers.
- Representatives from the DTL program are planning **recruitment trips to areas**, such as Georgia and Texas, where education program demographics **reflect Lowell's diversity**.
- A “**Grow Your Own**” program is being developed at Lowell High School (LHS) LHS will add early college courses offered at MCC and UMass Lowell to appeal to a high number of students who expressed interest in becoming future teachers.
- **Increase the number of teachers** participating in the DTL program. The goal is to double the cohort size in year three and create more opportunities for allies to get involved with work being done by the program.



Virtual Career Fair January 2022 with the Lowell Career Center (MassHire-Lowell)

- We used Premier Virtual on 1/20/22
- Free of charge
- Continued work with Career Center to track applicants and participants
- We had a total of 45 people enter the booth
- 16 conversations
- 11 of those asked for more information
- followed up with them and 2 were hired as subs.



Affinity Groups

HR and Eq. and Engagement

- One way to commit to anti-bias work and to create a more multicultural environment and benefit from its wealth of perspectives is to permit people to **feel safe, strong and reflected** within their environment.
- Lowell Public Schools have created affinity groups, in response to the requests we have heard from the staff themselves.
- Affinity groups are for individuals who identify as members of the group and can speak to the experience of being a member of the group from the “I” perspective.
- These groups are structured with meaningful opportunities for dialogue and learning



Affinity Group Goals

- Affinity groups are intended to **bring people together over a commonality.**
- Affinity groups can help employers **attract more diverse candidates, reduce turnover and increase employee morale.**
- A really successful affinity group **considers how their work can benefit everyone in the organization**, make their company a better place to work for future employees, and boost the company's direction and success.



Our Current Affinity Groups

- Latino / Latina
- Asian / Pacific Islander
- White
- Black / African American

Affinity groups meet monthly for an hour to discuss issues related to diversity and equity. In the future, we plan to create more inviting spaces for our diverse groups and perspectives.

Facilitators (8-10) Training with Great Schools Partnership

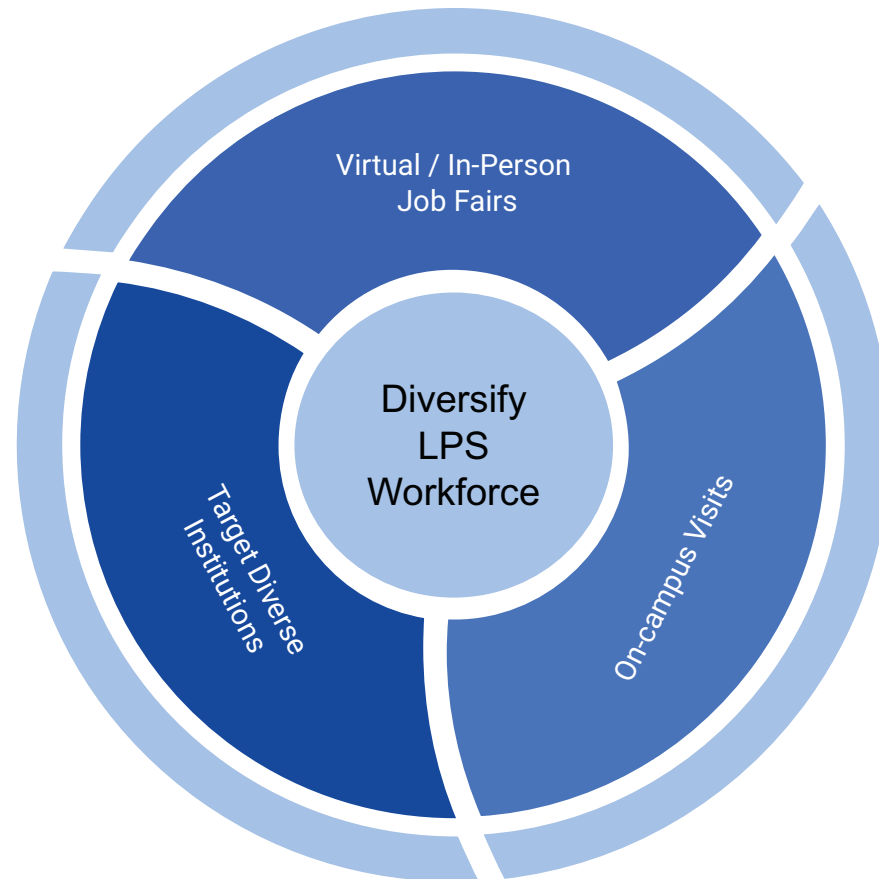


Landscape Analysis (Barr Foundation/TNTP)

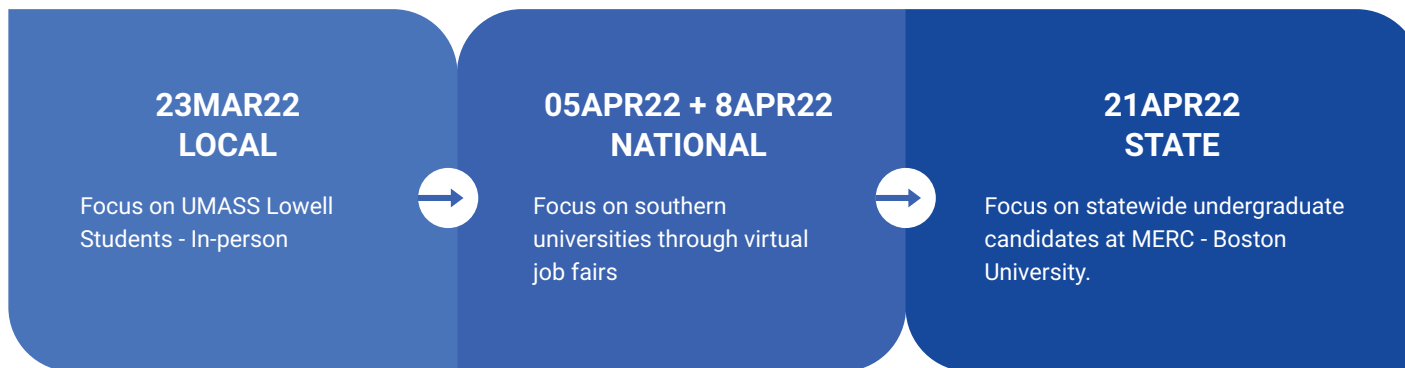
Collaboration: Eq. & Eng. and HR departments

- Pilot year: *Barr Funded and TNTP Partnership*
- Conducting an analysis in partnership with TNTP
- Help our district better understand our current talent landscape
- Identify opportunities to recruit and retain more teachers of color
- Insights and experiences in our district with forums, interviews, and surveys
- Outcomes: recommendation to increase diversity hiring
- Recommendation to improve hiring protocols and processes
- Sharing of similar district strategies in all areas

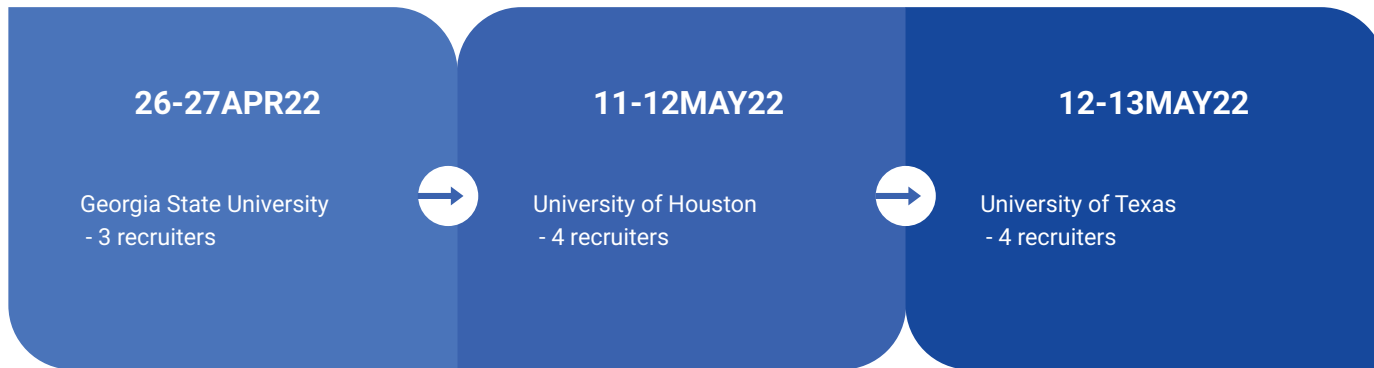
Recruitment Strategies



Job Fair Strategy

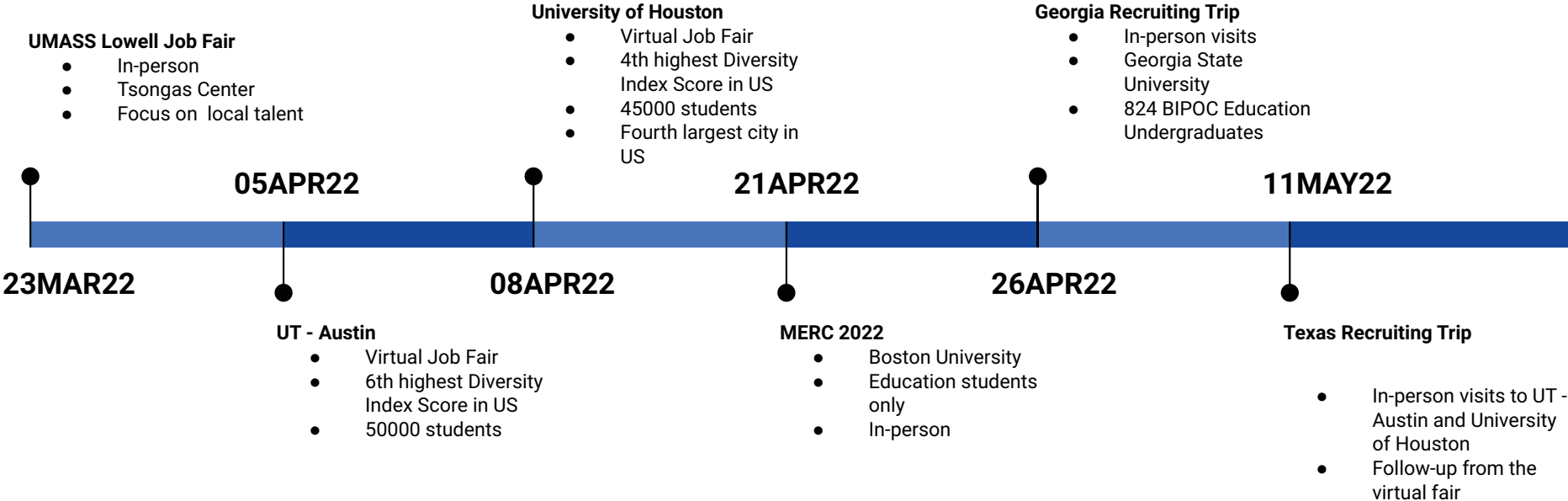


On-Campus Strategy



Spring 2022 - LPS Recruitment Timeline

Recruiting Plan



Diversity Index Scores - US News and World Report

Students may want to consider the racial and ethnic diversity of a college campus when choosing a school. To identify colleges where students are most likely to encounter undergraduates from racial or ethnic groups different from their own, U.S. News factors in the total proportion of diverse students, leaving out international students, and the overall mix of groups. The data is drawn from each institution's fall 2020 total undergraduate student body. (Scale 0-1)



Why Texas?

- High Diversity Index Scores
- Similar demographics to student populations in Lowell
- Teacher Salaries are Lower in TX - Avg. Entry salary - \$39,997.00
- Large schools with many potential candidates
- Interstate agreement on Teacher License Reciprocity

Why Georgia?

- High Diversity Index Scores
- 800+ BIPOC candidates
- Teacher Salaries are Lower in GA - Avg. Entry salary - \$44,369.00
- Focus on equity based education
- Interstate agreement on Teacher License Reciprocity

Diversity Index Scores - Scale (0.0-1.0)

0.73

**University of
Houston**

4th best rating in US

- 45000+ total students
- 4th largest US city

0.73

**Georgia State
University**

4th best rating in US

- 800+ BIPOC education students
- Major in equity based education

0.71

**University of
Texas - Austin**

6th best rating in US

- 50000+ total students
- Flagship public university in TX

Enrollment Numbers

	Lowell	UMASS Lowell	University of Texas - Austin	University of Houston	Georgia State University
White	22.9%	57.1%	39.9%	32.4%	25.7%
Hispanic or Latino	37.7%	10.7%	21.7%	23.7%	11%
Asian	27.5%	10.8%	19.5%	9.89%	13.1%
African American or Black	7.7%	6.21%	4.08%	2.96%	37.7%

Funding for On-Campus Recruitment Trips

01	Georgia State University	<ul style="list-style-type: none">• 3 recruiters• 2 days on campus• \$5500.00
02	University of Houston	<ul style="list-style-type: none">• 4 recruiters• 2 days on campus• \$4000.00 - combined with UT-Austin Trip Below
03	University of Texas - Austin	<ul style="list-style-type: none">• 4 recruiters• 2 days on campus• \$4000.00- combined with University of Houston Trip Above



Recruiter Stipends (Authorized by SC vote on 3/16/22)

LPS will hire up to 10 recruiters to aid with diversifying the workforce. Positions have been posted on School Stream to aid with this important task.

School Stream - [Recruiter Posting](#)

MEMORANDUM OF AGREEMENT

This **AGREEMENT** (hereinafter “the Agreement”) is being entered into by and between the Lowell School Committee (hereinafter, “the School Committee”) and the United Teachers of Lowell (hereinafter, “Union”) in order to work together to sustain educational operations during this health crisis so as to best support students and families during a time when retaining and recruiting quality employees is of utmost importance,

WHEREAS, the Union and the School Committee are parties to a Collective Bargaining Agreement (hereinafter, “the Contract”);

WHEREAS, the Union wishes to collaborate with the School Committee and Superintendent in order to support schools and work together on ways to best retain and recruit staff, while continuing to deliver excellent instruction to students during the pandemic;

NOW THEREFORE, the School Committee and the Union hereby agree to following, to expire on June 30, 2022, unless extended in writing:

1. To assist with recruitment and retention in the Spring of 2022, Lowell Public Schools will provide up to \$5,000.00 in additional compensation, paid at \$40/hour, to up to 10 employees, to assist Human Resources in recruitment for the 2022-2023. These 10 employees, shall consist of at least 2 Special Education teachers, 1 Math/Science teacher, 1 paraprofessional, and no more than 2 additional administrators (principals and administrators).



Lowell Public Schools

155 Merrimack Street
Lowell, Massachusetts 01852

2021-2022 - District Average Safety Rating

LEGEND

3.00 = Exceeds Expectations

2.00 = Meets Expectations

1.00 = Does Not Meet Expectations

Exterior:

Visitor Entrance	2.00	Visitor Signage	2.05	Shrubs & Foliage	2.07
Bus & Drop Off	2.00	Grounds Clean	2.10	All Areas Accessible	2.10
Exterior Doors Lock	2.00	Exterior Doors Numbered	1.31	Adequate Lighting	2.35

Interior:

Visitor Signage	2.03	Visitor Check-in	2.00	Staff Wear ID	1.53	Dismissal Protocol	2.03	Supervision	2.03
Classroom Doors Locked	1.75	Restricted Access Areas	1.31	Exits Clearly Marked	2.09	Security Check	1.98	Has a Written SC Protocol	1.76

Communication:

Fire Drills	2.00	Option Based Protocol	2.00	Weather Emergency	2.00
Intercom	2.00	Connect Ed	2.00		



Lowell Public Schools

155 Merrimack Street
Lowell, Massachusetts 01852

2021-2022 - District Average Safety Rating

Crisis:

Safety Plan	2.03	Reporting System	1.77	Safety Team	2.23
Evacuations	1.97	Critical Incident Report	2.00		

Cafeteria:

1. Are hand wash sinks accessible, stocked appropriately, in good repair and equipped to provide water at a minimum of 100°F (38°C) with a hand washing sign posted?	YES: 62 NO: 0 NA: 5
2. Is the location free from any physical evidence of pests (e.g. rats, mice, cockroaches, flies, droppings).	YES: 57 NO: 4 NA: 4
3. Are all lighting sources properly shielded in areas where food, service utensils and equipment are stored or prepared.	YES: 61 NO: 0 NA: 6
4. Are food-contact surfaces; equipment, utensils and cutting boards properly cleaned: washed, rinsed, sanitized, air-dried and stored to prevent cross contamination?	YES: 60 NO: 0 NA: 7
5. Are non-food contact surfaces; floors, walls, ceilings, including equipment (e.g. gaskets, vents, HVAC and exhaust hoods) clean?	YES: 54 NO: 6 NA: 7
6. Are receiving temperatures documented with corrective actions?	YES: 35 NO: 0 NA: 32
7. Have all of the food safety violations been addressed from the previous regulatory and/or third party inspection (eg. Health Department, Steritech, any line of business regulatory requirements).	YES: 26 NO: 3 NA: 38
8. Are food contact surfaces; equipment, utensils and cutting boards in good condition?	YES: 56 NO: 0 NA: 10



Lowell Public Schools

155 Merrimack Street
Lowell, Massachusetts 01852

2021-2022 - District Average Safety Rating

Next Steps...

There are many safety activities being carried out in the background as we constantly seek new and better safety standards across the district. These efforts come in the way of ever evolving technology which enhance our ability to identify risks, manage behaviors, plan and execute several forms of drills each with specific scenarios. The following list sheds light on the many investments in technology made by the district as well as the major commitment made to reinforce staff training in the form of regular drills. They include...

- ◇ More than 250 cameras strategically placed throughout the district recording 24-hours a day, seven days a week.
- ◇ An additional 80 cameras are being added to the schools this summer.
- ◇ New facial recognition technology will be incorporated to the surveillance system allowing the district to identify and retrace the steps and direction taken.
- ◇ School Security Officers lend support to the daily activities at LHS. The officers are strategically placed to monitor the ebb and flow of the school communities they serve.
- ◇ LPD School Resource Officers continue to provide support to schools.
- ◇ New Security Response vehicles allow for rapid response to any incident at Lowell High School's large downtown campus.
- ◇ Unique Staff access cards are used at Door Access Card readers record every entrance to every school and provides heightened security, eliminating the issue of lost or loaned keys.
- ◇ Schools are being surveyed for any needs for additional access readers based upon the programs carried out at that location. Reverse evacuation, etc.
- ◇ Constant collaboration with local, regional and state agencies allowing the pooling of resources and critical time sensitive information needed to respond to all possible crisis management events.
- ◇ Ongoing training with the Lowell Police, Fire, NEMLAC, and local Emergency Management periodically carrying out staged environmental incident drills, intruder and active shooter drills, Evacuation and Reunification drills as well as the more typical weather and fire drills.

LPS-UML Research-Practice Partnership: Developing a Learning System for Continuous Quality Improvement

Aim: This project focuses on mutually shared aims between district leaders in Lowell Public Schools (LPS) and faculty and researchers at UMass Lowell (UML): to foster a culture of continuous quality improvement centered around building a system of data-informed learning in LPS. Towards that end, the project aims to organize research and development efforts as a research-practice partnership (RPP) that brings together the expertise of Lowell educators with UML researchers in design, research, and learning.

This RPP will focus on the creation of an effective learning system for continuous quality improvement that includes two key elements:

1. a data dashboard that represents a shared set of standards for school quality in LPS and serves as a tool for goal-setting, progress monitoring, and data visualization
2. a district-wide learning system (of tools, protocols, and organizational learning processes) that builds the capacity of LPS personnel to couple the dashboard with methods of continuous quality improvement. The project also aims to study our efforts and produce knowledge and learning resources that can travel to other school districts.

Background: This proposal emerges during an era of increasing urgency to address long-standing inequities in educational experiences and outcomes that have deepened during the COVID-19 pandemic. LPS and UML are well-positioned to collaborate productively to address these needs, realize substantial improvements in school quality and educational equity, and produce essential knowledge for other districts. LPS is a founding member of the [Massachusetts Consortium for Innovative Education Assessment](#), co-founded by UML Associate Professor Jack Schneider. As a part of its [School Quality Measures](#) work, MCIEA has created a free and open data dashboard that visualizes a wide range of school-level inputs and outcomes. To date, no MCIEA district has developed a model or approach for using the data dashboard. LPS also has a longstanding relationship with UML's School of Education and its faculty. Building on existing relationships with Dr. Elizabeth Zumpe and Associate Dean Stacy Szczesiul, this project seeks to leverage not only faculty expertise in educational leadership and school improvement, but also high levels of trust that exist between UML and LPS. The aim, in so doing, is not only to strengthen the work of LPS, but also to identify a model or approach that might be adopted in other MCIEA districts and beyond.

Creating a District-Wide Learning System: To facilitate the use of data for the purpose of school improvement, this project seeks to develop an approach that is both demonstrably effective and sustainable. Specifically, we propose the co-design and implementation of a variety of collective learning structures for district staff, building leaders, teachers, and school teams—including training modules, data-use protocols, inquiry models (incorporating elements of improvement science, design-based school improvement, and appreciative inquiry), and principal and school team learning networks. Coupling these learning structures with clear communication, broad stakeholder participation, strengthened district coherence, and central office-to-school support, we believe the project will also foster a culture of continuous quality improvement in the district. Beyond merely implementing a plan, this project will study: 1. the degree to which various district stakeholders engage with school quality data tied to multiple measures, use this data for the purpose of school improvement, and succeed in strengthening their schools; and 2. the design features of tools, protocols, and processes that foster resonance and uptake of the data dashboard to enable collective learning.

Project Staffing: Drs. Schneider and Zumpe will serve as Co-Principal Investigators. Dr. Schneider's contribution to the project will be fully covered through cost-share, covering both research and service. Dr. Zumpe would serve as a consultant on the project, compensated at her UML salary for summer months and five hours per week of support during the school year; some of Dr. Zumpe's time will also be covered via cost-share. Dr. Peter Piazza, currently MCIEA's Director of School Quality Measures, will lead work involving the data dashboard. With support from Dr. Schneider, Dr. Piazza and support staff will work with LPS staff to ensure that the dashboard is functional and responsive to district needs. Dr. Piazza will also work closely with Dr. Zumpe (and collaborating district leaders and educators) to co-design practices and materials that will facilitate data use for learning and improvement amongst educators and leaders. LPS will purchase 50% of Dr. Piazza's time from UML at Dr. Piazza's UML salary (in addition to some cost-share of Dr. Piazza's time). Drs. Piazza and Zumpe will oversee and work closely with members of the project paid on an hourly basis. Ashley Carey, Ph.D. candidate at UML, has two years of experience supporting MCIEA's School Quality Measures work. Ms. Carey can devote up to 18 hours per week, and she can be joined by one other student from UML's Ph.D. program for up to 18 hours per week. The two graduate assistants will also each be supported with a \$5,000 grant from the School of Education and Dean's Office. Nelson Jovel is the technical support person for coding and development of the data dashboard. LPS will purchase about the equivalent of one-third of Mr. Jovel's time.

Project Timeline: This project will begin with a planning phase in spring of 2022 and fully launch in late June. Over the course of three years, the project will move from a phase of planning and design development of a learning system for district and building leaders (Year 1) to design development of a learning system for school teams (Year 2) to a measurement and refinement phase (Year 3). At the end of Year 3 (Summer 2025), the Lowell Public Schools will have a robust learning system and strengthened culture of continuous improvement including:

- a highly functional data dashboard around a shared framework for school quality;
- well-developed structures, learning materials, and competencies for data-informed improvement at every level of the system;
- a series of reports on the degree to which different kinds of practices and approaches lead to uptake of designed processes and school improvement.

Draft Timeline and Deliverables LPS-UML Continuous Improvement Learning System RPP

Dates	Focus	Tasks	Institution	Deliverables
Feb-May 2022 Planning Phase	Manage project	Weekly RPP steering committee ¹ meetings	LPS + UML	By June 30:
	Prepare dashboard	District contributes dashboard data • Administrative data • SQM ² survey participation	LPS	Secure UML and LPS approvals (target: April 30)
		Develop beta of data dashboard for LPS	UML	Beta dashboard (target: June 1)
	Secure approvals	Secure committee approvals for RPP	LPS	Direct assistance with dashboard data collection and preparation, as needed
		Obtain IRB approval for research	UML	
				Central office and principal needs

	Prepare learning materials	Prepare draft materials for learning institutes (introductory dashboard training and overview and application of CI methods ³)	UML	assessment report
	Groundwork for design development and research	Conduct and analyze needs assessment surveys and interviews Recruit district and/or school leaders for design team ⁴ Solicit feedback on prototypes for institute	UML LPS UML	
Summer 2022 Launch Initial Design Development and Learning	Launch district design team	(Early summer) 1. 3-day institute (intro to dashboard, intro to CI, application, role-playing of facilitation) 2. Biweekly meetings to develop plan for principal leadership academies, teacher PD	UML facilitators with LPS partners	By end of summer: Year-long learning plan for principals Adapted beta for roll out with district principals

	Initial customization of dashboard	From feedback from design team, make adaptations to code	UML Dashboard	Co-designed facilitation handbook for principals for introductory access to dashboard and for using dashboard as part of multi-step CI process
	Principals	(Late summer) Three-day principal institute (intro to dashboard, overview of CI, apply CI, role-play facilitation)	LPS facilitates UML researches	

	Teachers	(Late summer) One-day teacher PD day (intro to dashboard and CI methods)	LPS facilitates UML researches	Direct assistance with dashboard data collection and preparation, as needed Customization of dashboard
<i>Fall 2022</i> <i>Iterative Design Development, Implementation, and Research of Learning System</i>	Principal learning Plan and launch differentiated school supports Continue dashboard customizing	Monthly principal academies include learning networks to report, reflect on CI (eg, PDSAs) Design team in biweekly meetings: • Reflect on learning results, adjust • Identify schools in need of “moderate” and “intensive” support • Pair LPS design team member with schools in need • Organize quarterly/monthly/weekly school visits to understand needs, provide guidance Begin developing full release version 1.0 of dashboard	LPS facilitates UML researches UML + LPS facilitate UML researches	By Jan 30: Mid-year district-wide progress report Co-designed central office developmental advisor handbook to help schools connect dashboard to instructional coaching and school improvement planning and differentiate supports for moderate and intensive-needs schools Direct assistance with dashboard data collection and preparation, as needed Customization of dashboard

			UML	
	Research	Ongoing data collection and analysis of proceedings and development	UML	

Spring 2023 Planning for School Team Learning System	Identify and mobilize pioneering school teams	Design team identifies pioneering school teams from high performing, moderate need, and intensive need schools to join design team, provide models, contribute to learning materials for school teams district-wide	LPS facilitates UML researches	By June 30: End-of-year report on district progress, areas of need, recommendations; end-of-year school-specific dashboard progress reports
	Research	(Re)administer needs assessment surveys and interviews; analyze for patterns and changes	UML	Full release version 1.0 of dashboard, ready for roll out to school teams
	Prepare full release dashboard with updated data	Complete full release reversion 1.0 of dashboard	UML	Direct assistance with dashboard data collection and preparation, as needed

<p>Summer 2023</p> <p>Launch School Team Learning System</p> <p>2023-2024</p>	<p>Organize school team learning networks</p> <p>Ongoing school team network learning</p>	<p>New round of data collection for dashboard</p> <p>Convene school teams in 3-day district-wide institute and organize into learning networks around shared problem of practice</p> <p>Ongoing professional development for principals and school teams in learning networks organized around inquiry</p>	<p>LPS</p> <p>LPS facilitates UML researches</p> <p>LPS facilitates UML researches</p>	<p>Best Practices Playbook from pioneering schools of varying needs</p> <p>Co-designed facilitation handbook for school teams for basic access and use of dashboard and using dashboard connected to CI</p>
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*Notes.*¹Steering committee = Decision-making body of UML PIs and leads + LPS project leads;²SQM = School Quality Measures framework developed by MCIEA;³CI methods = Continuous improvement methods of school development based around improvement science, design-based school improvement, and appreciative inquiry;⁴Design team = UML partners + collaborating district and school leaders who regularly convene and serve as local experts and facilitators.

MEMORADUM OF UNDERSTANDING

I. Introduction

This Memorandum of Understanding (MOU), dated May 18, 2022, is by and between The University of Massachusetts Lowell, a public research and educational institution in the Commonwealth of Massachusetts; and Lowell Public Schools, a public school district located in Lowell, Massachusetts.

The University of Massachusetts Lowell, hereinafter referred to as “UNIVERSITY”, and Lowell School District, hereinafter referred to as “SCHOOL DISTRICT”; collectively referred to as “PARTNERS”.

The Partners wish to work together in compliance with the following clauses:

II. Purpose of the Understanding

This Memorandum of Agreement (MOU) sets out the terms by which the University and School District will *collaborate to create and support an online dashboard that visualizes data related to school performance, as well as a set of protocols and practices to guide the interpretation and use of data* in compliance with University policies, Massachusetts educational code, and administrative policies within the Lowell Public Schools District.

III. Principal Contacts

The Principal Contact for the University will be Jack Schneider and Elizabeth Zumpe, and Liam Skinner will be the Principal Contact for the School District. Such Principal Contacts may be changed in writing from time to time by their respective Partners.

The University of Massachusetts Lowell:

Jack Schneider
Associate Professor
Coburn Hall 240 C, Lowell, MA 01854
1-(978)-934-4677

Lowell Public Schools:

Liam Skinner
Chief Schools Officer
155 Merrimack St., Lowell, MA 01852
1-(978)-674-4320

The Principal Contacts are responsible for ensuring the conduct of activities listed below.

IV. University Roles and Responsibilities

University agrees to:

Provide a customized data visualization platform for school quality:

- Provide support and assistance with collecting, inputting, analyzing, and displaying district-provided data for the School Quality Measures dashboard platform developed as part of the Massachusetts Consortium for Innovative Education Assessment
- Collaborate regularly with district and school leaders to customize the data types and displays on the dashboard to fit with district needs

Provide research and development assistance to develop and study a leadership learning system for using the School Quality Measures dashboard to inform continuous improvement:

- Provide expertise in leadership development and design-based research to co-design a learning system for using the dashboard along with methods of continuous improvement, in collaboration with a team of district and school leader collaborators to be referred to as “the co-design team”
- Design and facilitate a three-day summer institute for the co-design team to learn how to use the dashboard along with continuous improvement methods
- Provide prototypes of professional learning materials for the co-design team to adapt for district needs and district internal implementation
- Conduct ongoing design-based research to inform the development of professional learning for principals and central office developmental advisors and assess the effectiveness of the professional learning
- Provide mid-year and end-of-year progress reports
- Synthesize efforts of co-design team into facilitators’ handbooks for delivering principal professional development and for guiding central office developmental advisors
- Disseminate findings and products

Facilitate biweekly meetings with the co-design team throughout the year to:

- Co-plan a year-long professional development series for principals that provides introductory access to dashboard and support for using dashboard as part of multi-step continuous improvement process, resulting in a facilitation handbook for district and school leaders to use for implementing the professional development
- Co-plan a central office developmental advising role and model that differentiates supports to schools depending on needs, resulting in a developmental advisor handbook that helps advisors in how to support schools to connect School Quality Measures dashboard to school improvement planning and differentiate supports for moderate and intensive-needs schools
- Provide support and space for the co-design team to systematically provide input about the data dashboard, reflect on ongoing learning processes and challenges, make adaptations, and build district and school leaders’ capacity for leadership for learning

V. School District Roles and Responsibilities

Lowell Public Schools agrees to:

Contribute data and assist with data collection for a customized data visualization platform for school quality:

- At least twice annually (or more frequently if so choosing), provide administrative datasets formatted correctly for input into the platform
- At least twice annually (or more frequently if so choosing), devote time and effort towards messaging and generating interest in the dashboard and its data types to encourage high rates of participation in data collection efforts to populate the dashboard
- On a regular basis throughout the school year, provide dedicated time and opportunities for district leaders, principals, and/or teachers to communicate feedback about the platform or requests for customization

Facilitate recruitment and support the success of the co-design team:

- Provide support, encouragement, and release time for designated district and school leader members to attend three-day summer institute and bi-weekly meetings thereafter
- Provide logistical support with scheduling and attendance at co-design meetings, including for a three-day summer institute and biweekly meetings thereafter
- Provide additional compensation as appropriate for LPS employee participation in meetings that occur outside of contract hours or contract year

Follow through with implementation of designed learning materials and opportunities created through the co-design team:

- Allot and protect designated time for district leaders and school leaders to regularly learn how to use the data platform and a multi-step continuous improvement process
- Using materials, activities, and facilitation guides created by the co-design team, nominate LPS representatives that will facilitate: a three-day principal institute followed by monthly principal academies, a one-day teacher professional development workshop, and quarterly/monthly school site visits for differentiated school supports
- Provide additional compensation as appropriate for LPS employees' participation in meetings that occur outside of contract hours or contract year

Create enabling conditions for UML partners to carry out research:

- Provide access and communication that assists with recruiting participants and collecting data for ongoing design-based research
- Establish procedures and approvals for data sharing for the purpose of research, with appropriate precautions for student privacy in keeping with standards in the field

This MOU shall take effect upon signing by both Partners and shall remain in effect for a period from May 18, 2022 to June 30, 2025. The provisions of this MOU may only be amended or updated at any time through mutual written agreement by both Partners.

The MOU may be renewed at the end of this period by mutual written agreement by both Partners.

Any Partner can terminate this MOU and any other related agreement, workplan, and budget at any time and for any reason by giving 30 days prior written notice to the other Partner. Provided, however, that in the event any Partner fails to perform any of its obligations under this MOU, the other Partner shall have the right to terminate this MOU or any related agreement immediately upon written notice.

To the full extent allowed by law, each party hereto agrees to be responsible for its own wrongful or negligent acts or omissions, or those of its officers, agents, or employees in performance under this Agreement.

This MOU shall be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts and the Parties will bring any legal action that arises out of this Agreement in the Massachusetts Superior Court in Suffolk County.

VII. Signatures of Parties

This Memorandum of Agreement (MOU) embodies the entirety and complete understanding and agreement between the Partners, and no amendment will be effective unless signed by both Partners. If the terms of this MOU are acceptable and in agreement, please sign and date this letter.

UNIVERSITY OF MASSACHUSETTS LOWELL

DocuSigned by:
Susan Puryear
0FA504FE78DB404...
(University Signature)
Susan Puryear Asst. Vice Chancellor

6/1/2022 | 09:40 EDT
(Date)

FOR LOWELL PUBLIC SCHOOLS

[Handwritten Signature]
(School District Signature)

5/27/22
(Date)



Supporting Documentary Evidence
Standard 3:
Family and Community Engagement

1. Back to School Block Party Flyer	327
2. LPS Connector Monthly Newsletter Sample	329
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7. FRC Audit: Enrollment Process Review	427
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BACK 2 SCHOOL BLOCK PARTY

Performances

- 11:25 a.m. Cambodian group performance
- 11:40 a.m. Pyne Arts students performance
- 11:45 a.m. African dance by Real Mane TMP
- 12:00 p.m. Colombian group performance
- 12:05 p.m. Agape Training Center Live Band
- 12:25 p.m. Congolese Dancing Group of Lowell
- 12:45 p.m. UMass Lowell String Project
Instructors
- 1 p.m. Spartans Drum & Bugle Corps Color
Guard
- 1:20 p.m. Colombian group performance

JFK Plaza (Next to City Hall)

Tuesday August 24

11 a.m. - 1:30 p.m.

Food, giveaways, games, music

LPS Connector

April 2022



Message from Dr. Boyd



Dear Lowell Public Schools Families, Staff, and Community Partners,

Happy New Year to all of our Southeast and South Asian families who are celebrating this month! I have been enjoying taking part in the festivities with all of you throughout the past couple of weeks.

Speaking of new beginnings, as we head into the last couple of months of this school year, it is time to prepare for the upcoming year. Next week, I will be presenting the recommended district budget for the 2022-2023 school year. As part of the process, we've had the opportunity to hold dozens of meetings with families and staff to discuss the budget, answer questions, and collect input. While our budget proposal builds on the many recent successes of our educational plan, it also addresses the learning needs of all of our students that have resulted from the COVID-19 environment in addition to addressing the opportunity gaps that have historically existed among our diverse populations.

We look forward to your continued engagement and input as we work toward approval and implementation of this budget. The School Committee will hold public hearings on the proposed budget on Wednesday May 9 and Wednesday May 16 at 6:30 p.m. in the Council Chamber at City Hall. They can be watched live on LTC Channel 99 or streamed at [LTC.org](https://www.ltc.org).

Of course, looking to the next school year means summer vacation is almost upon us. Now is the time to prepare for summer. In this newsletter you will find information regarding LPS Summer Learning Programs, as well as IDEA Camp. You will also see stories

highlighting some of the exciting things that have been happening in the district over the past month such as our Lowell Civics Day event where more than 50 teams of middle and high school students were able to present ongoing projects on important topics such as homelessness, addiction, school lunch, infrastructure improvements, mental health, and much more.

I know this is a busy time of year for everyone, but be sure to make time to get outside and enjoy the spring weather.

Be well,

Joel D. Boyd
Superintendent of Schools

Happy New Year!



Sur Sdei Chhnam Thmei! Happy Khmer New Year! The Solar New Year, celebrated in Cambodia, Laos, Thailand, Myanmar, Bangladesh, Nepal, Sri Lanka, and parts of India, began on April 14, lasting three days. But, in Lowell, we celebrate all month! On Thursday April 14, some Lowell Public School staff and students joined our friends from the Lowell Community Charter Public School, as well as city officials, at the Cambodian flag raising to celebrate the New Year - The Year of the Tiger! The Lowell High School Marching Band performed and was incredible as usual.







Lowell High School Thanks Ernie Boch Jr.



Businessman/musician/philanthropist and all-around fun guy Ernie Boch Jr. visited Lowell High School on April 5 to be properly thanked for his incredible generosity.

When the basement of Lowell High flooded last summer, all of the instruments and basically the entire Fine Arts Department was destroyed. Mr. Boch heard about our plight and quickly stepped up through his Music Drives Us Foundation, Subaru of New England, and other donors including his friends from Hollywood Salvage to replace pretty much everything that was lost.

The department is now better than ever. To thank him, the Lowell High Show Choir, Dance Team, Step Team, and Jazz Band performed. We were also treated to a scene from the Spring Musical - Mamma Mia.

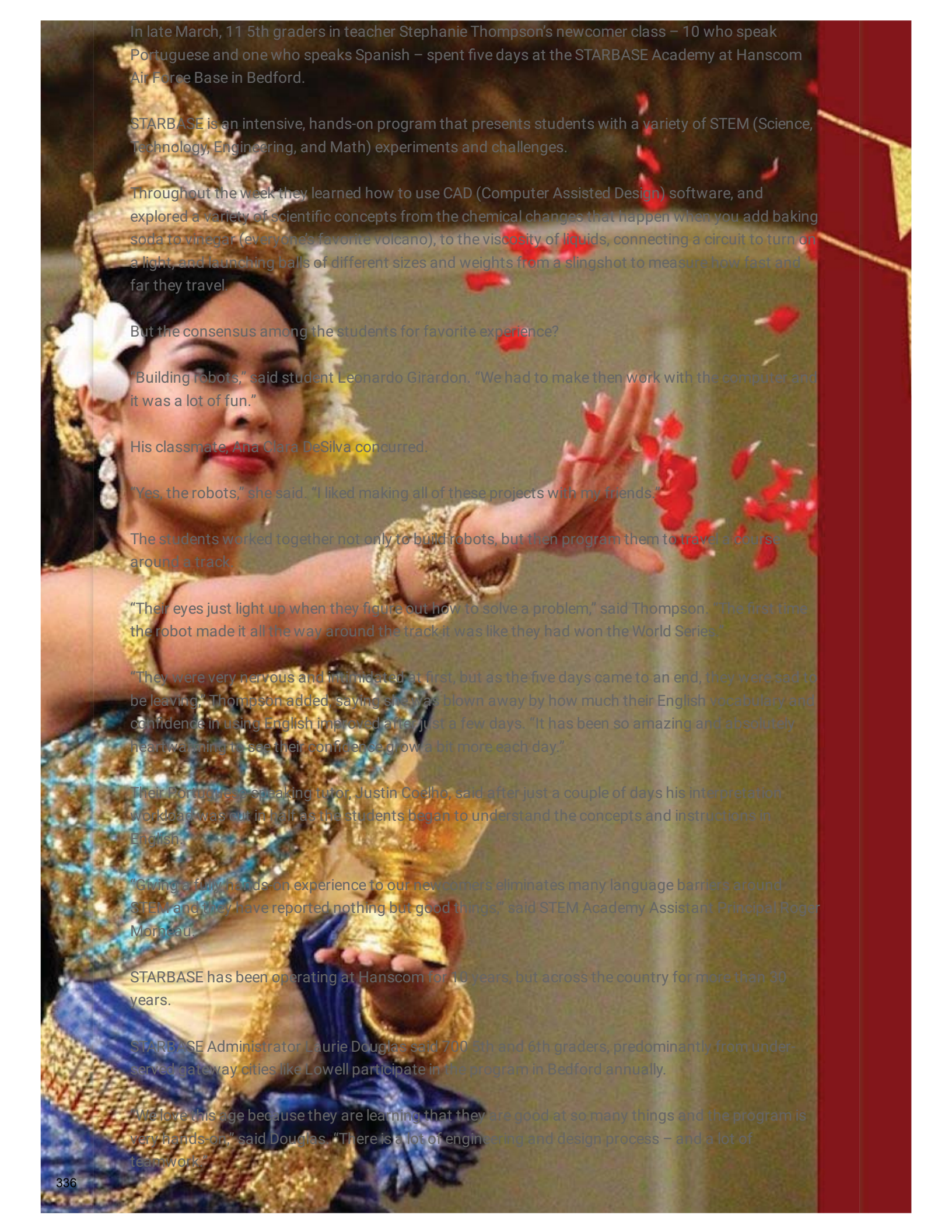




STEM Students Take On STARBASE Academy



Are you smarter than a 5th grader? Not likely if you are engaging in an engineering competition with the kids in the newcomer class at the STEM Academy.



In late March, 11 5th graders in teacher Stephanie Thompson's newcomer class – 10 who speak Portuguese and one who speaks Spanish – spent five days at the STARBASE Academy at Hanscom Air Force Base in Bedford.

STARBASE is an intensive, hands-on program that presents students with a variety of STEM (Science, Technology, Engineering, and Math) experiments and challenges.

Throughout the week they learned how to use CAD (Computer Assisted Design) software, and explored a variety of scientific concepts from the chemical changes that happen when you add baking soda to vinegar (everyone's favorite volcano), to the viscosity of liquids, connecting a circuit to turn on a light, and launching balls of different sizes and weights from a slingshot to measure how fast and far they travel.

But the consensus among the students for favorite experience?

"Building robots," said student Leonardo Girardon. "We had to make them work with the computer and it was a lot of fun."

His classmate, Ana Clara DeSilva concurred.

"Yes, the robots," she said. "I liked making all of these projects with my friends."

The students worked together not only to build robots, but then program them to travel a course around a track.

"Their eyes just light up when they figure out how to solve a problem," said Thompson. "The first time the robot made it all the way around the track it was like they had won the World Series."

"They were very nervous and intimidated at first, but as the five days came to an end, they were sad to be leaving," Thompson added, saying she was blown away by how much their English vocabulary and confidence in using English improved after just a few days. "It has been so amazing and absolutely heartwarming to see their confidence grow a bit more each day."


Their Portuguese speaking tutor, Justin Coelho, said after just a couple of days his interpretation workload was cut in half as the students began to understand the concepts and instructions in English.

"Giving a fully hands-on experience to our newcomers eliminates many language barriers around STEM and they have reported nothing but good things," said STEM Academy Assistant Principal Roger Morneau.

STARBASE has been operating at Hanscom for 13 years, but across the country for more than 30 years.

STARBASE Administrator Laurie Douglas said 700 5th and 6th graders, predominantly from underserved gateway cities like Lowell participate in the program in Bedford annually.

"We love this age because they are learning that they are good at so many things and the program is very hands-on," said Douglas. "There is a lot of engineering and design process – and a lot of teamwork."



It is their final day of the STARBASE experience. The students focus intensely on a wooden car drag race. Instructor Andy Malionek launches two cars down the track. The students predict which will win – the car with the greater mass or the car with less mass; what if the cars have the same mass but are powered by different intensity of force?

Malionek (aka Gamma) explains the concept like food shopping – when you have an empty carriage it is easy to push it takes less force because it has less mass; a full carriage has greater mass so it takes more force to move. He explains it slowly and by using a lot of charade-style acting. The students nod in understanding.

“I’m just a big kid,” says Malionek, who enjoys making science fun, relatable, and entertaining. “I like to help people I just want them to feel good about themselves and to accomplish something.”

The drag races complete, the group sits in a semi-circle on the carpet as instructor De-Paula Balich leads them in a discussion of the things they love to do and are good at (playing soccer, drawing, reading).

They answer a series of questions to help give them some idea of what career paths their passions, personality traits, and strengths may fit best.

“You need to find your passion, your sparkle,” Balich says. “Get good at what you love to do.”

Balich has been a STEM instructor at STARBASE for four years and loves watching the students grow throughout their time in the program.

“Everyone who comes here can achieve,” she says. “We give the kids a sense of accomplishment and empowerment that they take back to school with them. And let them know if they make a mistake, it is okay – just keep trying.”

They certainly learned about perseverance in the final challenge of the program – bridge building.

The students watch a video of a father and son building a wooden bridge without any nails or other supports, utilizing physics and engineering to create a solid span.

They are then broken into teams, each of which is given a pile of wood and told to go for it. They are able to re-watch and pause the video as they work.

Ana Clara DeSilva and her team get off to a quick start, nearly completing the bridge in minutes. Then it collapses. They seemed deflated – for 30 seconds, but then start again. And again. And again.

Exasperated sighs of frustration fill the room from all of the teams. But, learning from their mistakes and doing things a little different each time, they finally make it.

DeSilva and her teammates jump up and down, screaming with the exuberance of hard-fought success. Other teams quickly follow suit.

“The skills they have and the way they have been able to work things out – even with the language barrier – has been insane,” says Thompson. “This has been a really important program for them.”





Autism Awareness Month



Special thanks to the Lowell and Chelmsford Police Departments who visited the Dr. Janice Adie Day School with their blue lights flashing as part of Autism Awareness and Acceptance Month. It was a big

thrill for the kids and the staff and we appreciate officers from both departments taking the time to do this.



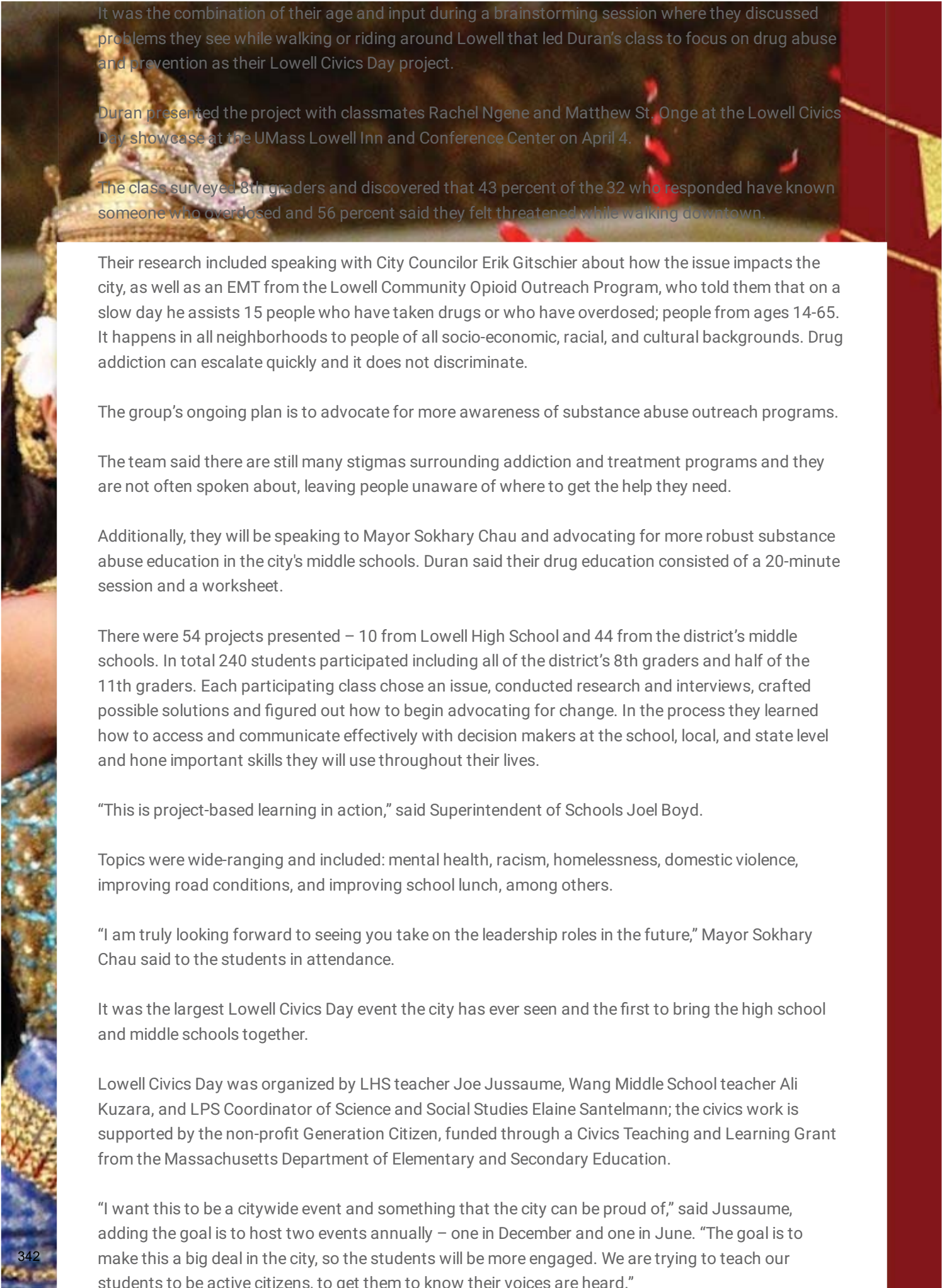


Students Speak-up at Civics Day



Eighth-grade is a really weird time in anyone's life. You are still a kid, but you are gaining more freedom, hanging out with your friends more, and being exposed to more adult behaviors.

"We are at an age where a lot of people try smoking marijuana or taking pills because they want to seem cool and don't realize the impact drugs can have on their lives," said Sullivan Middle School 8th grader Xiarha Duran.



It was the combination of their age and input during a brainstorming session where they discussed problems they see while walking or riding around Lowell that led Duran's class to focus on drug abuse and prevention as their Lowell Civics Day project.

Duran presented the project with classmates Rachel Ngene and Matthew St. Onge at the Lowell Civics Day showcase at the UMass Lowell Inn and Conference Center on April 4.

The class surveyed 8th graders and discovered that 43 percent of the 32 who responded have known someone who overdosed and 56 percent said they felt threatened while walking downtown.

Their research included speaking with City Councilor Erik Gitschier about how the issue impacts the city, as well as an EMT from the Lowell Community Opioid Outreach Program, who told them that on a slow day he assists 15 people who have taken drugs or who have overdosed; people from ages 14-65. It happens in all neighborhoods to people of all socio-economic, racial, and cultural backgrounds. Drug addiction can escalate quickly and it does not discriminate.

The group's ongoing plan is to advocate for more awareness of substance abuse outreach programs.

The team said there are still many stigmas surrounding addiction and treatment programs and they are not often spoken about, leaving people unaware of where to get the help they need.

Additionally, they will be speaking to Mayor Sokhary Chau and advocating for more robust substance abuse education in the city's middle schools. Duran said their drug education consisted of a 20-minute session and a worksheet.

There were 54 projects presented – 10 from Lowell High School and 44 from the district's middle schools. In total 240 students participated including all of the district's 8th graders and half of the 11th graders. Each participating class chose an issue, conducted research and interviews, crafted possible solutions and figured out how to begin advocating for change. In the process they learned how to access and communicate effectively with decision makers at the school, local, and state level and hone important skills they will use throughout their lives.

"This is project-based learning in action," said Superintendent of Schools Joel Boyd.


Topics were wide-ranging and included: mental health, racism, homelessness, domestic violence, improving road conditions, and improving school lunch, among others.

"I am truly looking forward to seeing you take on the leadership roles in the future," Mayor Sokhary Chau said to the students in attendance.

It was the largest Lowell Civics Day event the city has ever seen and the first to bring the high school and middle schools together.

Lowell Civics Day was organized by LHS teacher Joe Jussaume, Wang Middle School teacher Ali Kuzara, and LPS Coordinator of Science and Social Studies Elaine Santelmann; the civics work is supported by the non-profit Generation Citizen, funded through a Civics Teaching and Learning Grant from the Massachusetts Department of Elementary and Secondary Education.

"I want this to be a citywide event and something that the city can be proud of," said Jussaume, adding the goal is to host two events annually – one in December and one in June. "The goal is to make this a big deal in the city, so the students will be more engaged. We are trying to teach our students to be active citizens. to get them to know their voices are heard."



This year's sponsors were: Jeanne D'Arc Credit Union; Enterprise Bank; Eno, Martin & Donahue LLP; Project Learn; State Rep. Tom Golden; and Renee & Will Soucy. The plan is to attract additional corporate sponsors as the program grows.

"Our students need to see that private business has a beneficial role to play in social change and development," said Jussaume.

Lowell High School Social Studies Department Chair Robert DeLossa said Generation Citizen was first introduced in Lowell schools in 2015 as a way to equip community participation in an effective way.

"The hope is the number of people who can advocate for the community and themselves grows and we are already beginning to see young community activists coming out of the high school who have been successful advocates for issues that benefit Lowell," said DeLossa.

One of the teams from the Daley Middle School has already gained some traction with their project, as they have been advocating for changes to school lunch.

"The food was just not very good," said 8th grader Collin Christiansen, explaining that he bit into what looked like a nice apple, but it was rotten. He and his classmates, Ariston Osorno, Kaitlyn Van, and Trey Pagan, said students are also tired of the same things like cheeseburgers and chicken patties.

Their class met with School Committee member Connie Martin, General Manager of Lowell Public Schools Food & Nutrition Services Alysia Spooner-Gomez, Lowell Public Schools Chief Operating Officer Dr. Jim Hall, and Chief Schools Officer Liam Skinner to learn more about how the school lunch program and budget works.

They spoke at a recent School Committee meeting to advocate for an increase in lunch time, better quality food, an increase in the food services budget, and more opportunity for student voices in what is served. They would also like to see a larger selection of ethnically diverse meals reflective of the student body.

Their efforts led to the next meeting of the Food Advisory Committee happening at the Daley School this Wednesday and an ongoing dialogue between the students and school administration.

"I thought it was going to be just another school project, but we are already making good progress and I think we can go far with this," said Pagan.

For one of the teams from the Butler Middle School, mental health rose to the top of their list of priorities.

Their class brainstormed and came up with issues like racism, unemployment, poverty, substance abuse and realized that all of the issues they were discussing were all tied to mental health and the need for better mental health awareness and treatment.

The class was represented by Seth Ly, Emmett Logan, Jayden Badillo, and Arimel Ramirez-Zabala.

"We need more funding for mental health services," said Ramirez-Zabala. "A lot of people are diagnosed, but cannot get the help they need."

Their research showed that nearly 1 in 5 Americans has some kind of mental health condition and treatment can be prohibitively expensive. A traditional hour-long therapy session can range from

\$65-\$250 without insurance.

Logan said he was surprised to learn that if someone calls 911 for someone who is not mentally stable, the police respond and sometimes that can cause the person in crisis to panic, attack, or lash out in some way making the situation more dangerous. The students would like to see more people given access to care before those types of situations occur.

They plan to increase awareness of the issue by contacting local media, and lobbying local and state officials.

Lowell High School juniors Fiona Haley, Aidan Lavoie, and Jeremy Valera focused on an issue that is relatable to nearly everyone in the city – and a big deal to young drivers like themselves – the condition of the roads.

Haley said she thinks the best way to ensure better road conditions starts with better planning.

“We need to make sure when we start a project, we finish it to its full potential and not cut any corners so it lasts,” she said.

In addition to seasonal issues like potholes, the group said the city needs to create a more effective schedule for repainting lane lines. If a driver who is not familiar with the city or is a new driver suddenly finds themselves in a turn-only lane they may panic and change lanes abruptly causing an accident.

Through their search process the class learned that one of the barriers to people being more civically involved is simply that it is difficult to figure out how to be. They would like to the city’s website become more user-friendly so it is easier for residents to voice their concerns.

State Rep. and City Manager-Elect Tom Golden said, as a Lowell High graduate, he expected the level of engagement, knowledge, and passion he saw in the high school students as they presented their projects, but he was really impressed by the poise and maturity of the middle school students.

“I would be scared to death of any of you running against me,” he joked. “You knew what you were talking about and were very dedicated. Lowell is on an incredible path if each and every one of you keep the passion you have today.”

“It makes me very proud to soon be the city manager of your city,” Golden added.

The winners of Lowell Civics Day 2022 were:

Middle School Category

Grassroots Change Award: Pyne Arts “Teen Vaping”: Kelly Souza, Douglas Pascoal, Tatiana Ficher, Leah Taylor

Systemic Impact: Robinson “Drug Abuse”: Jaime Surillo, Jaylin Brownawell, Keziah Ronoh

Collaboration and Diversity: Daley “School Lunches”: Ariston Osorno, Collin Christiansen, Kaitlyn Van, Trey Pagan

Action: Wang “Review Dress Code for Discriminatory Practices” Sherlyn Polanco, Kellen Tesini, Jaylyn Conteh

Open Mindedness:

Tie

Daley "Racism" Julie Oum, Adrian Latson, Payton Gaspar, Maryam Shandal

Sullivan "Sexual Assault/Harassment" Emilio Jimenez, Jenicia Gonzalez, Sotheadtha Sin

Change Maker: Trey Pagan, Daley

High School Category

Grassroots Change: "Improving Road Conditions in Lowell" Kalyani Rojan, Samara Cardoso, Nicole Ramirez, Meghan Gray

Systemic Impact: "Impact of Domestic Violence on Students" : Julieanna Bleau, Pearl Kalungi, Kathryn Pen

Collaboration and Diversity: "Funding Bus Passes for LHS Students" Nathan Brown, Lillyana Yim, Sean Lesniak, Thanh Kim

Action: "Improving Road Conditions in Lowell" Kalyani Rojan, Samara Cardoso, Nicole Ramirez, Meghan Gray

Open Mindedness: "Combatting Homelessness" Alice Mwangi, Jocelyn Rogers, Lillana DaSilva

Change Maker: Samara Cardoso








Drumming Up Fun at the Sullivan



Ba-Ba-Bum, Bum-Ba-Ba-Bum-Bum . . . Ba-Ba-Bum, Bum-Ba-Ba-Bum-Bum the hands slap, the rhythm repeats, causing you to involuntarily bob your head and sway your shoulders in time. You close your eyes. You are in the savanna of Mali in West Africa. You open your eyes – you are in the auditorium of the Sullivan Middle School surrounded by 24 6th graders playing the djembe?

The young drummers are led by their music teacher, David Grenier, and Indian Hill Music School drum instructor Dave Pierce. Pierce has been teaching Sullivan students about the djembe and how to play it since February.

The partnership was born when Sullivan School Principal Sean Carabatsos told Grenier he had a connection at Indian Hill. As they began to explore how the two organizations could work together,



Grenier mentioned that he did need some help teaching the students about the new instruments they had received – a whole bunch of djembes.

The djembe, a hand-played drum which originated in West Africa was used to signal the community of many things such as when the King was coming, when an enemy army was approaching, or when a sandstorm was threatening to hit.

Pete Robbins, Director of Education and Non-Orchestral Performance Programming at Indian Hill, said he had just the guy for the task – Dave Pierce.

Pierce graduated from UMass Lowell in 2006 with a degree in music performance. He spent a few years as a music instructor at Dracut High School before changing paths to work in corporate finance in Boston. Three years ago, his job was outsourced and he returned to his passion and started teaching at the Zack Field Drum Studio in Newburyport and Amesbury, students from pre-k to adult.

“I never thought I’d be a professional drum teacher, all I ever wanted to do is perform but I’ve found my passion,” Pierce says.

Pierce began coming to the Sullivan to teach the djembe on Fridays in February. Because of the way the Allied Arts rotations work, Grenier sees a group of students from each grade for 30 consecutive days, so each group will experience class with Pierce five to six times.

“You can definitely see a higher level of engagement on Fridays,” Grenier says. “Drums are a high gratification instrument; the students can get their heads around them pretty quickly.”

Grenier adds he has noticed students stepping up and showing leadership as they become more confident in their djembe skills, helping each other out and starting rhythms for the others to follow.

“The 6th graders are really into it because they are less socially self-conscious than the 7th and 8th graders,” Grenier says. “They are not afraid to step out and show what they know and that they are enjoying learning.”

“Everyone wants to learn drums,” says Pierce. “We all have the skill inside of us. It is a matter of having the confidence to let it go and not be self-conscious.”

The lessons include the history and cultural significance of the instrument as well as different techniques for playing it and how to improvise and collaborate with other drummers. Students engage in drum circles, focus on following a rhythm they hear, or boldly volunteer to solo.

One of the students’ favorite exercises is to drum along to Shakira’s “Waka Waka (This Time for Africa).”

“If you want to play, play; if you want to dance, dance,” shouts Grenier over the steady rhythm.

Grenier said the collaboration with Pierce has been beneficial for not only the students, but also for both teachers.

“I think of myself as a teacher first and a musician second,” says Grenier, who has been teaching for 21 years, but not always music – he previously taught ELA and Social Studies. “This process of collaborating has given me time to step out and think about what is happening instructionally.”

"This opportunity has real made me a better teacher too," says Pierce. "David has been a great resource for me."





Paraprofessional Appreciation Day



April 6 was Paraprofessional Appreciation Day. Paraprofessionals are a very important part of the Lowell Public Schools, providing support to both students and teachers that is unparalleled.

Sitting on the floor helping the 4th graders in Mrs. Zaharakas' class build teepees and learn about Native American life and culture, huddled at a table in the back of a classroom with a small group of students helping them work through challenging math problems, or teaching gym class – every day is different for Reilly Elementary School Paraprofessional Lisa Tyler.

“Sometimes a kid who is struggling just needs someone to be there with them and give them that extra support and encouragement,” said Tyler, who has worked as a paraprofessional at the Reilly for two years. “That’s what I’m here to do.”

A veteran of the U.S. Air Force, Tyler started lifeguarding at the YMCA when her kids went off to college. That job morphed into working with the preschool kids, helping with summer camp, assisting with homework, and anything else that needed to be done. She worked at the YMCA for 15 years and

She earned two associate's degrees from Middlesex Community College and in 2020 graduated Magna Cum Laude from Merrimack College with her bachelor's degree in Family and Community Education.

"Being a paraprofessional is what I really want," she said. "It is the best part of being a teacher – helping the kids, without having to deal with any of the paperwork."

Tyler said the staff at the Reilly have really made her feel like part of the community and she looks forward to coming to work every day. With this year's shortage of substitute teachers, paraprofessionals truly have become more valuable than ever, being pressed into service to cover a wide range of grades and subject matter.

"I have taught STEM, Art, Gym, Math; I love the variety," she added. "Every day is a surprise."

Tyler added that the job fits perfectly into her lifestyle because the school is close to her home and her work hours are 8:30 a.m. to 3 p.m., leaving her time in the afternoon to run errands, relax, spend time with her grandchildren, and cook dinner. The job, she says, is not only professionally rewarding, but provides a great quality of life.

As one of nine children, Tyler said she often felt overlooked growing up, a little lost in the shuffle. She never had a teacher take an interest in her and invest in her the way she invests in the kids at the Reilly.

"I want kids to feel supported and encouraged," she said. "I tell them I am staying with them until they get it."

Interested in becoming a Lowell Public Schools paraprofessional? Check out the job opportunities here: <https://www.lowell.k12.ma.us/Page/4797>







NBA's Terance Mann Visits Basketball Camp




The middle school basketball players attending the April Vacation basketball camp run by LPS and the [Lowell Police Department](#) and featuring players from UMass Lowell and Lowell High, had a nice surprise guest on April 20. They were joined by Los Angeles Clippers player [Terance Mann](#). Mann was born in Brooklyn, but moved to Lowell in 5th grade and considers Lowell his hometown. He attended the Bartlett School for grades 5, 6, and 7 and the Sullivan for 8th grade. He then went to the Tilton

School in New Hampshire before heading to Florida State University. He was drafted by the Clippers in the second round of the 2019 draft (48th overall) and told the kids today that it would be nice to play for the Celtics someday, but he really likes the L.A. weather. He stuck around for a Q&A, signed basketballs, sneakers, and jerseys, and took photos with Lowell's future NBA and WNBA players.





What's New



LOWELL
PUBLIC SCHOOLS

District Plans to Restore School Libraries



As Dr. Boyd and his team work to craft the budget for the next school year, they have big plans for the district's libraries:

Superintendent of Schools Joel Boyd and Mayor Sokhary Chau have announced the first step in the development of a multi-year, comprehensive, district-wide revitalization plan for school libraries in all Lowell Public Schools.

Library services and staff in Lowell Public Schools were among the resources that were reduced four years ago to resolve the district's structural deficit in the wake of the financial crisis of 2018.

As Lowell continues its recovery from the pandemic and the school district continues on its path toward restoring normalcy in classrooms, the district has invested heavily in a multi-tiered system of support to accelerate learning for all students to overcome the academic impact of the COVID-19 shutdowns. Among those investments, Superintendent Boyd will recommend earmarking approximately \$2 million from the federally-appropriated Elementary and Secondary School Emergency Relief (ESSER) fund, to be used over a two-year period to:

1. Update its library book collections and digital library resources to ensure all schools are fully-equipped with a 21st century library-media center and that the media offered is reflective of the diversity of all LPS students.
2. Assess and supplement staffing levels to ensure all school-based, library-media centers are accessible to all students and families.

3. Purchase software to be used in libraries to help students improve their reading levels and access resources that align with their interests, improving K-12 literacy.

4. Implement cataloging software that makes it easier to sign-out books as well as digital offerings and technology.

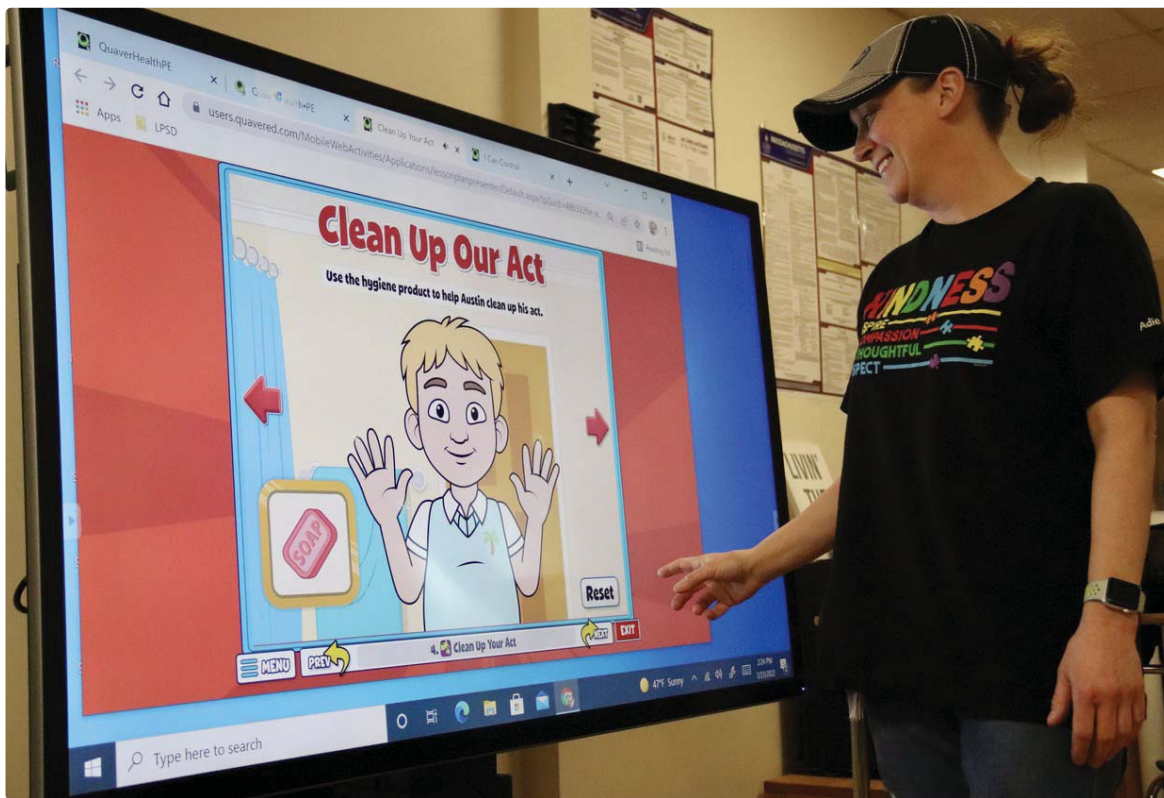
Use of these ESSER funds will complement the technology upgrades made possible by the \$3 million the district has been awarded from the Federal Communications Commission's Emergency Connectivity Fund program. Those funds will be used to upgrade technology infrastructure, as well as provide hotspots that students can borrow in times of temporarily interrupted internet connectivity at home.

"The current state of our school libraries and the impact of the 2018 budget cuts to our school communities has been shared with me by staff and families citywide since I began as Superintendent. From my professional experiences as a teacher, principal and superintendent to my personal experiences, I know how vitally important access to books is for improving literacy," said Boyd. "A well-equipped, up-to-date library/media center should be a central hub for every school community. That's going to be our standard and I'm looking forward to collaborating with staff and families to make that a reality for every school in the district."

"As a city councilor and now as Mayor, I've met with countless families and community members who have expressed a deep desire for us to improve our school libraries and provide greater access to literacy activities for our children and families," said Chau. "Many of our students, like I once was, are immigrants to this country, learning English as a second language. Access to books and other library resources are critical to language development and overall academic success. This is an equity issue for our public-school families, and I'm excited that all of our school libraries will prosper once again."

The Lowell Public Schools Office of Teaching and Learning is actively assessing school library resources to determine funding gaps and current needs for each school to implement the newly re-defined standard for school library-media centers within the FY23 budget. The specific resources required to begin to revitalize school library services across the district will be included as part of the Superintendent's recommended FY23 budget in anticipation of implementation ahead of the 2022-2023 school year. The Superintendent's complete recommended budget for FY23 will be reviewed by the School Committee in open public session in May.

Social Emotional Learning is Fun!



School is about reading, writing, and arithmetic, right? Well, that is partially right. School is so much more than book learning and fact checking. It is a place where young people learn how to care for themselves, be productive members of society, and how to interact in a world full of people with different backgrounds, customs, and opinions.

You know what makes learning that important stuff easier and more fun? Catchy songs and interactive animations.


Sean Smith, QuaverEd's Director of Sales for the Northeast United States, recently visited a few Lowell schools to talk with teachers and paraprofessionals about his company's SEL platform, which the district began rolling out in the fall, and to introduce the new health and physical education component.

More than a dozen teachers, paraprofessionals, and instructional specialists at the Dr. Janice Adie Day School stood up and stretched, leaned, touched their toes, and twisted, mimicking the seven body movements shown on the ClearTouch Smartboard that can be used to prepare a class for the day, give them a break between lessons, or help the class get back on track following a disruption.

Smith led them through the "Make the Emotion" exercise where students can drag and drop facial expressions onto a cartoon to express how they are feeling or can scroll through a variety of facial expressions and guess the emotion portrayed, opening up class discussions about feelings and how to express and deal with them.

The SEL program includes lessons on everything from sharing and taking turns, to self-confidence, bullying, conflict management and many others, all of which include fun songs written by Nashville songwriters. The lessons can be done with individual students, a cohort of students, or an entire class.

Lyndsey Killilea, Lowell Public Schools' Coordinator of Social Emotional Learning, said the district first purchased QuaverEd to be used as the music curriculum when the COVID-19 pandemic hit



“It was very well received in the district and when they launched their SEL platform I was eager to jump on board,” she said. “We have used Open Circle and Second Steps for decades. And although they are both still being used, I was being asked from teachers what else is there that would be easy, user friendly and engaging.”

Since the fall, all LPS social workers have been trained in how to use QuaverEd, as have the staffs at several district schools, with more to come.

The staff at the Adie School, the district’s day school for students with Autism, were the first to be trained. The school does not have a social worker and did not have a SEL curriculum in place. They began using QuaverEd in November, and Killilea said growth in the students’ DESSA scores since that time show the program works.

Two years ago, the district launched the DESSA (Devereux Student Strengths Assessment), which assesses eight social and emotional competencies and is intended to help educators plan instruction, document students’ strengths and areas of need, inform progress monitoring, and evaluate program outcomes.

The QuaverEd program allows teachers to easily align and tailor direct SEL instruction based on a student’s individualized scores, as well as to set goals. QuaverEd lessons can be sent as links to parents so they can use them at home as well.

The newly-launched physical education and health curriculum includes lesson on personal hygiene like teeth brushing and hand washing, as well as responsible decision making. It includes a variety of physical education activities that can be used when it is too cold or rainy to have recess outside, or just to get students geared up for the day.

“This is really important for our students and families,” said Adie Day School Coordinator Christine Adams. “In health we are working on ways to support the families and help the kids learn about hygiene like teeth brushing. This makes it fun and the songs are really helpful.”

If you are looking to learn more about Social Emotional Learning and the SEL Curriculums used in the District, please check out our SEL homepage <https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3661> or feel free to reach out to the SEL Coordinator Lyndsey Killilea killilea@lowell.k12.ma.us



QuaverSEL Song of the Month: I'm Motivated



Susie Chhoun Joins the School Committee



Congratulations to Lowell School Committee member Susie Chhoun, who was sworn-in and experienced her first committee on Wednesday April 6. Susie, a Lowell High School graduate, holds the distinction of being the first Cambodian-American woman to hold municipal elected office in Lowell.



Great PAID Summer Internship for High School Students

This is a great opportunity for high school students (16+) who are thinking about a career in education. To apply: <https://bit.ly/3JFNShC>



We are Summer HIRING

The LOWELL PUBLIC SCHOOLS is seeking to hire
HIGH SCHOOL INTERNS interested in exploring careers in
education while working with elementary students in our summer
learning programs.

Orientation and training week of June 27th
Students attend July 5th-29th, 2022
\$15 PER HOUR, 4hrs per day (mornings)



RESPONSIBILITIES INCLUDE:

- Assisting elementary students with breakfast and lunch
- Assist with arrival and dismissal
- Assist in classrooms and support learning
- Assist on playground with students
- Perform other tasks as assigned by teachers

PREFERRED QUALIFICATIONS:

- Interested in a career in education or a related field
- Must be 16 years old
- Bilingual candidates proficient in Khmer, Portuguese, Arabic or Spanish encouraged to apply

Questions? Please
call the Office of
Special Programs
at
(978) 674- 2037

Apply Now!



Funded by a grant from the Massachusetts Department of Elementary and Secondary Education

Come Work With Us!

Lowell Public Schools Job Fair

Connect with school and district leaders
about current openings and positions for
the 2022-2023 school year

30 APRIL 2022. 9 A.M.- 1 P.M.
CHARLES W. MOREY
ELEMENTARY SCHOOL

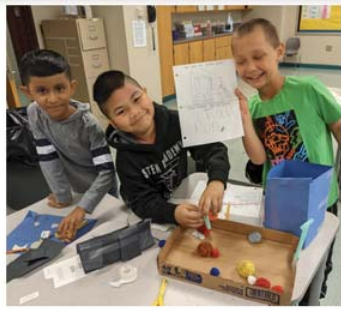
130 PINE ST, LOWELL, MA 01851

This event is free and open to the public.
Professionals of all levels and fields are highly
encouraged to attend and participate.



Fun Summer Learning Options

Now is the time to prepare for summer. For information about Lowell Public Schools' Summer Learning Programs and to register, visit: <https://www.lowell.k12.ma.us/Page/201?fbclid=IwAR3OooHBZ0aZ0bielmKYBMm-1znhBo8yKQSArxGcvAl613-InMD3Ho1jBco>



Lowell Public Schools
SUMMER
Learning
PROGRAMS

July 5 - 29th
2022

Programs are offered in all Lowell Public Schools. Breakfast, lunch and transportation provided!



fun & creative learning activities

Click Here to Register!



Or scan the QR Code on your phone

For more information call the LPS Office of Special Programs at (978) 674 - 2037

Idea Camp is an exciting way for kids in grades 5-12 to have fun while learning about new concepts and honing their skills. Learn about all of the offerings from crime scene investigation to kinetic sculpture building here:

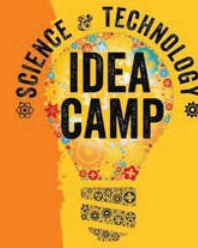
<https://www.lowell.k12.ma.us/cms/lib/MA01907636/Centricity/Domain/99/IDEA-Camp-Flyer-2022.pdf?fbclid=IwAR1PEufelpDSc6TELiuwMRQFkBoP1Hy2SToIV0p-hWCnZa9YYjGnQNwouaY>

Register here:

<https://docs.google.com/forms/d/e/1FAIpQLSd164NQEE6rcrzF6eT13ZyGUmtdGgws4mAUyU2n84skynC0Hg/viewform?fbclid=IwAR1kkX1JaB0zamnvy1KuGK8YMM6p-OhmCMGDvP1nR7TxJ9QQNBYEflIQ04>

IDEA CAMP

SUMMER 2022 STEM WORKSHOPS
Invent. Build. Experiment.
Grades 5-12



Session I: June 27 - July 1st
Session II: July 5 - 8th
Session III : July 11 - July 15th
8 am - 3 pm



- Free for Lowell Public Schools students
- Workshop Fee (non-Lowell Public Schools students): \$165
- Workshop Fee (non-Lowell residents): \$300

Includes Program Supplies

Register Today:

<https://bit.ly/3H40U7e>

Questions? Contact:

padams@lowell.k12.ma.us



Cummings
Foundation



PROJECT
LEARN



Sign-ups for the Lowell Police Department's Summer Student Police Academy will be held on Tuesday May 3 from 5 p.m. to 7 p.m. in the Lowell High School Cafeteria. The academy is for students heading into 5th, 6th, 7th, and 8th grade.

Lowell Police Department
Student Police Academy
Announcement



Sign up will be held on
Tuesday May 3, 2022
At Lowell High School Café
5pm to 7pm

Camp Dates:

Incoming 7 and 8 Grade
June 27-July 15, 2022

Incoming 5 and 6 Grade
July 25-August 12, 2022

Any questions regarding the Student Police Academy
contact

Off. Jose Santiago 978-937-8943 or
Jsantiago@Lowellma.gov

Unwanted Medication Disposal

UNWANTED MEDICATION AND SHARPS DISPOSAL DAY

Saturday May 7, 2022

10:00 am - 2:00 pm

Lowell Senior Center - 276 Broadway Street, Lowell

WE ACCEPT:

- > Prescription Medications
- > Over the Counter Medications
- > Liquid Medications
- > Syringes
- > EpiPens
- > Lancets
- > Pen and Pump Needles
- > Inhalers
- > Narcan (Naloxone) Nasal Spray



Pill medications must be out of bottles and in a plastic bag.

Sharps must be in puncture-proof containers

Residential Disposal Only - No Commercial Disposal.



Free Service! Call 978-674-4304 or visit www.lowellma.gov for more information.

2015 Records To Be Destroyed



ATTENTION LHS 2015 GRADUATES:

This spring, in accordance with state law, Lowell High School will be destroying temporary record information for students who graduated or withdrew from LHS in 2015. While a student's permanent record will be kept for 60 years, the temporary record (which includes things like standardized test results, class rank, extracurricular activities, and recommendation letters from school staff) are only kept for seven years.

If you wish to have your records, please contact Darmery Montoya or Maria Morrissette in the Student Support Services Office at Lowell High School Before May 25, 2022. The office can be reached at 978-937-8911 and 978-323-4581.

All record requests will be held for thirty (30) days after the destruction date of May 31, 2022.

If you are not picking up the records yourself, you will need to provide your designee with a signed release to obtain your records.

Points of Light Returns!



The Points of Light Lantern Celebration returns Saturday April 30 from 6 p.m. to 10 p.m. at Ecumenical Plaza - the spot between Lewis and Suffolk Streets in the Acre between the Holy Trinity Greek Church and St. Patrick's Church. It is a spring celebration of unity and renewal that brings together the food, music, and traditions of Lowell's diverse cultures. The centerpiece of the night is a special ceremony in which participants personalize water lanterns that will be released onto the Western Canal, creating hundreds of floating points of light. Performers this year include the STEM Academy Color Guard (in their first performance) and the Pyne Arts School Drummers!

Housing Woes? Help is Available.

**BEHIND ON RENT OR
MORTGAGE PAYMENTS?
THREATENED WITH
EVICTION?
DON'T MOVE!
HELP IS AVAILABLE!**

Only a judge can evict you. You do not need to move out of your home, even if your landlord issues you an eviction notice. It is unlawful for a landlord to lock you out or throw you out of your home without a judge's order.

Learn more at...

[www.lowellalliance.org/
housing-assistance-resources](http://www.lowellalliance.org/housing-assistance-resources)



**SERVED WITH AN EVICTION
NOTICE? SEEK LEGAL HELP
RIGHT AWAY.**

Northeast Legal Aid (NLA) offers free civil assistance for those who qualify. For Lowell housing matters, call the Lowell housing paralegal directly at 781-254-1265. You can also email:

LawyerForDay@nla-ma.org

**NEED HELP APPLYING FOR
RENTAL ASSISTANCE OR HAVE
QUESTIONS?**

Lowell Alliance can provide one-on-one assistance filling out rental and mortgage assistance applications. For an appointment or for any related questions call 508-318-8587 for English and 617-468-8813 for English/Spanish or email:

helpwithrentalassistance@ywcaoflowell.org

**Spring Cleaning? Bring Unwanted Books, CDs, and DVDs to
the Library.**



Donations needed for upcoming annual book sale

Donations being accepted:

Saturdays, April 16, 23, and 30, 2022, 10 am - 1 pm

Location: ground floor, community meeting room, Pollard Memorial Library, 401 Merrimack St., Lowell

****Please only items in good condition. Unfortunately, we cannot accept VHS tapes, audiocassettes, textbooks, encyclopedias or magazines. Donations limited to 2 bags/boxes per person. ******

Sale will take place May 12 - 14, 2022

Come and buy used books, audiobooks, CDs and DVDs for adults and children. Thousands of items for sale. Lots of bargains.

SALE DATES:

Preview for Friends members: Thurs., May 12, 5 pm - 6 pm

General public : Thursday, May 12, 6 pm - 7 pm

Friday, May 13, 10 am - 3 pm,

Saturday, May 14, 9 am - 3 pm

Want to help? email: volunteer@friendsofpml.org



Let's Eat!



Harvest of of the Month -- Potatoes!!



Loaded Baked Potato Pizza was on the menu in LPS school cafeterias on Friday April 8. This delicious pizza is made with LOCAL POTATOES from Szawlowski Potato Farms in Hatfield, MA and Young Family Farms in Little Compton, RI. then topped with mozzarella and cheddar cheese, bacon bits, a special bravas spice mix to add some kick, and topped with scallions!

Did you know potatoes were the first vegetable to be grown in space?

What's For Supper? Szechuan Chicken Rice Bowls!



Our friends at Mill City Grows, in partnership with the Lowell Public Schools Food and Nutrition Service staff, held another terrific 4-week Farm to Table cooking class series recently. This class was held on Thursday evenings at the STEM Academy.

These classes give families a chance to cook together while learning new recipes and using many local ingredients.

In Week 2 of this class (pictured) the families made Szechuan chicken rice bowls. The following week the recipe was chicken shawarma wraps with carrot hummus pita.















Connect with LPS



Facebook

[Twitter](#)

[Website](#)





2022

\$358,441

Awarded in
scholarships to 2022
grads through Greater
Lowell Community
Foundation Partnership



39 Sports Teams

49 Clubs & Activities

12 Advanced Placement Courses

10 Pathways

67

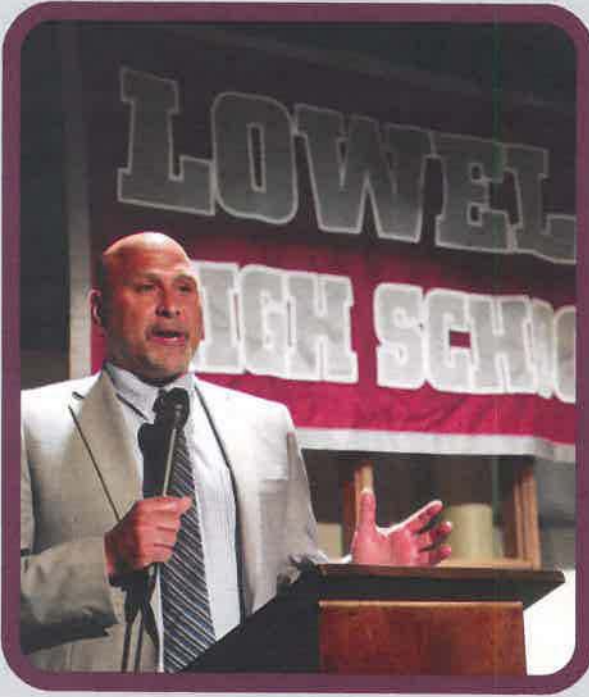
Number of colleges and
universities
students will attend including:
**Harvard University, Tufts
University, Boston University,
Worcester Polytechnic
Institute, Bentley University,
Rutgers University, Clark
University, Carnegie Mellon
University, UMass Lowell, and
Middlesex Community College.**

2025

College credits earned

\$610,317

in college tuition saved
through Dual
Enrollment and Early
College Programs with
UML & MCC



A Message from the Head of School

Dear Class of 2022, It has been an honor, a pleasure, and true privilege to be your Head of School and to congratulate you on your accomplishments and achievements during what can be considered one the most challenging times in education in modern day history. Those of you who started your high school career at Lowell High you walked into the doors of the Freshmen

Academy and never would have predicted the unprecedented journey to graduation that followed. During your Sophomore year at Lowell High School, you were confronted with the onset of the COVID-19 pandemic resulting in an abrupt change to our daily lives, including school closures, quarantining, social distancing and serious health issues. The onset of the pandemic caused a high degree of uncertainty and not only in your education, but in the world around us. The anxiety was carried throughout the beginning weeks and months of what would become our new normal. In schools, students and teachers were thrust into remote learning without the benefit of each student having their own device, no Google classrooms set up, and no clear idea of what would happen next.

Junior year was a year of remote, in person, and everything in between. Remote learning prevented you from enjoying the experiences of traditional high school and if you did come back in person you were forced to socially distance and wear a mask all day. Though your senior year was fully in person, with no social distancing, we were still required to wear masks until early March and many of you might still not know what some of your classmates actually look like.

It is clear to me that the Class of 2022 is the most resilient, flexible, and determined class of students in my 20-plus years in education. I believe that these difficult times will prepare you for the challenges and obstacles life will bring your way. As you know, a high school diploma is a stepping stone that will prepare you for success in future endeavors. These challenges you have overcome forced you all to accept change and the things you cannot control, to be resilient in the face of adversity, and to be adaptive and flexible to attain your goals in new and creative ways. These skills and attributes you have exhibited during your four years at LHS will enable you to overcome even more challenges in your future whether you transition into college, the military, or workforce. Most of all, I hope these four years helped you to become the best citizen and person you can be, and to be the best version of yourself!

Thank you for being great role models for our underclassmen and thank you from the bottom of my heart for allowing me to be part of this journey. I am so proud of the Class of 2022.

Sincerely,

Mr. Fiato



Class of 2022 Class Officers

President ~ Mariam Seid

Vice President ~ Patricia Batenga Kalemera

Secretary ~ Syntiche Nguimbi

Treasurer ~ Casey Mitchell

Senator ~ Christopher Ferreira



Massachusetts Scholastic Art Awards

Silver Key - Mason Webb

"Sometimes You Feel Like a Selfie"

Honorable Mention - Rhondyna Reth

"Corrupted Nostalgia"





Class of 2022 Carney Medalists



Christina Grillakis

UMass Lowell - Psychology

Daughter of John & Joanne Grillakis

Entered from Wang Middle School



Chris Ferreira

Harvard University - Government

Son of Alessandra and Clarence Ferreira

Entered from Saint Michael's



Melissa Ing

UMass Lowell - Cybersecurity

Daughter of Stephanie & Michael Ing

Entered from Wang Middle School



Darsh Patel

UMass Amherst - Biochemistry/Cellular
Molecular Biology

Son of Prashant & Meghana Patel

Entered from Ste. Jeanne D'Arc



Amy Huynh

UMass Lowell - Biomedical Engineering

Daughter of Jenny Nguyen & Richard
Huynh

Entered from Wang Middle School

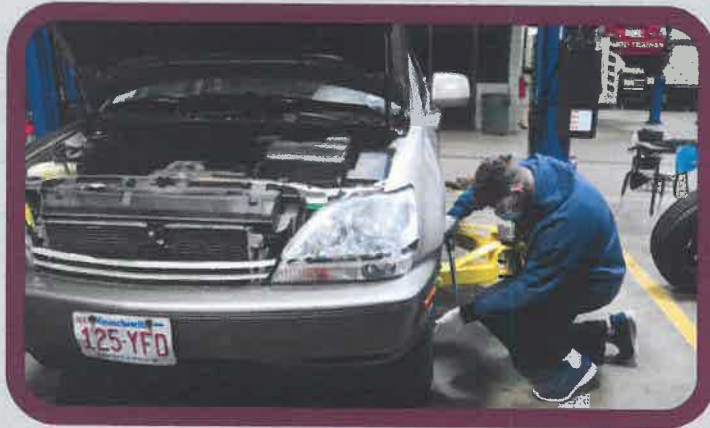


Juan Tobon

Wesleyan University -
Chemical/Environmental Engineering

Son of Alexandra Ramirez

Entered from Sullivan Middle School



LHS After Dark

It is a decision many Lowell 8th grade students and parents have a difficult time making – Lowell High School or Greater Lowell Technical High School.

The good news is now it is possible for some students to experience the best of both worlds through the “After Dark” program, a partnership between Lowell High School and Greater Lowell Tech that allows LHS juniors and seniors to take vocational classes at GL Tech after school.

The program, which began in the 2019-2020 school year, just before the COVID-19 pandemic began, is part of a statewide initiative created by Gov. Charlie Baker’s administration as a way to add capacity to the Commonwealth’s vocational schools and open opportunities to more students to learn valuable skills and career certifications in in-demand industries.

Currently, participating LHS students can choose from: Information Technology, Advanced Manufacturing, and Automotive Technology. They take academic classes at LHS during the school day and technical training at GLTHS from 2:30 PM to 5:30 PM. Transportation is provided for all students.

Throughout the program, students earn industry credentials and work with instructors to prepare for job interviews.

“The program has been a great opportunity for these students to get a real hands-on learning experience and the skills and certifications they can take with them either to the workforce or to further their education,” said GLTHS After Dark Support Coordinator Cheryl Bomal.

On May 25, the program held its first graduation ceremony, presenting students with certificates of technical trades. Advanced Manufacturing: Renata Arfieri, Ary Wibisana Kusna, Amy Lam, Leonardo Neves, Rady Ngin. Information Technology: Frantzcesca Charles, Melissa Ing, Kimson Lam, Seomeng Lee, Ken Lei, Darvis Perez, Ashley Wanjiku Nganga, Iteloluwakishi Olasedidun, Iyinoluwakitan Olaseddidun, Sarah Simmons, and Katherine Tamayo.





LHS Student Awarded National ROTC Scholarship

Lowell High School Senior Natalia Flores is one of 100 students across the country - and the only one in Massachusetts - awarded a J-100 U.S. Air Force Junior ROTC Character-in-Leadership Scholarship.

The scholarship provides four years of full tuition, an annual room and board allotment of up to \$10,000, a book stipend, and a ROTC cadet stipend at any college or university that has a U.S. Air Force ROTC program. In return, recipients are required to participate in ROTC in college and pursue a U.S. Air Force officer commission following college graduation.

Natalia will attend Merrimack College in the fall.

"I really enjoy the camaraderie and teamwork that comes with ROTC," she said. "It is military-based, but it's not like we are dropping down and doing push-ups. It is mostly about leadership, followship, and mentoring the younger cadets."

In addition to JROTC, Natalia, a student in the Latin Lyceum, was a member of the LHS Volleyball and Crew teams and served as Vice President of the National Honors Society.

She is interested in pursuing a career in the medical field, maybe as a nurse anesthetist or radiologist. Her dad is a nurse practitioner.

"We are very excited that Natalia was chosen for this scholarship," said Lowell High JROTC Instructor MSgt. Paul Perez. "She will be successful in whatever she chooses to do in the future."



LHS Student Wins \$40,000 Scholarship

When Channeary Mao was asked to appear via Zoom on a Good Morning America segment about using the College Board's college prep website, she said sure.

"I figured it would be a good experience," she said. "I had no idea what was really going on."

Live on the air, during the March 24 broadcast, GMA host T.J. Holmes announced that Mao and two dozen other high school seniors from around the country were each being awarded \$40,000 BigFuture scholarships.

BigFuture is the College Board's free online guide that helps students plan for life after high school.

Mao was born in Cambodia and came to Lowell in 2011, not speaking a word of English. She learned English at the Murkland Elementary School and then attended the Stoklosa Middle School, where she began preparing for college.

At LHS, Mao participated in STEM Club, Model UN, Mock Trial, Math League, and the National Honors Society.

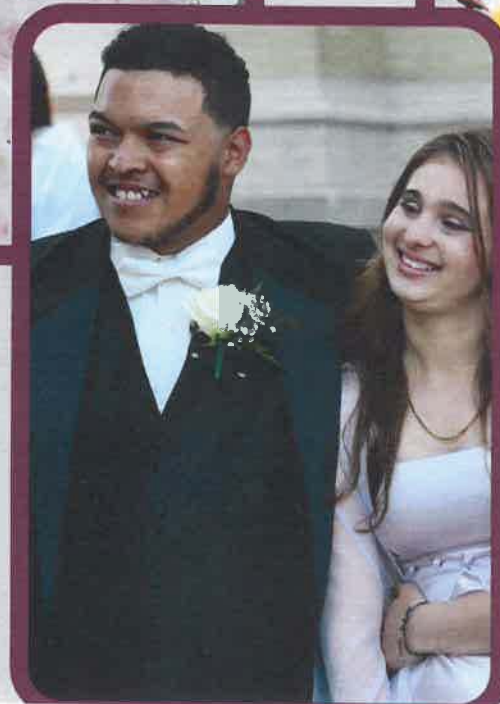
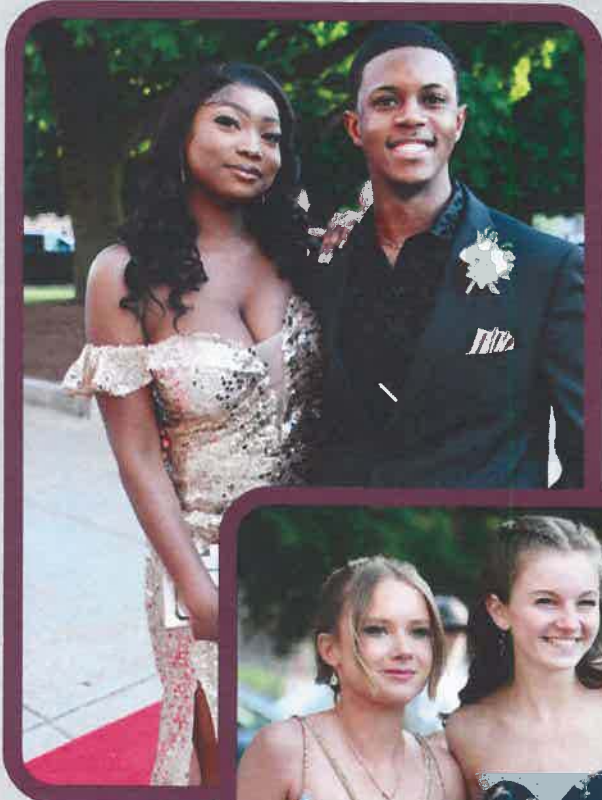
She used the College Board's site to find scholarship opportunities, build a college list, practice for the SAT, and more. She never expected to land a big scholarship by doing something she would have done anyway.

"When I got home and told my mom, tears started rolling down her cheeks," Mao said. "She was very proud of me."

She is considering a double major in biology and international relations at UMass Lowell and would like to work in the medical field.



Prom 2022 - A Night to Remember





Bonilla & Tamayo Win Tsongas UML Scholarships



Two students from the Lowell High School class of 2022, Alejandro Bonilla and Katherine Tamayo, have been awarded full-ride scholarships to UMass Lowell through the Paul Tsongas/University of Massachusetts Lowell Scholarships.

The scholarships are awarded in memory of U.S. Sen. Paul Tsongas, a Lowell native and champion of the city, who also served as a Trustee at UMass Lowell. Recipients of this prestigious scholarship receive free tuition, fees, a standard room, and a meal plan for all four years of college.

Bonilla is a four-year member of Lowell High School's Latin Lyceum, taking the most challenging courses, including AP US History, English Literature and Composition, Calculus BC and Advanced Latin. Alejandro is also a four-year Band Member and Drum Major, playing the clarinet and saxophone. He is also a member of the Tenacity Challenge team.

He has dedicated himself to numerous community service and school-based projects, including an internship with Massachusetts State Representative Vanna Howard, serving as a member of the Hispanic Student Success Taskforce, coaching the Knowledge Bowl team and mentoring in the Gardening Club at the Daley.

Alejandro will attend UMass Lowell for Music Studies and plans to become a music teacher in the future. He thanks his mom, teachers, Lowell High School and the Lowell community for supporting him along the way.

Tamayo, has immersed herself in several challenging programs at Lowell High, including MCC Early College dual enrollment courses English Composition, General Biology, Psychology, Sociology, and summer seminar; the LHS Engineering Pathway for two years; and the After Dark Information Technology Program at the Greater Lowell Technical High School for two-years.

She is a four-year member of the Middlesex Community College TRiO Math/Science Upward Bound Program, where she was selected for the UMass Lowell's Plastic of Engineering internship, in partnership with Project Learn, to research plastics and the environment. She also dedicated herself as a volunteer for the Acre Family Childcare and Wish Project.

Tamayo will attend UMass Lowell for Computer Science with a future interest in robotics. She thanks her dad and friends for encouraging her.





Class of 2022 Awarded \$358,441 in Scholarships

At this year's Lowell High School Honors Awards Night, \$358,411 in scholarships were awarded to members of the Class of 2022 through a partnership with the Greater Lowell Community Foundation.

Greater Lowell Community Foundation President and CEO Jay Linnehan said the GLCF's partnership with LHS began in 1998 with 26 funds totaling \$75,000 and has grown 24 years later to an endowment of \$6.75 million.

He credited generous donors and those who have set up scholarship funds for their "commitment to education and excellence in our community," urging this year's recipients to never forget where they came from and to always remember to "pay it forward."

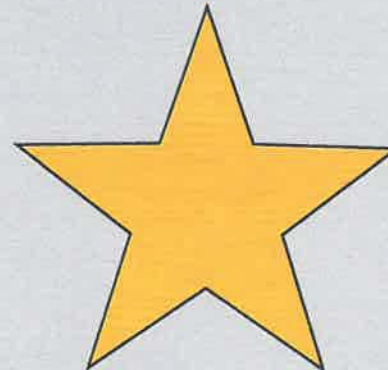
Linnehan told the crowd that philanthropy is not just about money, but also civic engagement and involvement, encouraging these young leaders to be involved in their community.



Donors!



Thank You





Lyceum Students Lauded for Achievements



At the 2022 Arête Awards Ceremony, held by the Lowell Latin Lyceum Parent Association, seniors were recognized for their excellence both in and outside of the program with a variety of awards.

The Latin Lyceum, established in 1999, is a small, competitive program of rigorous studies, grounded in a classical curriculum and geared toward preparing students for college.

Students gain admission through an entrance exam, teacher recommendation, entrance application and essay, and their academic transcripts. The Latin Lyceum challenges students in an intellectually stimulating environment that emphasizes instruction through traditional models of a humanistic education, whether directed toward the liberal arts, mathematics, science, or the fine arts.

Head of School Mike Fiato applauded the students' resilience and dedication to their education in the face of a global pandemic.

"In life it is easy to take the path of least resistance," he said, adding that these students did the opposite – taking the highest-level courses, taking on hours upon hours of homework, and finding the time to participate in sports, clubs, community service, or work part-time, while also balancing their social and family lives.

Mayor Sokhary Chau also praised the students' ability to balance academics, sports, extra-curricular activities, and life, and urged them not to forget from where they came.

As you go out and achieve your dreams, please come back to Lowell," he said.



LHS Grads Thrive at MCC with Early College Promise



Luis Raudales graduated from Middlesex Community College this May with an associate's degree in business administration – after only one year of college – and for free.

Raudales graduated from Lowell High School last year, a recipient of the prestigious Carney Medal, and was one of the 27 LHS graduates who made up the first cohort of Early College Promise students at MCC.

The Early College Promise program provides an opportunity for LHS students who have taken early college classes to continue their studies at MCC – all expenses paid – for one year. The program, which covers tuition, fees, textbooks, school supplies, and a personal laptop for each student to keep, is funded through the Smith Family Foundation.

"It is an incredible opportunity for these students to just be able to focus on academics and their future goals without having to worry about the money," said LHS Guidance Counselor Heather Brunner. "It is exciting to see them so happy and succeeding."

Raudales had amassed enough early college and Advanced Placement credits in high school to earn his associate's degree in that one year. He is currently exploring transferring to a university to earn his bachelor's degree. He plans to join his uncle, Raul Raudales, in running his coffee company, Café Solar.

Ellie Huynh, 19, was uncertain about what career path she wanted to take during her senior year at Lowell High.

When she found out that she could potentially attend Middlesex Community College for free for one year, she jumped at the chance and was the first student to sign on to the Early College Promise program.

"It is a good place to explore all of the potential options I could take," she said. "MCC provides all of the freedom of college, but with additional support and guidance. I am really enjoying it."

Huynh has always enjoyed the arts and writing. She is considering exploring a career in stage management.

Nisa Rivera, 18, from South Lowell, enjoyed the early college English and Psychology courses she took at Lowell High and saw the program as a great way to leverage the work she had already put into her studies.

Because she took so many early college course in high school, Rivera will be able to graduate from MCC a semester early and continue to academic journey to becoming a lawyer.

"I can experience school life without having to worry about money and just focus on my studies," she said. "It is such a huge relief."



Next Crop of Early College Promise Students Chosen



In mid-March, Demitria Peau was met with a big smile from Guidance Counselor Heather Brunner and an acceptance letter – Demitria is one of 15 Lowell High School seniors who have been granted early acceptance to the Early College Promise Program at Middlesex Community College. Another 15 were notified of acceptance two weeks later.

“I was so anxious for today, I’ve been waiting all week,” said a noticeably relieved Demitria. “I am so happy.”

The Early College Promise program provides an opportunity LHS students who have taken early college classes to continue their studies at MCC – all expenses paid – for one year. The program, which covers tuition, fees, textbooks, school supplies, and a personal laptop for each student to keep, is funded through the Smith Family Foundation.

“The program is a game changer,” said LHS Head of School Mike Fiato.

“I’m so happy right now,” said LHS senior Cynthia Toum, who has been accepted to ECP. “I was already going to go to MCC for the EMT program, so this is amazing that I can go for free for a year.”

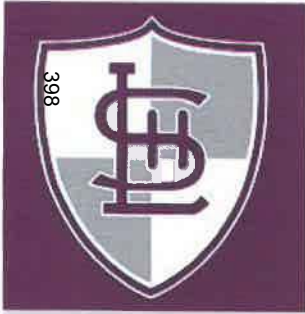
The students are planning to study a variety of majors including business, healthcare, healthcare administration, psychology, and graphic design.

Demitria, who plans to study something in the social sciences field, said she is still undecided regarding what she wants to do as a career.

“I think the mentorship and guidance that comes with the Early College Promise Program will help me a lot,” she said.

Although the LHS graduates will have meetings and social gatherings as a cohort to help provide an extra layer of support for the transition to college, they will take the regular MCC courses with all the other MCC students.

The 2022-2023 Early College Promise students are: Dyllan Bui, Joana Cancino, Roselyn Chavez, Dhebi Chea Men, Lakshmi Chea Men, Renata Magro, Rhondyna Reth, Nicholas Weigold, Darlena Suy, Iris Fortes, Thu Huynh, Jada Keo, Sreypin Kim, Votteysreyleakkhena Kong, Mariliza Lanes, Alejandra Lezama, Kyrone Lor, Chousean Ly, Beautiful Majwega, Ashley Nganga, Thimsreyne Pheng, Mariya Ken, Marina Meas, Demitria Peau, Mariany De Amorim, Tyler Ros, Iyinoluwakitan Olasedidun, Trami Nguyen, Cynthia Toum, and Kiara Ramos.



Good Sports



Kyle Frechette won the Boston Bruins - MIAA Sportsmanship Award.



Evan Seng committed to playing baseball at Framingham State University



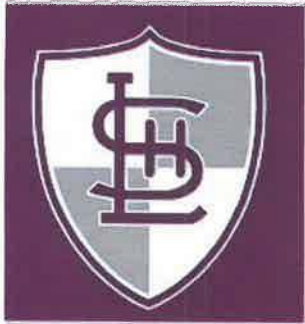
Alana Harris committed to playing volleyball at Worcester Polytechnic Institute



Mia Frazier committed to swim at Gordon University



Ali Rivera committed to playing volleyball at Rivier University



Izaviah Hong was awarded the Adam Keenan Memorial Athletic Scholarship Award



Victoria Farley committed to playing lacrosse at Fitchburg State University



Emmanuel Cano committed to playing football at Fitchburg State University



Alicia Mansaray committed to Frostburg State University Gymnastics



Joe Auger committed to playing baseball at Worcester State University



Steven Betty committed to playing baseball at Saint Anselm College



Never Forget



On Friday, Sept 10, 2021, Lowell High School remembered the lives lost and the heroic efforts of so many on September 11, 2001.

LHS JROTC cadets joined by LHS seniors Dalia Silva and Jorge Perez, paid tribute to the 20th anniversary of 9/11. Let us never forget that tragic day and always be united by what followed.

"Even the smallest act of service, the simplest act of kindness, is a way to honor those we lost, a way to reclaim that spirit of unity that followed 9/11" - Barack Obama



LHS Internship Program



This past semester, 19 seniors interned at various businesses and community organizations. Senior Mariany De Amorim Trugliho was spotted following up on telehealth appointments at Lowell Community Health Center. Mariany helps many members of the health center including Portuguese speaking members navigate the telehealth system.

Students explored various pathways including: Engineering, Health, Law, Business and Education. Thank you to our community partners: UMass Lowell, Lowell Community Health Center, Pridestar/Trinity Ambulance, Multimindmedia, Greater Lowell Health Alliance, Lowell Humane Society, Lowell Public Schools, Lowell Dentistry for Children, Eno, Martin, Donahue, and Roth Law Firm, Middlesex Community College Dental Clinic, Advanced EyeCare, Riverside Surgical Specialities



A Visit from Sec. Cardona



U.S. Secretary of Education Miguel Cardona and Congresswoman Lori Trahan (LHS '91) visited Lowell High School May 20.

Sec. Cardona, a lifelong educator, made the most of his visit to Lowell High. The focus of his visit was to learn more about the Early College Lowell Program, the Lowell High School Pathway Programs, as well as how Lowell High will benefit from the federal ESSER (Elementary and Secondary School Emergency Relief) funding. He also heard from students involved with "Students Making Change," a group advocating for equity and against racism in the district.

During the visit, Sec. Cardona was able to visit Ms. Pederson's Early College Intro to Engineering class and Ms. Riley's High Honors English Language Arts class. Both courses are part of LHS' Early College partnership with Middlesex Community College.

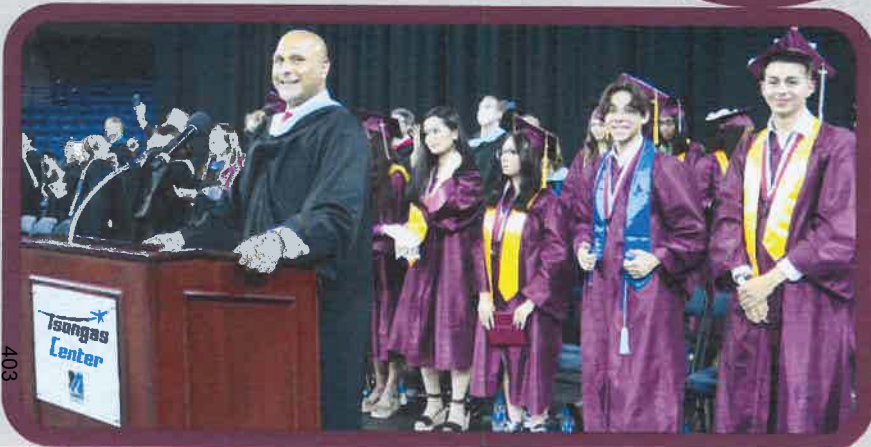
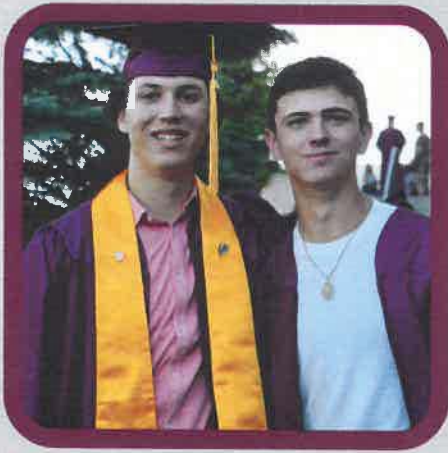
The afternoon concluded with a roundtable discussion with student leaders and Early College students. Mayor Sokhary Chau, Middlesex Community College President Phil Sisson, UMass Lowell Chancellor-Elect Julie Chen, and LHS Head of School Mike Fiato joined Sec. Cardona and Congresswoman Trahan in the discussion with the students.





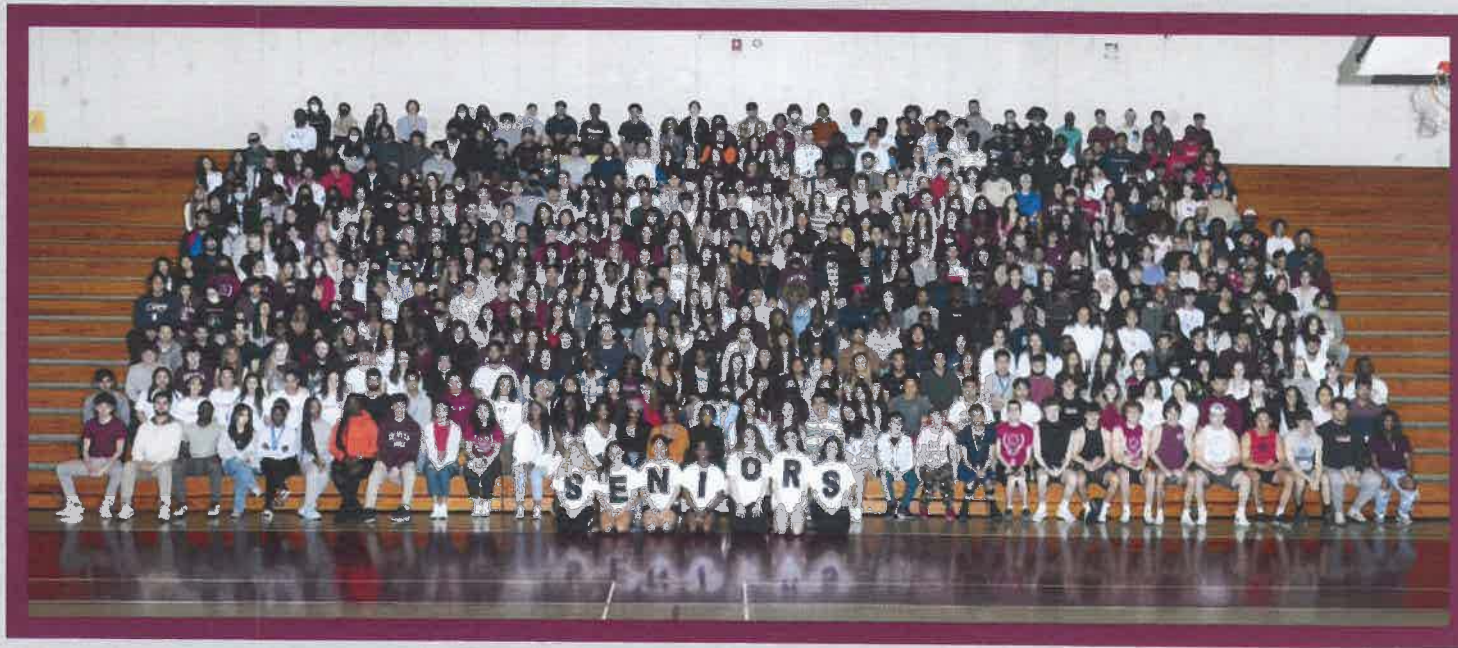
Graduation 2022 - Mission Accomplished







Congrats Class of 2022 - That's a Wrap!



3,580

College applications
completed

241

Graduates attending
4-year colleges

95

Graduates attending
community colleges

51

Graduates entering the
workforce full-time

14

Graduates enlisting
in the U.S. Military

17

Graduates attending
trade/tech schools



Lowell Public Schools

Published by Jennifer Myers · May 10 ·



Billy's Barber Shop is a place of community, of brotherhood; a place to be listened to and respected – and you'll leave looking pretty sharp too.

It's a Friday afternoon and 10 young men from Lowell High School's McDonough Freshman Academy file into Billy's and get comfortable on the couches. They grab a slice of pizza and a soda. This is the third of six sessions Billy Cabrera and his team have held for the students and they already see him as trusted uncle and his son, Willie, as their big brother.

The group talks about things they have been struggling with recently – anger issues, school, family troubles. They talk about toxic masculinity, what it really means to be a man, and how to find and stay on a path to success.

"Things happen," Cabrera tells the guys. "We learn from them, try to get to the root of the problem and move on."

He tells them not to give in to negativity or let people antagonize them into fighting by trying to insult or offend them.

"At the end of the day, you know the truth and that is what really matters," he said.

The barbershop is also a place to share their successes – Edwin Algarin proudly pulls certificates out of his backpack chronicling his achievements on the wrestling mat.

While they are talking and sharing, one by one, the students get called to the barber chair for a free haircut by Billy, Willie, or barber Alex Delgado.

Devin Farrell had a lot of hair. He sat with his head down, a black hoodie covering most of his face. He got into Delgado's chair ready for a new look. He flipped through the style book to find something that may suit him.

Snip, snip, buzz. Delgado even trimmed Farrell's eyebrows and shaved his mustache. He turned him around in the chair so he could face the mirror. The young man's face lit up. He looked like a new person. The other kids even told him how good he looked.

Step one on the path to success completed. You need that confidence to keep moving forward.

The older men know how a path to a successful and fulfilling life can easily be derailed. Billy spent his younger years getting into trouble and falling into drug addiction. He spent time in prison and in rehab before attending barber school and improving his life. After renting a chair at another shop for five years, he opened Billy's Barber Shop on Andover St. in 2014.



He knew he wanted the shop to be more than just a place to get a fade and a close shave. In the backroom he created the Resource and Reclamation Center, a place where people struggling with homelessness, addiction, or other troubles can stop in for a cup of coffee, necessities, information about local programs and resources, and some time with a friend who will listen.

"I started mentoring, took courses and workshops and began to train other people to become mentors," said Cabrera. "Today, we run a group for fathers in recovery reintegrating into their children's lives, as well as mentorship for citizens returning from the prison system (all of whom receive a free haircut)."

Superintendent of Schools Joel Boyd gets his hair cut at Billy's. Once they got talking about what Cabrera does for the community, Boyd asked if he would be willing to do some mentoring with a group of young men from Lowell High School. Billy jumped at the chance.

"We have a unique set up to do it because it is a barbershop; it is a more comfortable environment, not so structured," Cabrera said. "Creating a space where people feel comfortable was my mission."

On this Friday afternoon, Boyd stops in to say hello and see how things are going. He tells the guys that he was not a great student in school and did not find his way until he made a connection with a trusted adult – his wrestling coach.

Cabrera points out Algarin's mastery of the mat and the trash talking you expect to hear at a barbershop ensues, with talk of a possible match up between the two.

"I don't lose when I get on the mat," said Boyd.

"You're going to lose," said Algarin.

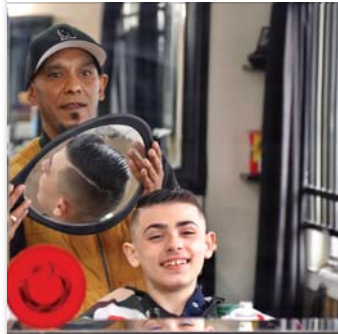
Everyone laughed.

Boyd attempted to draw Lowell High School Student Support Specialist Sean Kiley, who himself was a championship wrestler at Methuen High and later Springfield College, into the fray, but he declined saying he's "retired" from wrestling.

Kiley did say the sessions at the barbershop have "paid off in dividends" for the young men. He said he has seen an improvement in their academics and behavior and they are bonding as a group and helping each other out.

"I'm very proud to be part of this," he said. "There is a lot of courage in this room right now. It means a lot for them to have a place where they can talk openly and feel safe."





+8

See Insights

Boost post

459

62 Comments 231 Shares

Like

Comment

Share

All comments



Write a comment...



Lisa Sodr  Scollin

My son has been getting his haircut at Billy's since elementary school and every barber is so genuine and great with all the young men coming in and out of the shop-including my son. We need more male mentors like these gentleman for our youth. Incredi... See more

Like Reply Hide 5w Edited



Top fan

Dolly King

This story brought me to tears. What an incredible opportunity for these young men. Kindness reigns supreme here. I love this.

Love Reply Hide 5w



Maria Lopez

"It Takes a Village" 👍



Like Reply Hide 5w



Family Leadership Institute

Update
March 11, 2022



Equity. Excellence. Empowerment.

Agenda

1. Review of core beliefs and fundamental commitments
2. Overview of Student Demographic Data
3. Review of Overarching Goals of Parent Leadership Institute
4. Potential Strands within the Institute
5. Needs/Next Steps

Lowell Public Schools Demographics

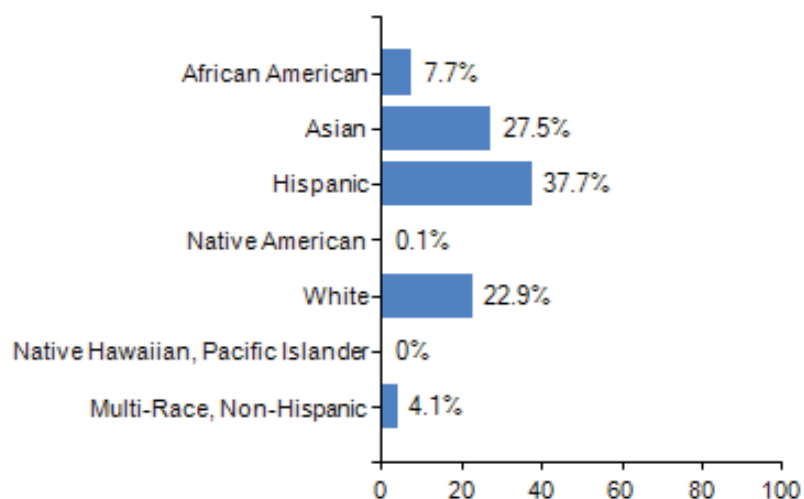
District Type
Public

Number of Schools
27

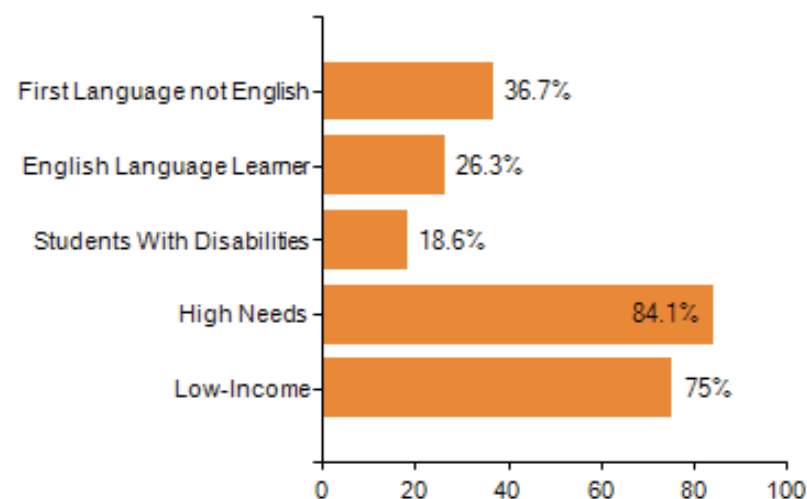
Enrollment
13,991

Grades Served
PK - 12

Student Race and Ethnicity



Selected Populations



Core Beliefs

- A high-quality education is a fundamental civil right of every child.
- Teaching and Learning is the core of our work.
- Families are students' first teachers.
- Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of all students; the entire community is responsible for their success.

Fundamental Commitments

- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources among the district's diverse schools.
- Engage all families with courtesy, dignity, respect and cultural understanding.

Overarching Goals

1. Strengthen individual families' knowledge, skills, advocacy and empowerment
2. Develop of cohort of family leaders who can serve in formal and informal family leadership and advocacy capacities
3. Develop a two-way process where the district and schools learn strategies for improved family engagement *through* engagement with families

Family Institute Strands

1. Workshops and Trainings for Individual Families
2. Referrals and Expanded Workforce/Economic Advancement Opportunities Provided through Strategic District-Community Partnerships
3. Formal Family Leadership Pipeline in Partnership with Post-Secondary Institution(s)

Family Institute Strands

Workshops and Trainings for Families in multiple languages, including topics such as:

- US/Lowell Education System
- College and Career Readiness (all grade levels)
- Literacy (preK-grade 3)
- Social Emotional Learning and Mental Health
- Technology/Digital Literacy
- Advocacy and Empowerment

Family Institute Strands

Workforce/Economic Advancement Opportunities Provided through Strategic District-Community Partnerships

(Adult Education Center; Mass Hire; Job Corp; MA Rehab; Additional Workforce Development Programs, etc.)

- GED
- High School Equivalency/Adult Diploma Program
- ESOL
- Job Placement (including district opportunities)

Family Institute Strands

Formal Family Leadership Pipeline in Partnership with Post-Secondary Institution(s)

College credit/certificate to build knowledge and skills for family leaders to lead in formal positions in core areas such as:

Special Education (SPED PAC), Bilingual Education (EL PAC),
General Parent Leadership (Citywide Family Council), etc.

Family Institute Needs

1. Director of Family Engagement
2. Funding to develop and implement workshops/trainings
3. Funding for developing college leadership cohort for parents
4. Funding for parent-led workshop facilitation
5. Ongoing planning and engagement with community partners and families




Background on LSAC



The Lowell Student Advisory Council was originally established by a small group of students, the Lowell Public Schools Office of Equity and Community Empowerment, and the Superintendent.

We converse on topics about what **immediate impacts we can make**, and help our fellow students have a better school experience. Our purpose is to advise the Superintendent on how we can act on hot topics that our students may be going through. Now, our council has grown into the amazing body of members from Lowell High School and the Career Academy.



First Step: Fix Discrimination, Harrasment and Racism Reporting Form

- Allow a student perspective on the form.
- Hire a trustworthy, diligent, compassionate, and dependable student to assist with the review and response to the incident investigation(Student on stipend, or hourly wage)
- Review the average time it takes to complete the form
- Shorten unnecessary questions
- Provide immediate feedback to whomever is submitting the form
- Have an auto-email reassure the submitter that their issue is being addressed and taken seriously
- Hold a subcommittee meeting with Chief Equity Officer Latifah Phillips to propose a draft form

Next Step: Require Anti-Bias Trainings For Staff

- Our district has not established a formal, required, and contract-obliged anti-bias trainings for public school staff
- Mrs. Bauer's student-led group, "Students Make Change", offers an optional anti-racism training for staff at Lowell High School
- Worried that the ones who opt into the anti-bias trainings are not the ones who really need it
- Require anti-bias trainings for staff as a discipline option to an incident outcome, at the least
- Communicate with the teachers union president to work on implementing the trainings into a teachers contract

Student Outreach

- Allow for social media accounts associated with any Lowell Public Schools to post the form, any FAQ's, and encourage submissions (@lowellstudentadvisorycouncil)
- Reach out to clubs like the LHS review so they can share it on their own platforms
- Spread awareness for our proposal at all Lowell Schools (posters, pamphlets, qr codes, etc.)
- Make it known in the morning announcements

Example of one of our proposals for student outreach

- One of our anti-bias plans to fix the Lowell public schools incident reporting form.
- There is a form on the Lowell public schools website where students, parents, and teachers are able to report if they have been the target of any type of harassment whether it was based on sexuality, race, gender, etc.
- Our proposal was to change the form so that it was more student friendly, and by this we mean that we wanted it to be in “simpler” language where students could actually understand what was going on and a bit shorter so that students don't feel like they're just filling out a form but they're actually going to get somewhere.
- This is just a proposal so we have to add some more definite plans and talk to the Lowell Public Schools legal team, in order for the form to be updated.

[https://docs.google.com/forms/d/e/1FAIpQLSfbqKhRBrN6TKelrSc9VKzktRmUSEt8xLmEbFdALNvDCWre6A/viewform?usp=sf link](https://docs.google.com/forms/d/e/1FAIpQLSfbqKhRBrN6TKelrSc9VKzktRmUSEt8xLmEbFdALNvDCWre6A/viewform?usp=sf_link)

LSAC 2021-2022 Accomplishments

In School Year 2021-2022, the Lowell Student Advisory Council achieved their goal of amplifying student voice and impact on issues that matter most to them. Through the following activities and milestones, they advocated the Superintendent, school and local representatives to improve the school experience for their peers:

- Expanded council membership from Lowell High School to Career Academy to advise the Superintendent on issues that mattered most to them
- Grew Council from 8 members in SY21-22 to 24
- Identified top three issue areas—anti-bias and racism, mental health, and safe and welcoming schools.
 - Brainstormed root causes, partnered with school staff and community agencies, sought resources, proposed funding, and presented action plans
- Met monthly for 1.5 Hours of General full board meetings from September to May (8 meetings)
 - Met monthly for of after school leadership training with Elevate New England from October to April (8 meetings)
 - 83% of members completed 10 hours of out of school time work toward leadership development and subcommittee action planning
- Anti-Bias/Racism subcommittee facilitated a session in first district-wide student-led anti racism symposium with 125 attendees of students, staff, and partners



Lowell Student Advisory Council Anti-Bias Subcommittee

Representatives: Akosua KariKari
Curtis Chanthaboun, Joy Oguachuba



School Assignment Update

To: Joel D. Boyd, Superintendent of Schools
From: Latifah Phillips, Chief Equity and Engagement Officer
Date: May 17, 2022
Re: School Assignment Update

This memo is submitted as a follow up to the completion of the Lowell Public Schools School Assignment Process Review Report which was submitted on May 13, 2022. The need to conduct this school assignment process review was identified in the district's 2019-22 strategic planning process as part of Strategic Priority # 2: *Increase access for all students to high performing seats through the continuous improvement of all schools, the expansion of high demand programs, and an intensive focus on turning around historically underperforming schools; Examine school assignment practices and policies in order to develop recommendations to the Lowell School Committee.* This need was initially identified at the start of the 2019-20 school year when it was revealed that historically hundreds of students receive a late school assignment following the start of the school year due to immunization non-compliance.

Unfortunately, the execution of this external review was delayed due to the onset of the COVID-19 pandemic in 2020 which required the district to completely transition its registration process to an online registration system for the following school year. The Family Resource Center embraced the responsibility of designing and implementing an internally-developed online process to ensure that students who arrived new to Lowell during the pandemic could still continue to receive access to public school and all the benefits of being a student in Lowell during this crisis. This immediate shift to online school assignment operations created an additional need for the district to undergo a third-party review to determine the merits of an online registration process coupled with the original challenges identified in 2019 from the original in-person registration process.

With the decrease in COVID cases initially into the 2021-22 school year, the Equity Office determined the environment was finally stable enough to include the external review as one of its strategic goals for the 2021-22 school year to conduct the third party review of the school assignment process. However, given the continued unpredictable impacts of the pandemic on

school and district operations throughout the fall of the 2021-22 school year, winter quarter proved to be the first opportunity to initiate the start of this review.

Enclosed are the results of the completed review conducted by the Public Consulting Group (PCG).

Lowell Public Schools Enrollment Process Review

Summary of Recommendations

May 2022



Solutions that Matter

Background

In February 2022, Lowell Public Schools partnered with Public Consulting Group (PCG) to conduct an **Enrollment Process Review**.

The goal of the review was to **identify opportunities for enrollment process efficiencies to support staff and families across the district**.

PCG worked closely with the Office of Educational Equity and Community Empowerment, including the Family Resource Center (FRC) to understand current enrollment processes and opportunities for a more **streamlined and accessible enrollment process for all families in the community**.



Methodology

JOB SHADOWS

4 staff

FRC Clerks

FRC Coordinator

INTERVIEWS

7 departments

McKinney Vento

Lowell High School

Transportation

Special Education

Health Department

EL Department

Bilingual Family Liaison Lead

SURVEY

136 respondents

English, Spanish, Portuguese

Parents and Guardians who enrolled student(s) in '21-22 school year



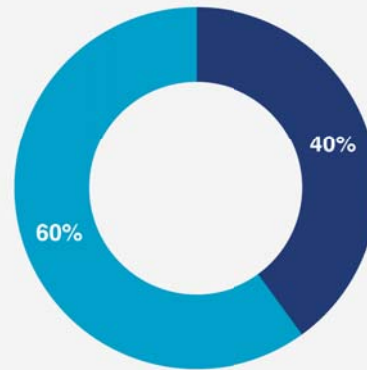
Survey Respondents: Demographics

What language(s) are spoken at home (select all).

English	58
Portuguese	47
Spanish	36
Khmer	15
Dari	8
Pashto	6
Haitian Creole	4
Swahili	4
Vietnamese	3
French Creole	2
French	2
Kikuyu	2

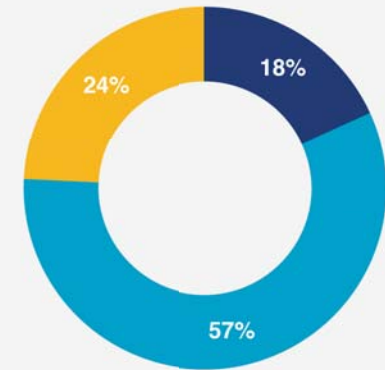
Luganda, Lao, Lingala, and Persian were each selected once.

By Proof of Address
(n=125)



- No proof of address at the time of enrollment
- Proof of address at the time of enrollment

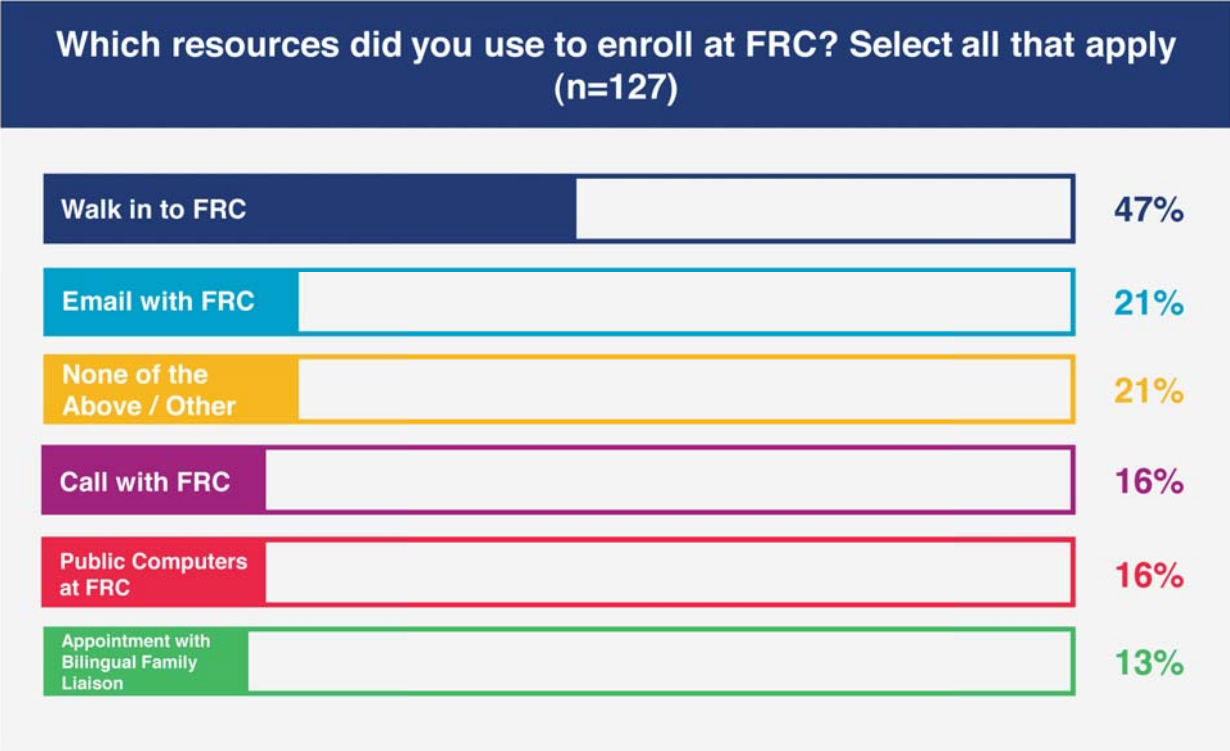
By IEP Status
(n=131)



- Student(s) does have IEP
- Student(s) does not have IEP
- Not Sure



Methods of Enrollment



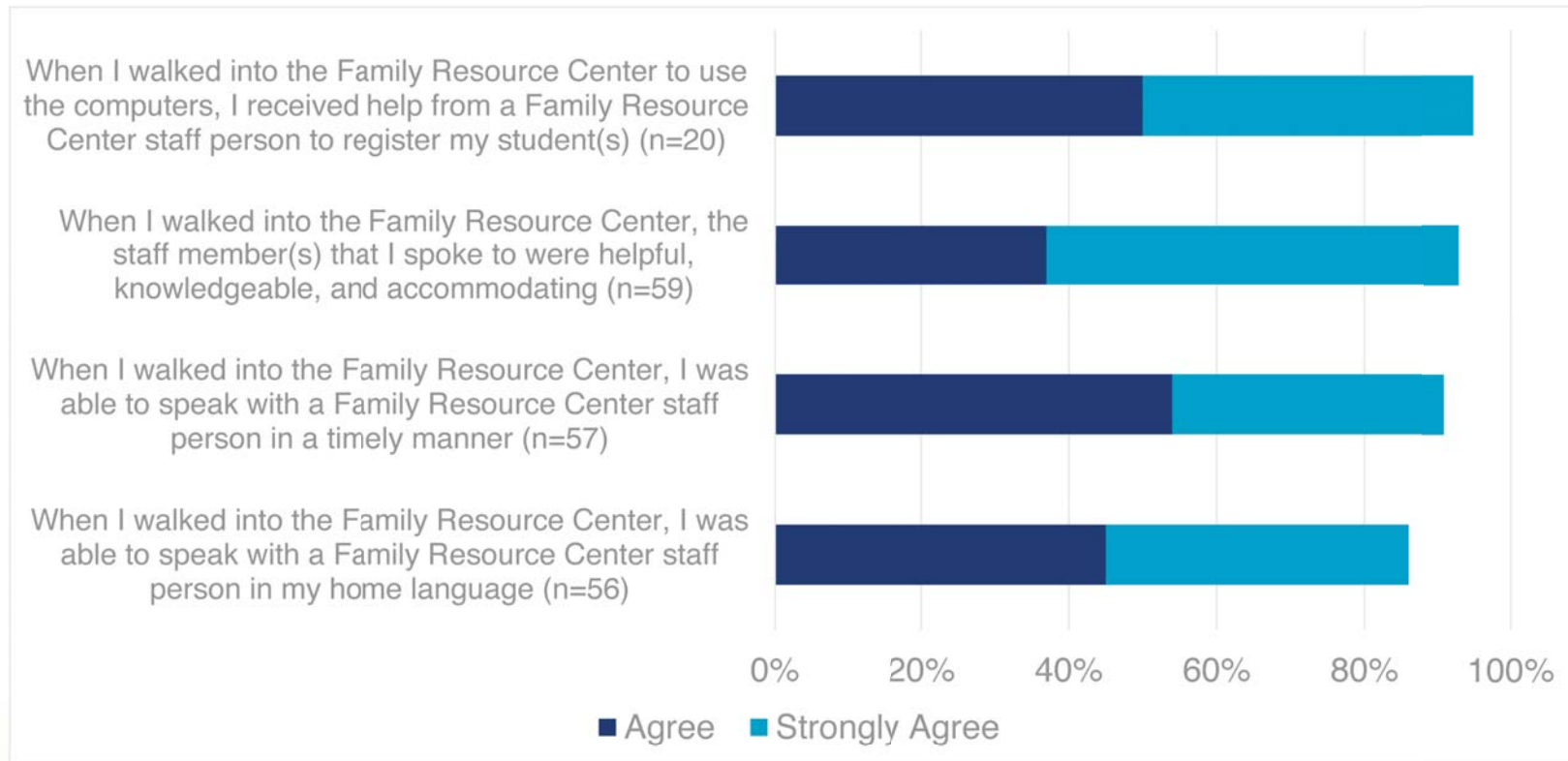
Information about Enrollment

N = 116

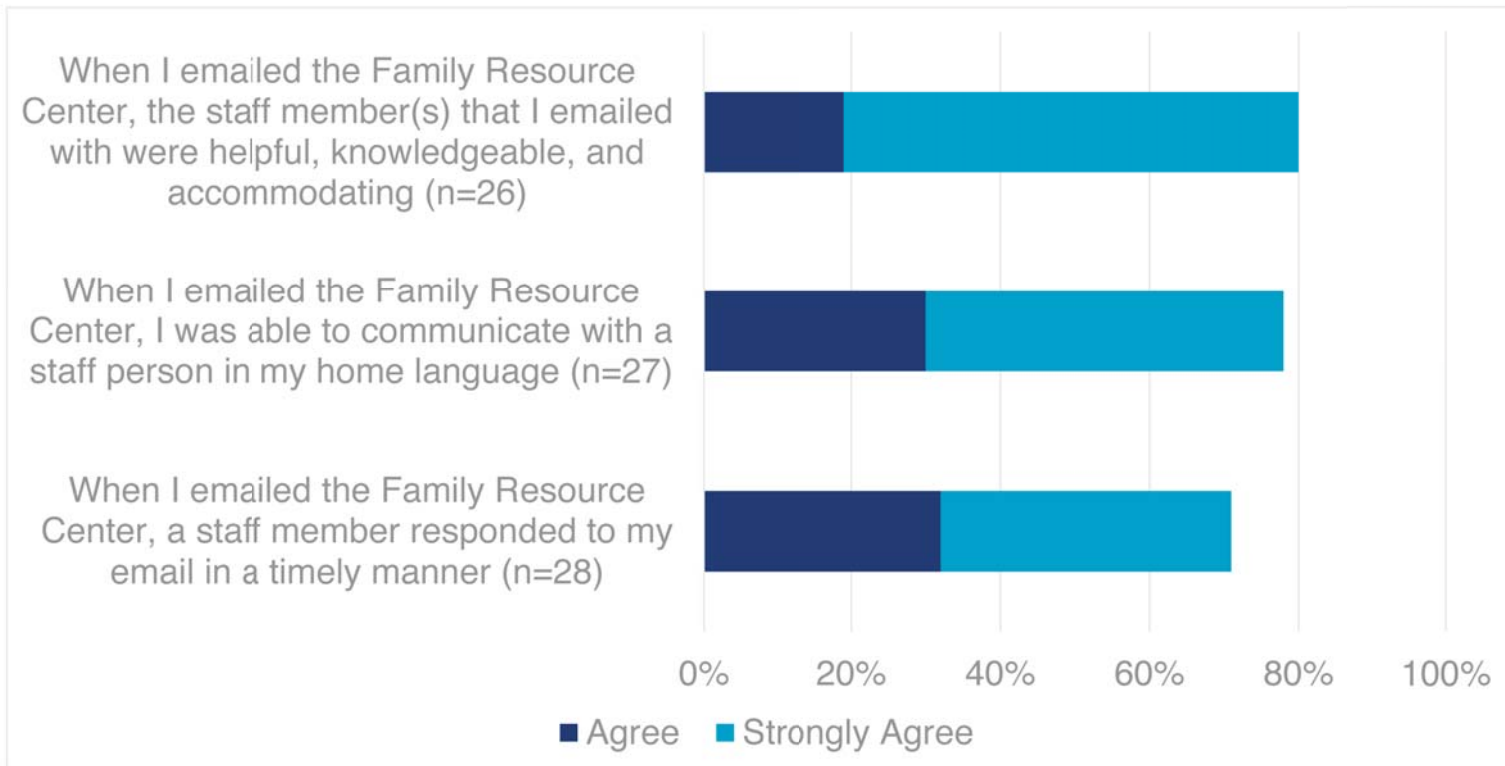
Where did you receive information about enrollment/registration? Select all that apply.	
Lowell Public Schools website	29%
Word of Mouth	28%
District staff	19%
Email	15%
Other	9%
Community Organization	9%
District connectEd call	6%
District connectEd email	3%
Facebook	2%
Twitter	0%



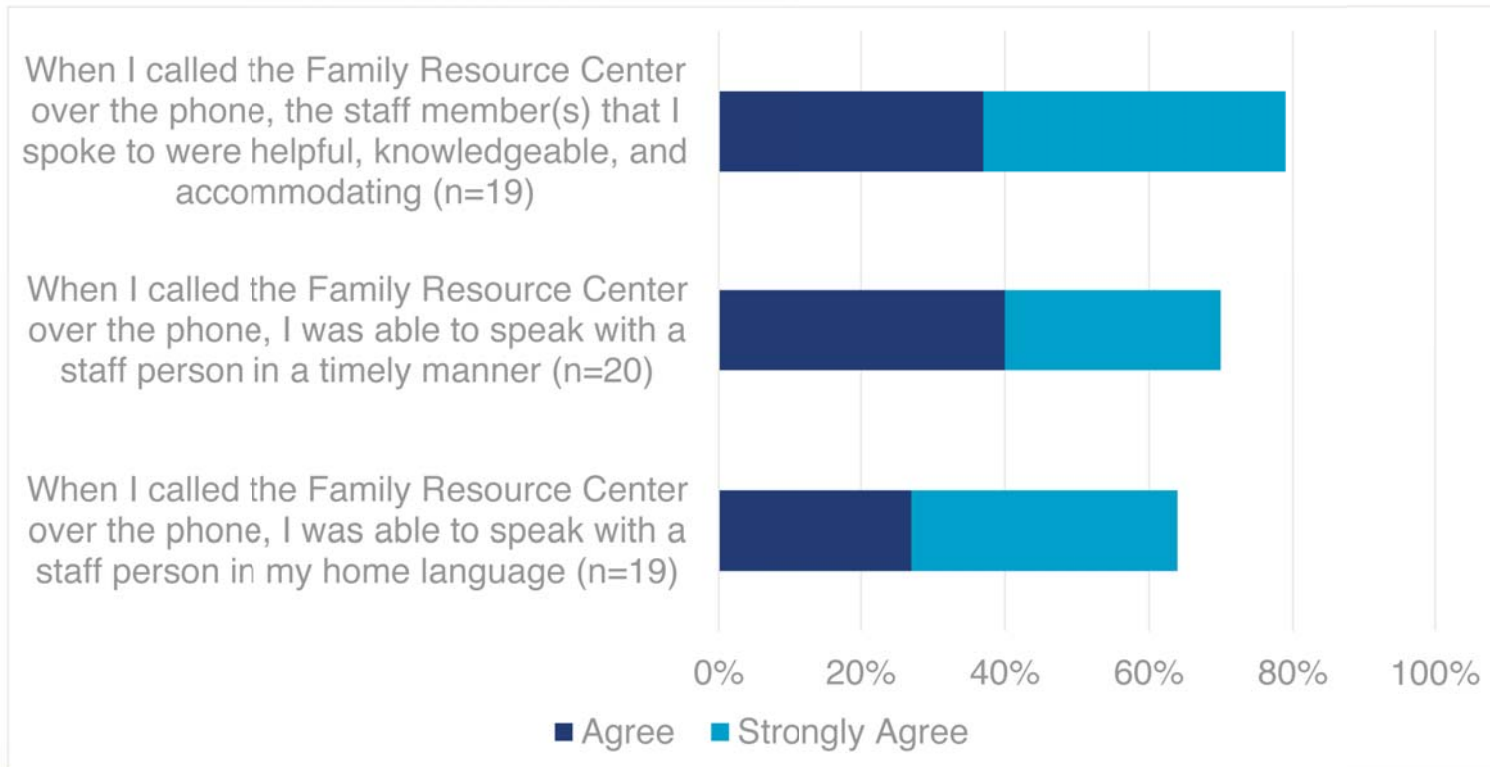
Walk in and Public Computers at FRC



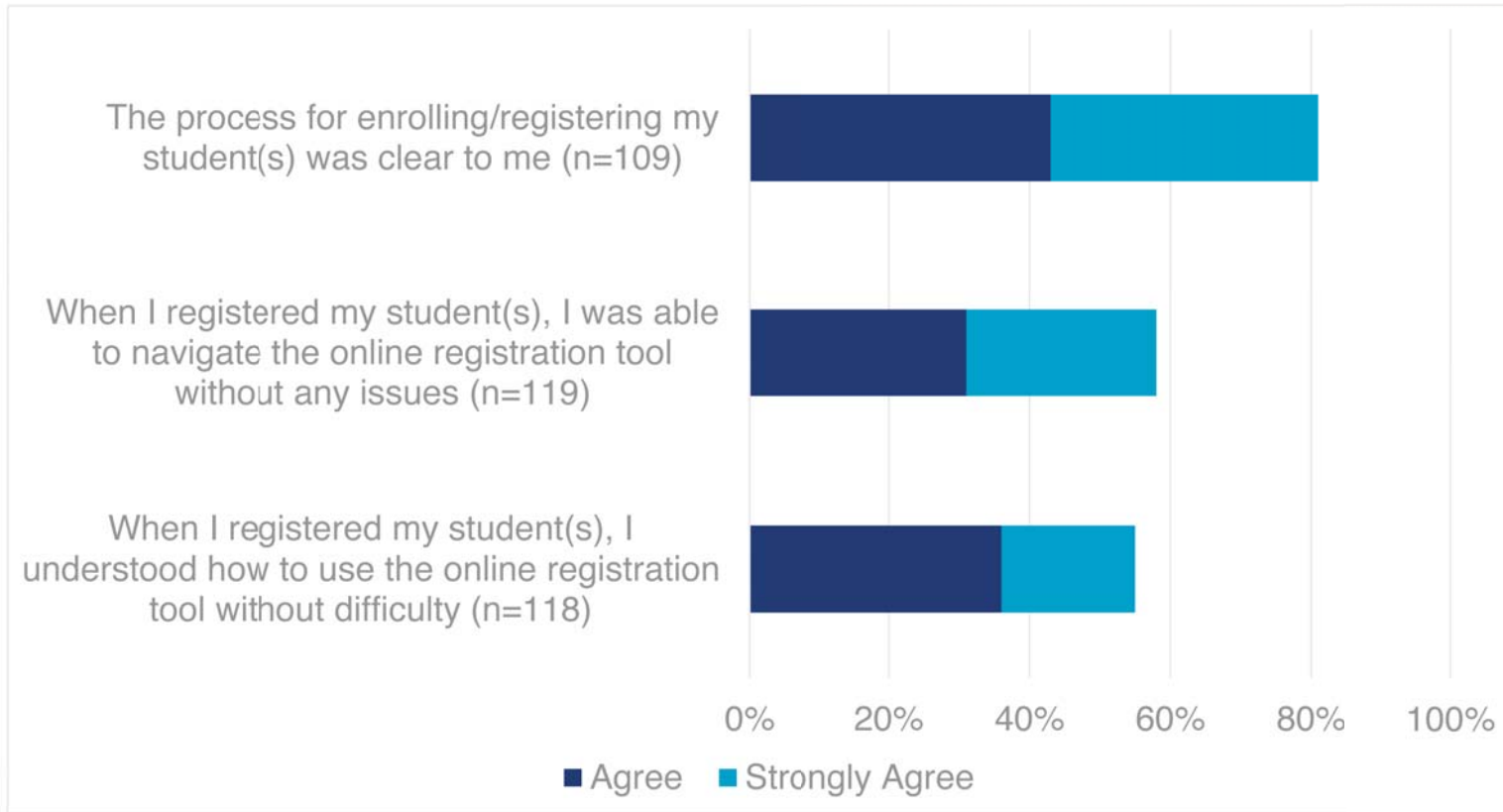
Email with FRC



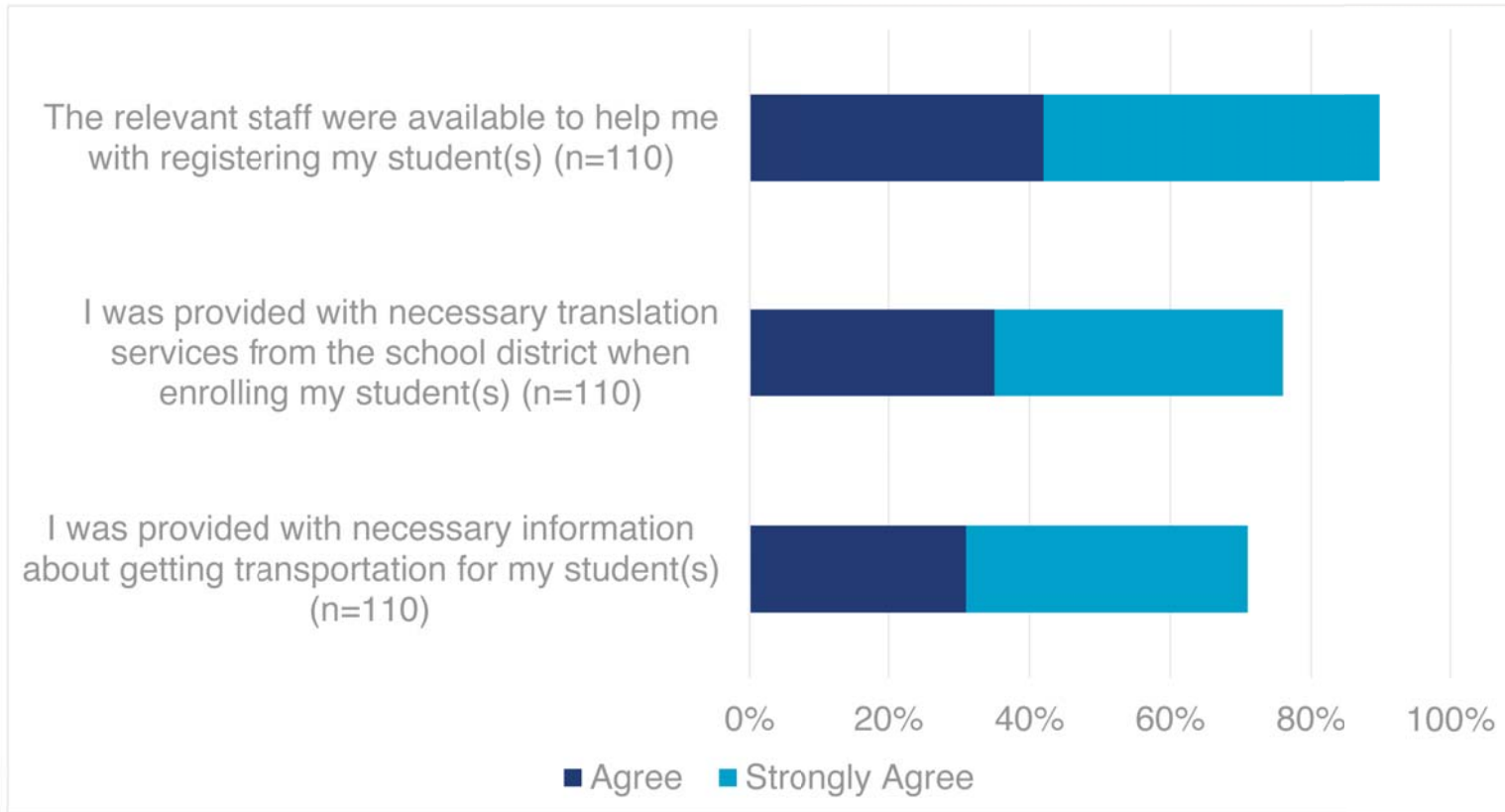
Call with FRC



Ease of Enrollment



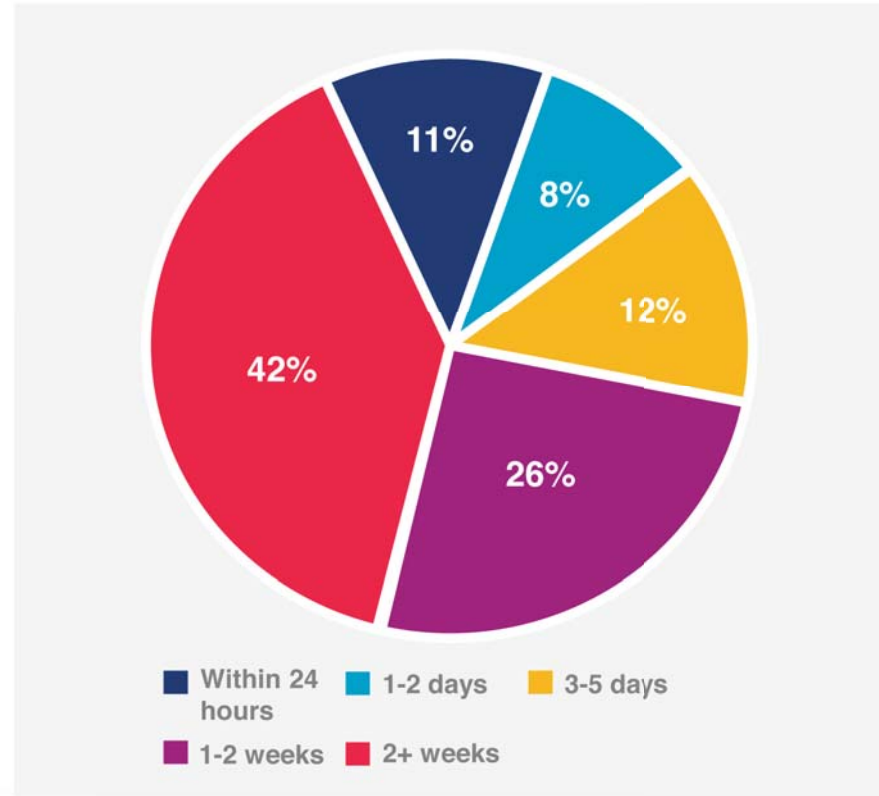
Ease of Enrollment



Enrollment Wait Time

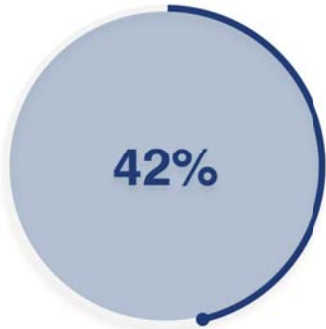
How long did it take you to register your student(s) from the time you initiated the registration process to when your student(s) received a school placement. (n=114)

68% of respondents (78 families) spent 1-2 weeks or 2+ weeks in the enrollment / registration process



Barriers to Enrollment: Documents and Testing

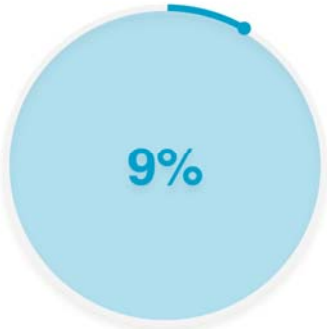
N = 92



Missing, incomplete, or out of date documents (birth certificate, vaccination records, other)



Difficulty getting a vaccine appointment in a timely manner



Delays in scheduling or completing English Learner (EL) screening test



Difficulty understanding if my student(s) qualify for Special Education services

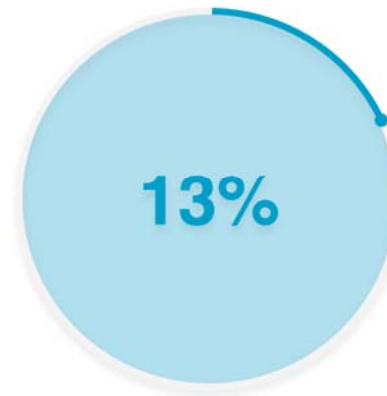


Barriers to Enrollment: Communication with FRC

N = 92



Difficulty getting through on the phone to a Family Resource Center staff member



Delay or no response to my email questions



Barriers to Enrollment: Accessibility

N = 92



Difficulty understanding how to get vaccines for my student(s)



Language barriers through email, phone, or in-person with staff



Lack of access to a computer



Difficulty with the online registration system (password issues, difficulty navigating the system, etc.)



Difficulty finding time to go into the Family Resource Center during open hours



Open Ended Responses

“How was your enrollment experience? What worked well and what did not?”



THEME:
Positive Customer Service
(Majority of comments left on the survey were positive!)

- Grateful for bilingual staff
- Grateful for in-person support for navigating enrollment process, Aspen system, and questions
- Helpful, caring staff



THEME:
Suggestions for Improvements

- Need for French and Haitian/Creole speaking staff
- Need for clear, timely communication from FRC to reduce parents calling to check on enrollment status



Open-Ended Responses

The following are a sample of responses to the question, **“How was your enrollment experience? What worked well and what did not?”** Responses in Spanish and Portuguese have been translated.

“Upon arriving in Lowell we did not have a fixed address for registration and knowledge of the local language. English was an experience for all of us immigrants, but even so we had support from the right people and the family resource center. Thank you all.”

“It took too long after registration to hear back from the family resource center, I had to call for them to act on my case, it took a month to get my son enrolled to school and I felt that was too long for the child to be at home.”

“Very satisfied. Loved the customer service, felt appreciated and respected.”

“It was great people very polite, super easy and always being guided”



Open Ended Responses

The following are a sample of responses to the question, **“What barriers or delays prevented you from completing your student(s) registration in a timely manner?”** Responses in Spanish and Portuguese have been translated.

“Delay in evaluation for special education.”

“Getting transportation was confusing.”

“Everything was fine, I just lacked personal documents and vaccinations.”

“It took weeks for my son to start school. Once he did it took forever for his IEP to be addressed.”

“The worker enrolling my daughter misplacing documents needed to enroll my daughter. Never answered emails, I had to walk in the office every day after work to see if they had found out what class my daughter would be in because the worker enrolling my daughter never reached out answered emails.”

What took longer was the doctor's appointment for my daughters' physical and vaccinations.”



Response Themes:

- Lack of documents & misplaced documents
- Delay getting vaccinations
- Lack of response to phone and email
- Delay with IEPs and Special Education
- Difficulty understanding how to get transportation



Open Ended Responses

The following are a sample of responses to the question, **“Please share any comments you have about your experience using the online registration tool.”** Responses in Spanish and Portuguese have been translated.

“Very fast with the right help the person helped a lot and all the support needed was wonderful in everything thank you.”

“It’s a good way and accessible to families without the need of coming in person.”

“Online Registration is difficult for me due to language barrier.”

“My problem was with the (form being in the) English language that I couldn’t fill in the questions. I had to ask someone who separates English for help to fill in the form and set it aside on the computer.”

“Registration is simple but needs someone to help”



Response Themes:

- Difficulty navigating online registration system without staff support, particularly for families with language barriers
- Appreciation for option to enroll online without needing to come in-person



Family Survey Results



PRIMARY FINDINGS

- Overall positive experience with FRC – accessing the staff and resources they need
 - Especially walk-ins
- Not always a fast turnaround – 68% of respondents said it took 1+ week(s) to enroll
 - Primary Barriers: Missing/outdated documents & vaccine appointments
- PCG review aligned with survey results



Current State of the Enrollment Process

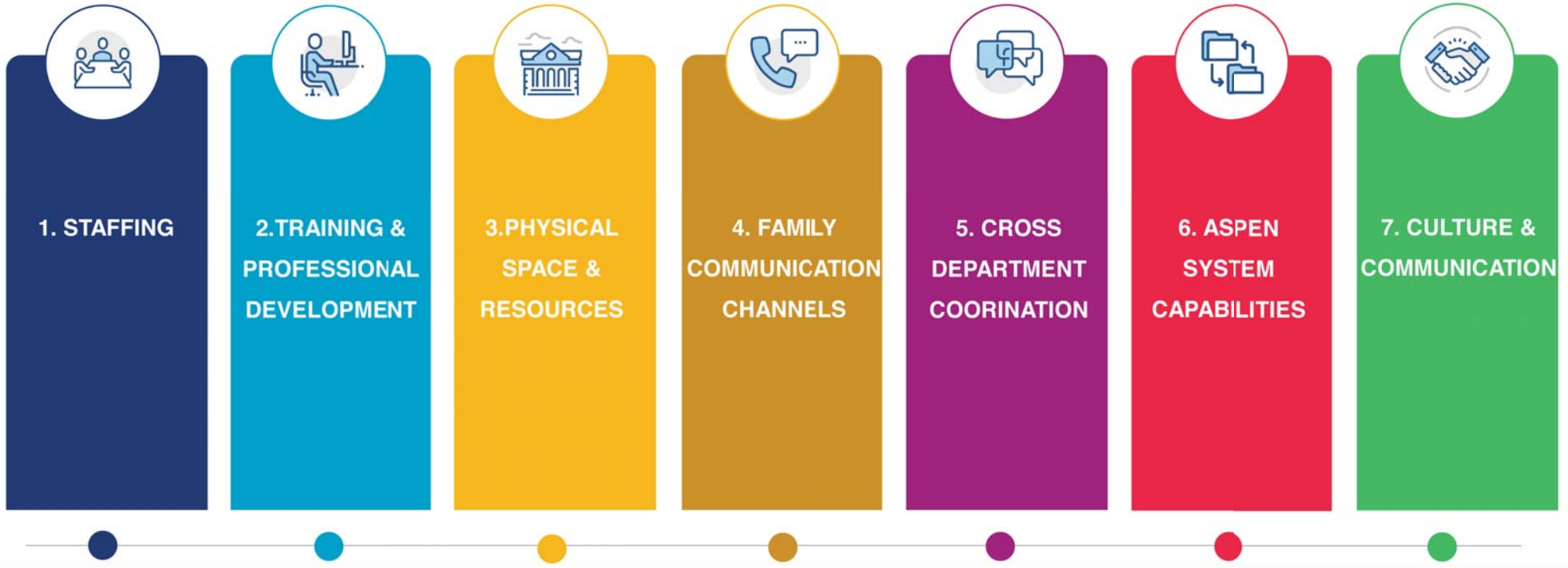


PRIMARY FINDINGS

- ⚠ Manual & paper-based processes
- ⚠ Lots of FRC staff touchpoints throughout
- ⚠ Inconsistent practices and action steps
- ⚠ Lack of clarity in “who’s doing what?” between departments
- ⚠ Potential for enrollment delays at several points in the process
- ⚠ Newcomer and EL families need additional supports



MAJOR THEMES



STAFFING



RECOMMENDATIONS

- 1** Hire additional staffing to support FRC and enrollment at the High School.
- 2** Integrate **administrative time** into FRC schedule.



DETAILS

New Hires

- Front Desk Triage Staff Person
- FRC Associate Coordinator
- Spanish & Portuguese-speaking FRC Clerks
- HS Enrollment Counselor

Other

- FRC Health Liaison



TRAINING AND PROFESSIONAL DEVELOPMENT



RECOMMENDATIONS

3

Set aside time on at least a quarterly basis where the **FRC is closed** (no walk-ins, no phones) to allow time for **staff professional development**.



DETAILS

Potential training topics include:

- Technology training (computer and phone systems)
- Aspen
- Data security
- HIPPA & FERPA
- Using templates for district and family communications
- Leadership and organizational management training (for FRC leadership)



PHYSICAL SPACE AND RESOURCES



RECOMMENDATIONS

- 4 Create a **front counter/barrier** to separate front desk triage from clerks at work.
- 5 Utilize **school store space** for families.
- 6 Move (one or more) **EL testers to transportation space** adjacent to FRC on first floor.
- 7 **Reserve parking** for FRC families.
- 8 Make **copier/scanner available to families** in the FRC, ideally in the public computers area.
- 9 Make **additional public computers** or iPads available to families to meet demand, especially during busy enrollment times.



DETAILS

- Partitions to reduce distraction
- Transform school store space into lobby with public computers for families, while still maintaining pride décor on the walls and windows to welcome families into the FRC
- Create 2 15-minute spaces with no meter outside the FRC to make paperwork drop-off more accessible



FAMILY COMMUNICATION CHANNELS



RECOMMENDATIONS

- 10 Implement an **IVR phone system** at the FRC.
- 11 Develop staffing plan for **answering and responding to calls** and voicemails.
- 12 Develop new and update existing **templates for family communication** into commonly needed languages (Portuguese, Spanish, and Khmer).



DETAILS

- **User options** (i.e. Press 1, press 2) for connecting to various departments (FRC, Transportation, SPED)
- **Recorded voice** with –
 - Instructions about how to find Aspen online registration help
 - How to sign-up for an FRC or EL testing appointment
 - Available in most common languages spoken (English, Spanish, Portuguese, Khmer)
- **Templates/letters** may include: transportation letters (if families qualify for transportation, application for busing), English-learner notifications to families (if students qualify for services, letter about taking exam)



CROSS DEPARTMENT COORDINATION: EL TESTING



RECOMMENDATIONS

- 13 Conduct **staff training** for FRC and EL staff around pre-screening best practices.
- 14 Implement an **online scheduling system** available to staff and public for scheduling EL screenings.
- 15 Revise **EL screening** practices.
- 16 Use **EL assessment data** for enrollment.



DETAILS

- Staff training to include use of **informal interviews** based on home language surveys
- EL staff to take over some responsibility in **scheduling tests** and following up with families
- Make testing processes more efficient with the use of:
 - Use online test format whenever possible (instead of paper test)
 - Test students in small groups instead of 1:1
 - Create weekly testing blocks to keep testing consistent and test more students at one time



CROSS DEPARTMENT COORDINATION: HEALTH



RECOMMENDATIONS

- 17 Integrate **communication** with nurses about health records into **Aspen**.
- 18 Build templates of **translated standardized email** language for families about missing immunizations and create protocol on how to modify for each unique case.
- 19 Conduct **asset mapping** and make an **inventory of vaccine information** available as a handout for families.
- 20 Clarify Lowell Community Clinic **appointment methods** and distribute information to all relevant personnel.
- 21 Create **protocol** for following up with families regarding missing immunizations.



DETAILS

- Inventory should include:
 - which vaccines each location has
 - operating hours
 - costs/insurance info
 - appointment system/method
 - patient registration requirements
 - distance from FRC
- Have this available in all relevant languages, hard copies in FRC and available to view on the FRC website.



CROSS DEPARTMENT COORDINATION: SPED



RECOMMENDATIONS

22

Create **streamlined communication channel** between FRC and Special Education.



DETAILS

- Create one channel of communication between the Family Resource Center and Special Education department for communicating on **missing IEPs**
 - This could be all communications on IEPs exist in Aspen so that multiple people can collaborate at once and keep a record



CROSS DEPARTMENT COORDINATION: HIGH SCHOOL



RECOMMENDATIONS

23

Hire dedicated High School Enrollment Counselor to advise HS-age students on enrollment and alternative pathway options.



DETAILS

Responsibilities to include:

- Review students' credits, age, & education needs/preferences
- Identify appropriate education path
- Complete grade assignment
- If alternative education needs, provide resources and referrals

Workflow should be mapped between FRC and HS Enrollment Counselor to determine clarity on registration, grade placement, enrollment, referral, and family communication.



ASPEN SYSTEM CAPABILITIES



RECOMMENDATIONS

- 24 Improve **parent-facing user features** to accommodate language and technology needs.
- 25 Remove FRC Clerk paper-copy checklist and use **Aspen to capture steps and school assignment**.
- 26 Develop **document alerts** in Aspen.
- 27 Ensure all departments supporting enrollment have appropriate **access levels** to Aspen.
- 28 Setup **advanced reporting** in Aspen to satisfy data reporting needs.
- 29 Use **data report to inform enrollment process** decisions and not to evaluate efficiency of staff as this is not an accurate tool for staff evaluation.



DETAILS

- **Translation** – set of Aspen interface to appear in additional common languages to support parent registration
- **Time-out** – give parents more time to be in system without it logging them out after idling
- Create Aspen **notifications** visible to FRC and all relevant Departments when an enrollment is updated with new documents / information
- Create an **automated Aspen follow-up e-mail** to families if no activity for documents has occurred within a set number of days
- Office of Educational Equity and Community Empowerment leadership should work with FRC leadership to identify which variables help to show what is working smoothly and what areas need to be troubleshooted in the process.



ASPEN SYSTEM CAPABILITIES



RECOMMENDATIONS

- 30 **Special Education** team should receive an alert when a student is added to Aspen that has “yes” checked for Special Education
- 31 Use Aspen to make **Transportation** elections clear to families during enrollment and easier for staff to manage.
- 32 Integrate an online scheduling platform with Aspen for **English Learner** team.
- 33 **Integrate phone system** with Aspen.
- 34 Instruct all staff touching student enrollment to use **Aspen journal** feature.
- 35 Update Aspen “**Required Fields.**”
- 36 Create system for **automatic deletion of files** from clerks’ computers.



DETAILS

- 10-day (or some set period) timer then begins and if **IEP** is not uploaded, student is automatically marked as “No” for special education
- Auto-generate “**Parent School**” based on home address (So staff don’t have to manually look it up in a binder each time)
- Add in **safeguards/rules of completion** to required fields (e.g. if you check yes for Special Education, you should be required to upload documentation to support)



CULTURE AND COMMUNICATION



RECOMMENDATIONS

37

Leadership from the FRC and Office of Educational Equity and Community Empowerment should continue to hold a **standing meeting once per week**. The meeting should use a **structured agenda** with categories most commonly covered. Ideally the Executive Secretary for the Office of Educational Equity and Community Empowerment would join to capture notes and decision points.

38

Ensure FRC staff are **included in district communications** and office events.

39

Develop and communicate shared **meeting and communication norms** for Office of Educational Equity and Community Empowerment leadership, FRC leadership, and other relevant staff as applicable (e.g. Bilingual Family Liaison Lead).



DETAILS

- Office Educational Equity and Community Empowerment leadership should consider opportunities to include FRC staff and center space into district communications and office events.
- Norms may include:
 - Using structured agendas for standing regular meetings
 - Defined roles and responsibilities for meeting logistics, agenda setting, and information sharing/presenting
 - Process for making changes to meetings, including lead times for communicating changes
 - Sharing calendars for view among staff who meet frequently or staff who support scheduling



Next Steps



NEXT STEPS

- Determine priorities
- Conduct action planning
 - Use recommendations to inform specific actions and initiatives for changes
 - Identify timelines, metrics, and staff responsibilities for carrying out the actions
 - Form working group for action planning, if needed
- Implement changes



Lowell Public Schools

Community Budget Summit

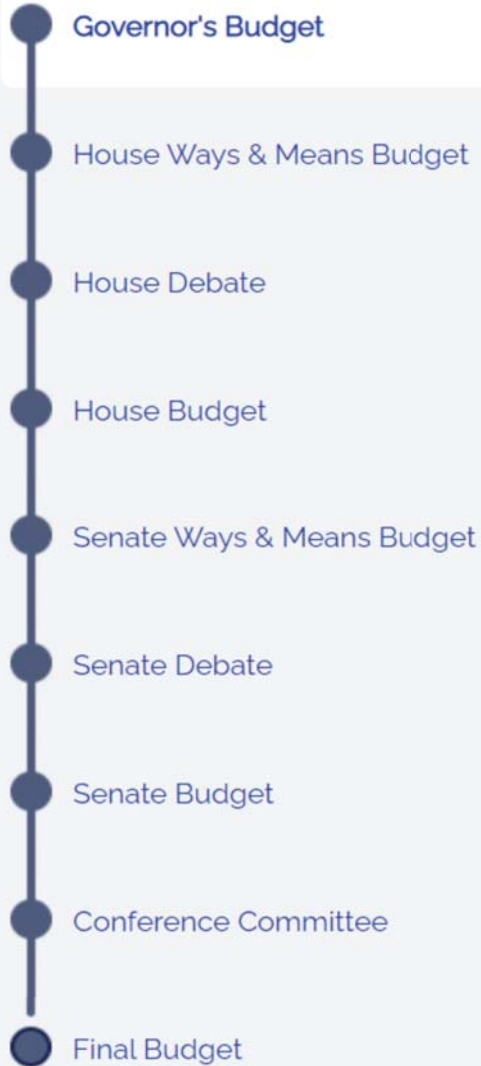
February 9, 2022



AGENDA

Continuous Review of Two Budget Years Simultaneously To Ensure Maximizing Every Funding Stream

- State Budget Cycle
- Chapter 70 Preliminary Budget
- How the state determines our numbers
- Fair Student Funding



FY22 BUDGET PROCESS

About this step

The annual budget process begins each year when the Governor files recommendations with the House of Representatives. Under the state Constitution, the Governor must submit recommendations by the first of January or, in the event of a new term, within five weeks later. This bill is then passed by the House of Representatives.

We must build our budget without having confirmation that the state budget numbers for next year are not even released until the summer –well after our budget is approved.

Comparison to FY22

	FY22	FY23	Change	Pct Chg
Enrollment	16,047	16,103	56	0.35%
Foundation budget	232,660,515	257,876,445	25,215,929	10.84%
Required district contribution	54,112,190	56,906,426	2,794,236	5.16%
Chapter 70 aid	178,553,488	200,970,019	22,416,531	12.55%
Required net school spending (NSS)	232,665,678	257,876,445	25,210,767	10.84%
Target aid share	74.10%	74.16%		
C70 % of foundation	76.74%	77.93%		
Required NSS % of foundation	100.00%	100.00%		



FY23 Chapter 70 Foundation Budget

160 Lowell

	Base Foundation Components							Incremental Costs Above the Base					13	14
	1	2	3	4	5	6	7	8	9	10	11	12		
	Pre-school	----- Kindergarten ----- Half-Day	Full-Day	Elementary	Junior/ Middle	High School	Vocational	Special Ed In-District	Special Ed Tuitioned-Out	English learners PK-5	English learners 6-8	English learners High School/Voc		
Foundation Enrollment	574	0	1,248	6,631	4,184	3,687	66	611	158	2,715	893	734	12,067	16,103
1 Administration	121,579	0	528,665	2,808,958	1,772,384	1,561,850	27,958	1,786,326	515,519	274,649	95,346	73,128	1,009,043	10,575,406
2 Instructional Leadership	219,572	0	954,820	5,073,245	3,201,095	2,820,850	50,495	0	0	480,609	166,839	127,966	4,780,704	17,876,196
3 Classroom & Specialist Teachers	1,006,825	0	4,378,109	23,261,880	12,916,426	16,738,316	509,372	5,894,415	0	3,364,129	1,167,883	895,744	46,668,640	116,801,739
4 Other Teaching Services	258,220	0	1,122,900	5,966,309	2,709,935	1,988,030	35,587	5,503,534	7,875	480,609	166,839	127,966	0	18,367,804
5 Professional Development	39,818	0	173,235	920,582	629,650	538,007	15,923	284,341	0	137,298	47,668	36,553	2,264,131	5,087,206
6 Instructional Materials, Equipment & Tech	145,721	0	633,684	3,366,957	2,124,468	2,995,319	93,832	248,182	0	343,257	119,171	91,398	347,047	10,509,036
7 Guidance & Psychological Services	87,914	0	382,325	2,031,407	1,517,495	1,570,441	28,112	0	0	205,960	71,511	54,837	1,889,813	7,839,815
8 Pupil Services	29,136	0	126,747	1,010,034	1,041,021	2,115,416	37,868	0	0	68,690	23,834	18,284	9,819,763	14,290,792
9 Operations & Maintenance	279,584	0	1,215,739	6,459,589	4,418,722	3,775,488	126,487	1,995,404	0	823,867	286,010	219,363	0	19,600,253
10 Employee Benefits/Fixed Charges*	374,013	0	1,626,344	8,641,453	5,730,030	4,520,852	110,416	2,263,022	0	755,232	262,176	201,087	7,548,995	32,033,617
11 Special Education Tuition*	0	0	0	0	0	0	0	0	4,894,582	0	0	0	0	4,894,582
12 Total	2,562,382	0	11,142,568	59,540,412	36,061,227	38,624,570	1,036,049	17,975,223	5,417,976	6,934,300	2,407,278	1,846,326	74,328,135	257,876,445
13 Wage Adjustment Factor	100.0%											Foundation Budget per Pupil		16,014
*The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.														
14 Low-income percentage	76.03%											English learner foundation budget as % total foundation budget		4.3%
15 Low-income group	11											Low-income foundation budget as % total foundation budget		28.8%

Lowell Public Schools

Foundation Budget for FY22 and FY23 Compared

	FY22			FY23			Change		
	Enrollmen	Total	Rate	Enrollmer	Total	Rate	Enrollmer	Total	Rate
Base Foundation Components									
PreSchool	491	\$ 2,072,054	\$ 4,220	574	\$ 2,562,382	\$ 4,464	83	\$ 490,328	\$ 244
Full Day Kdrg	1175	\$ 9,917,317	\$ 8,440	1248	\$ 11,142,568	\$ 8,928	73	\$ 1,225,251	\$ 488
Elementary	6687	\$ 56,764,940	\$ 8,489	6631	\$ 59,540,412	\$ 8,979	-56	\$ 2,775,472	\$ 490
Middle	4303	\$ 35,035,499	\$ 8,142	4184	\$ 36,061,227	\$ 8,619	-119	\$ 1,025,728	\$ 477
High School	3326	\$ 33,078,101	\$ 9,945	3687	\$ 38,624,570	\$10,476	361	\$ 5,546,469	\$ 531
Vocational	310	\$ 4,635,362	\$ 14,953	66	\$ 1,036,049	\$15,698	-244	\$ (3,599,313)	\$ 745
Incremental Costs Above Base									
Special Ed- In District (3.86% assumed)	608	\$ 17,114,592	\$ 28,149	611	\$ 17,975,223	\$29,419	3	\$ 860,631	\$ 1,270
Special Ed - Tuitioned Out (1% assumed)	155	\$ 4,904,360	\$ 31,641	158	\$ 5,417,976	\$34,291	3	\$ 513,616	\$ 2,650
English Learners Pre-5	2497	\$ 5,990,203	\$ 2,399	2715	\$ 6,934,300	\$ 2,554	218	\$ 944,097	\$ 155
English Learners 6-8	816	\$ 2,057,046	\$ 2,521	893	\$ 2,407,278	\$ 2,696	77	\$ 350,232	\$ 175
English Learners - HS	676	\$ 1,463,188	\$ 2,164	734	\$ 1,846,326	\$ 2,515	58	\$ 383,138	\$ 351
Low Income	11207	\$ 59,627,852	\$ 5,321	12067	\$ 74,328,135	\$ 6,160	860	\$14,700,283	\$ 839
Total	16047	\$ 232,660,514	\$ 14,499	16103	\$257,876,445	\$ 16,014	56	\$ 25,215,931	\$ 1,515
Foundation Budget Per Pupil		\$ 14,499			\$ 16,014			\$ 1,515	

Increase is due to the Student Opportunity Act. Per the comparison above, we got an increase for 56 additional students and \$1515 more per student. We are getting \$839 more for each low income child. There were 860 additional students in this category so our allocation for low income increase by \$14.7 million. There were also approximately 350 additional EL students which increase that revenue pool by over \$1.5 million. The special ed student pool is still an assumed number which is much lower than our actual number of students with services.

NEXT STEPS FOR FY22/23 BUDGET PROCESS

NEXT STEPS		
Finance	January 5th	SC: Update on Budget Process
Finance	January 19th	Quarterly Update for FY21/22
Finance	February 2nd	SC: FY21/22 Budget to Actuals; Update on Governor's Budget; Comparison of Foundation Budget/SOA
Finance	February 2nd	Principals: send current year FSF workbooks to reacquaint with the format
Finance	February 9th	Training for School Site Councils
Finance	February 16th	SC: Update on SBB pool, Weights, Baseline rules, guardrails, sample workbooks: Budget Adj proposal
Finance	February TBD	Finance Subcommittee Meeting
Finance	March 2nd	SC: Update on Summary of Impact to Schools & transition policies
Finance	March 4th	Principals: send their funding summary and workbooks to them
Finance	March 8th-March 19th	Principals: Budget drop ins with CFO
Finance	March 22nd - April 1st	Principals: Budget Defense
Finance	March TBD	Finance Subcommittee Meeting
Finance	April 7th	SC: Budget update for current year and FY21/22
Finance	April 21st	SC: Budget update for current year and FY21/22
Finance	April TBD	Finance Subcommittee Meeting
Finance	May 4th	SC: Budget FY22/23 Budget Presentation
Finance	May 9th (Monday)	SC: Budget Public Hearing
Finance	May TBD if needed	SC: Budget Public Hearing
Finance	May 18th	SC: Budget Adoption

School Based Budgeting

We implemented Fair Student Funding (FSF) to help us accomplish three goals with our funding system

WHY
FSF???



Equity

An equitable system ...

- Distributes resources equitably based on student need.
- Allocates similar funding levels to students with similar characteristics, regardless of which school they attend.



Transparency

A transparent system ...

- Includes clear and easily understood rules for where, how, and why dollars flow.
- Makes it clear to all stakeholders who gets what and *why* (Note: the why is often the missing piece).



Flexibility

***Site-based
Budgeting**

A flexible system ...

- Balances local autonomy and accountability in a way that is in alignment with district strategy.
- Reduces barriers to a school's ability to maximize spending power, e.g., blending general and non-general funds where possible.

Instead of receiving staff allocations and supply budgets, schools are allocated funds based on the characteristics of their students

Traditional School Budget:	
The central office decides how much funding schools receive and how the funding is spent	Staff
	40 teachers
	3 Assistant Principals
	2 Counselor
	1 Secretary
	Etc ...
	Non-Staff
	\$15,000 for instructional supplies
	\$5,000 for athletic supplies
	Etc ...

Example School Budget under SBB:

	Enrollment	Weight	Total
All students	750	1.0 = \$4,250	\$3,187,500
Below Proficient	400	0.10 = \$425	\$170,000
Economically Disadvantaged	550	0.05 = \$212	\$116,600
ELL	200	0.20 = \$850	\$170,000
		TOTAL :	\$3,644,100
Schools receive \$'s, not staff and programs			

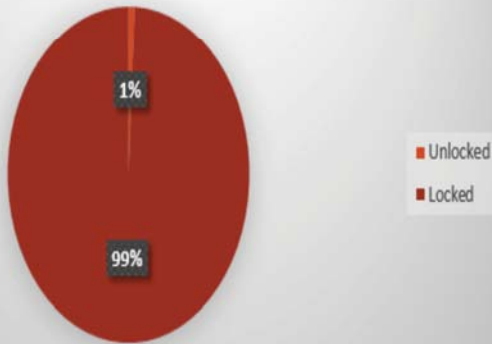
THE DIFFERENCE!!!!!!

HOW???

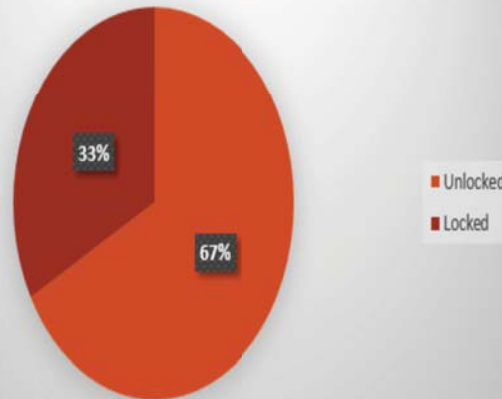
1. Project the School Based Budget Pool (FSF Pool)
2. Define Student weights
3. Policy Decisions (eg. equity, stability, baseline)
4. Model, Test and Finalize School Allocations
5. Release School Allocations to schools to build budget with School Site Councils

Empowering and Investing in Schools

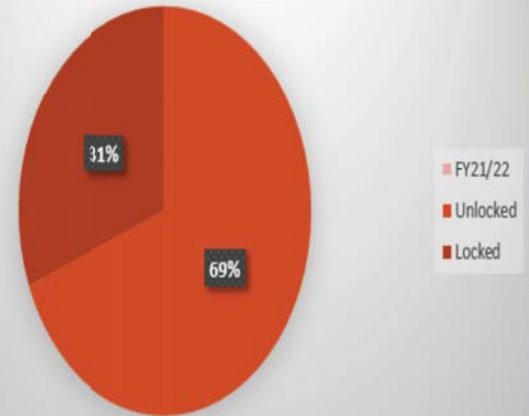
FY19/20 Locked vs. Unlocked



FY20/21 Locked vs. Unlocked



FY21/22 Locked vs. Unlocked



Last year, we added a new **weight**, increasing the equity-based student characteristics in the FSF formula

Category	Weight	Measured by...	SY20-21	SY21-22
			Base weight:	
			\$4,500 per pupil	\$5,300 per pupil
Students from Low-income Families	Economically disadvantaged: Elementary grades	State direct certification reports	+0.35x base weight	+0.35x base weight
	NEW Economically disadvantaged: Secondary grades	State direct certification reports	+0.35x base weight	+0.35x base weight
Students Experiencing Homelessness	Homeless students	% of Homeless Students in each School	N/A	+0.20x base weight
Performance Needs	Low incoming performance	5 th and 9 th graders' MCAT performance*	+0.20x base weight	+0.20x base weight
English Learners	ELL Levels 1-3	ACCESS levels	\$2,750 per pupil	\$3,000 per pupil
	ELL Levels above 3	ACCESS levels	\$1,400 per pupil	\$1,500 per pupil
Students with Disabilities (SWD)	SWDs in substantially separate settings	Individual Education Plans	\$22,500 per pupil	\$23,000 per pupil
	SWDs in inclusion settings	Individual Education Plans	\$6,250 per pupil	\$6,500 per pupil
Priority Grades	Grades PK-3	Enrollment projections	+0.35x base weight	+0.35x base weight
	Grade 9	Enrollment projections	\$3,750 per pupil	\$4,000 per pupil

*Using Fall SY19-20 Data in both years because of limited assessment data availability

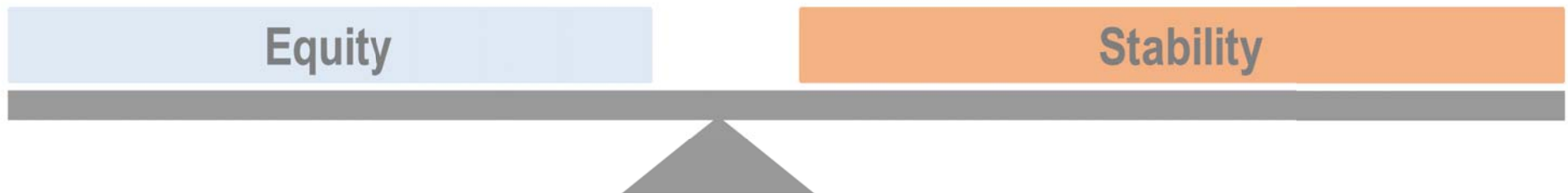
Combining these weights with **additional policies** will help us continue to prioritize equity while maintaining stability

Weights:

- **Base weight**- minimum that a school will receive per student
- **Student Need Weights**- add'l funding based on the needs of students

Policies:

- **Baseline Services** ensures all schools are able to provide a minimum level of services (*see appendix for details*)
- **Transition policy** ensures schools do not see large swings year over year
 - No school allowed to lose on a total budget, per pupil or FTE amount basis
 - School gains capped at 3%-4% gain per pupil



Detailed view: School-by-school changes in enrollment and FSF budget allocations

School Information		Enrollment Change				Budget Change					
School Name	School Level	SY20-21 Enrollment	SY21-22 Projected Enrollment	Year-to-Year Enrollment	Year-to-Year Enrollment	SY20-21 Final Budget (w/ 3.5%)	SY21-22 Proposed Budget	Year-to-Year Budget Change	SY20-21 \$PP (w/ 3.5% increase to)	SY21-22 \$PP	\$PP Change
Cardinal O'Connell Early Learning	PK	115	103	-12	-10%	\$1,914,021	\$1,936,281	\$22,259	\$16,644	\$18,799	\$2,155
Bailey Elementary School	ES	489	479	-10	-2%	\$4,721,885	\$4,878,685	\$156,800	\$9,654	\$10,185	\$531
Rogers STEM Academy	K8	872	862	-10	-1%	\$7,752,202	\$8,086,866	\$334,664	\$8,895	\$9,382	\$486
McAvinnue Elementary School	ES	472	465	-7	-1%	\$4,878,106	\$5,071,517	\$193,411	\$10,339	\$10,906	\$567
Greenhalge Elementary School	ES	471	461	-10	-2%	\$5,184,299	\$5,341,374	\$157,075	\$11,000	\$11,586	\$586
Pyne Arts Magnet School	K8	506	498	-8	-2%	\$5,174,195	\$5,245,603	\$71,409	\$10,228	\$10,533	\$306
Lincoln Elementary School	ES	505	503	-2	0%	\$4,718,590	\$4,959,384	\$240,793	\$9,342	\$9,860	\$518
Moody Elementary School	ES	203	227	24	12%	\$2,258,708	\$2,558,696	\$299,988	\$11,132	\$11,272	\$140
Morey Elementary School	ES	498	494	-4	-1%	\$4,723,676	\$4,943,002	\$219,326	\$9,487	\$10,006	\$519
Pawtucketville Memorial Elementary	ES	497	492	-5	-1%	\$4,697,965	\$4,911,189	\$213,224	\$9,462	\$9,982	\$520
Reilly Elementary School	ES	489	487	-2	0%	\$4,749,204	\$4,819,298	\$70,094	\$9,710	\$9,896	\$186
Shaughnessy Elementary School	ES	478	460	-18	-4%	\$4,743,357	\$4,813,074	\$69,716	\$9,915	\$10,463	\$548
Washington Elementary School	ES	239	236	-3	-1%	\$3,068,828	\$3,111,585	\$42,757	\$12,867	\$13,185	\$317
McAuliffe Elementary School	ES	490	485	-5	-1%	\$4,684,131	\$4,869,893	\$185,762	\$9,552	\$10,041	\$489
Murkland Elementary School	ES	486	477	-9	-2%	\$4,887,668	\$5,052,519	\$164,851	\$10,065	\$10,592	\$527
Bartlett Community Partnership	K8	473	483	10	2%	\$5,375,060	\$5,559,458	\$184,398	\$11,357	\$11,510	\$154
Butler Middle School	MS	571	549	-22	-4%	\$5,028,020	\$5,095,699	\$67,679	\$8,806	\$9,282	\$476
Daley Middle School	MS	696	691	-5	-1%	\$6,083,374	\$6,368,692	\$285,318	\$8,740	\$9,217	\$476
Robinson Middle School	MS	673	642	-31	-5%	\$5,842,032	\$5,880,852	\$38,820	\$8,681	\$9,160	\$480
Sullivan Middle School	MS	647	636	-11	-2%	\$6,075,127	\$6,159,836	\$84,709	\$9,390	\$9,685	\$296
Wang Middle School	MS	684	650	-34	-5%	\$5,561,025	\$5,574,317	\$13,292	\$8,130	\$8,576	\$446
Stoklosa Middle School	MS	651	652	1	0%	\$5,799,802	\$5,888,996	\$89,194	\$8,909	\$9,032	\$123
Lowell High School	HS	3111	3003	-108	-3%	\$29,229,003	\$29,633,691	\$404,688	\$9,395	\$9,868	\$473
The Career Academy	HS	54	55	1	2%	\$1,272,691	\$1,304,062	\$31,371	\$23,568	\$23,710	\$142
Totals:		14469	\$14,090	(279)	-2%	#####	\$142,064,567	\$3,641,597	\$9,920	\$10,083	\$446
Laura Lee Therapeutic Day School	SPED	20	24	4	20%	\$1,033,226	\$1,042,958	\$9,732			
Adie Day School	SPED	56	59	3	5%	\$2,733,616	\$2,756,567	\$22,951			
BRIDGE Program	SPED	17	17	0	0%	\$1,042,050	\$1,044,590	\$2,539			
Leblanc Therapeutic Day School	SPED	27	36	9	33%	\$1,342,938	\$1,359,011	\$16,073			
						\$144,574,800	\$148,267,692	\$3,692,892			

School Year 21-22 Budget			
Category	Student Weight	Amount	
<i>FSF Weights</i>			
All students	549	\$5,300	\$2,909,700
Economically disadvantaged	354	\$1,855	\$656,865
Homeless	26	\$1,060	\$27,560
Low incoming performance	30	\$1,060	\$31,594
Grades PreK-3	0	\$1,855	\$0
Grade 9	0	\$4,000	\$0
ELL below Level 3	30	\$3,000	\$90,720
ELL Level 3 and above	54	\$1,500	\$80,640
SWD substantially separated	15	\$23,000	\$345,000
SWD inclusion/language	106	\$6,500	\$689,000
<i>FSF Baseline</i>			
ELL Baseline			\$0
SWD Baseline			\$0
General Ed Baseline			\$0
<i>Other FSF Policies</i>			
Transition amount			\$196,941
Budget Exceptions			\$0
<i>FSF Total</i>			
			\$5,028,020
<i>Funding from outside FSF</i>			
Title I		\$	198,425
Other positions provided outside of FSF		\$	148,549
ESSER II Supplement		\$	67,679
Total funding			
			\$5,442,673

Comparison to previous year budget			
Year	SY20-21*	SY21-22	Projected Change
Enrollment	571	549	-22
FSF Budget	\$5,028,020	\$5,028,020	\$0
Other Funding	\$346,974	\$414,653	\$67,679
Total Budget	\$5,374,993	\$5,442,673	\$67,679
\$ per pupil	\$9,413	\$9,914	\$500
<p><i>Note: Total budget above is not exhaustive. E.g., excludes psychologists, speech pathologists, occupational therapists, ELL and STEM lead stipends, 504 & 1-to-1 paraprofessionals</i></p> <p><i>*Prior year adjusted to reflect salary increases occurred in SY20-21</i></p>			

**RELEASE TO
SCHOOLS AND SSC**

Hispanic Student Success Task Force (HSST) 2021-2022 Accomplishments

In School Year 2021-2022, Lowell Public Schools achieved their goal of amplifying the voices of Hispanic stakeholders within the LPS community by launching the Hispanic Student Success Task Force. LPS achieved this goal by convening a coalition of Hispanic serving community partners, students, parents and educators in order to develop and coordinate services to support Hispanic student success, as well as to obtain feedback directly from the Hispanic community on current issues and policies impacting the success of Hispanic students within the Lowell Public Schools.

Through the following activities and milestones, the HSST, comprised of 20 members, of whom the majority are members of the Hispanic community in various roles within the community (Non-profit representatives, LPS Staff/Educators/Administrators, students and parents) engaged in advocacy initiatives through discussions with the Superintendent and local representatives to improve the Hispanic student experience within the Lowell Public Schools:

- Met monthly for a minimum of 1.5 hours with the whole HSST from November-June (and will continue to meet monthly throughout the Summer)
- Brainstormed root causes of issues impacting Hispanic Student Success and identified priority areas to begin addressing opportunity gaps facing this population of students.
- Also continuously brainstormed community resources and connections to assist LPS in ameliorating the disproportionate outcomes our Hispanic students are experiencing
- Identified priority areas and broke off into subcommittees to address these areas based on HSST member interest. The following are the subcommittees identified as current priority areas:
 - Bilingual Education Subcommittee
 - Family Engagement Subcommittee
 - Dropout/Graduation Subcommittee
- Subcommittees also met a minimum of once monthly a minimum of 1 hour meetings to learn more about their particular areas of interest and develop action plans associated with their priority area
- Participated in 2 separate full day retreats to identify goals and recognize accomplishments.
- Engaged in an anti-racism training to inform their understanding of systemic oppression, with specific consideration of racism/colorism within the Hispanic/Latino community.



Language Access Memo

To: Joel D. Boyd, Superintendent of Schools
From: Latifah Phillips, Chief Equity and Engagement Officer
Date: June 23, 2022
Re: Language Access Update

Below please find select accomplishments related to the goals that were set these past two years for increasing language access for linguistically diverse families.

1. Among our multilingual respondents to our annual family-community survey who indicated a home language other than English, we maintained an average of 85% of families who agreed or strongly agreed that they have access to district & school information in a language other than English and 70% of families with a similar high level of agreement that their child's school utilizes translation or interpretation services to help them understand the school system. This is significant as translation and interpretation services expanded from limited services contracts for less than 25k in 2018-19; to a fully expended contract of 50k in 2019-2020; to an expanded and fully expended contract of over 200k in 2020-21; to current contracted services of 200k in 2021-22. Additionally, since the 2019-20 school year, five (5) central office full-time bilingual family liaisons were hired in the Equity Office and four (4) full-time school-based bilingual family liaisons were added through the school site council budgeting process. The bilingual family liaison team proved to be an invaluable asset for family engagement, especially for supporting communication with families during the pandemic.

2. Since 2020-21, four (4) bilingual family liaisons and six (6) school-based bilingual staff earned certifications in language interpretation through a DESE-sponsored partnership with the University of Massachusetts Amherst's Translation Center. Additionally, three (3) central office bilingual family liaisons were awarded certifications in special education translation and interpretation in this past year.

3. Held 14 multilingual family engagement learning events for parents in Spanish, Khmer, Portuguese, Swahili, and Pashto. These sessions were run in tandem by school-based parent liaisons, school administrators, and the central office bilingual family liaisons.

4. After participating in family circle nights hosted by school-based family engagement staff, 93% of participants agreed or strongly agreed that the session helped them increase their understanding of how to connect with their child's teacher and principal, and 94% agreed or strongly agreed that attending a session in their native language is a valuable way they can get information from their child's school.
5. Conducted 45 community listening and learning sessions specifically in a language that serves our English Learner families targeting critical topics such as return to school and registration information sessions, parent conference events, focus groups on diversifying the district's workforce, in addition to family engagement learning events and heritage events.
6. Provided simultaneous interpretation 68 times throughout the year during community listening and learning sessions in 4 high incidence languages. These sessions include our racial justice series, return to school information sessions, school budget presentations, and family engagement learning events.
7. In order to better serve multilingual families with children who have IEPs, we expanded contracted services provided by EasyIEP by an additional \$150,000 to include instant translation services. EasyIEP's machine translation services provide on-the-spot translation of IEPs in our high incidence languages and also provided a savings of 82% of the cost per IEP translation when compared to traditional translation services.
8. Contracted Public Consulting Group (PCG) to conduct an audit on the Family Resource Center's registration processes in order to identify opportunities for enrollment process efficiencies to support staff and families across the district. 81% of survey respondents had high agreement that the enrollment process for their student was clear and 78% of survey respondents similarly agreed that necessary translation services were provided during the enrollment process. Two thirds of respondents to the survey indicated a home language other than English.

Lowell Public Schools

Language Access Presentation *School Year 2021 - 2022*





Agenda

1. Defining Language Access
2. Student & Family Demographics
3. Improving Access to Communication
4. Current Budgeted Services
5. Reflections on Services & Data Collection
6. Next Steps

What is Language Access?





Vision for Language Access

All families are able to interact with their teachers, principals and central administrators to solve student-level matters, participate in compulsory and non-compulsory school activities, present ideas for school improvement and be active contributing members of our school community without language presenting a barrier to communication and participation.





Defining Language Access

Language access is series of language-based services which enable individuals who have limited English proficiency to be able to receive the same level of communication and access to opportunities as native-English speakers.

This includes services such as translation, interpretation, staff professional development, and the implementation of communications tools.

The goal of language access planning is to ensure that our English learner students and families have their communications needs met when it comes to the educational services.





Language Access Theory of Action

If we

- Increase two way communication between families and schools
- Work to understand the cultural backgrounds of our families through language
- Develop the operational capacity of language services in school buildings and across the district

Then we

- Increase the capacity of multilingual families to advocate for and engage in their student's education
- Deepen the relationship between what families value in education and what schools can teach students
- Ensure that the volume of language services needed is met in each school building.





U.S. Department of Justice
Civil Rights Division



U.S. Department of Education
Office for Civil Rights

Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them

This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.

Must my child's school provide information to me in a language I can understand?

Yes. Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- registration and enrollment in school and school programs
- language assistance programs
- report cards
- student discipline policies and procedures
- special education and related services, and meetings to discuss special education
- parent-teacher conferences
- grievance procedures and notices of nondiscrimination
- parent handbooks
- gifted and talented programs
- magnet and charter schools
- requests for parent permission for student participation in school activities

Source:

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>





U.S. DOE Office of Civil Rights Guidance on Language Access

Must a school provide language assistance if I request it even if my child is proficient in English and I am somewhat proficient in English?

Yes. Schools must respond to a parent's request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English.

May my child's school ask my child, other students, or untrained school staff to translate or interpret for me?

No. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

What information should I expect from the school if my child is an English learner?

When your child enrolls, you should receive a home language survey or similar form to fill out that helps the school identify potential English learners, who are eligible for language assistance services. If your child is identified as an English learner, the school must notify you in writing within 30 days of the school year starting with information about your child's English language proficiency level, programs and services available to meet your child's educational needs, and your right to opt your child out of a program or particular services for English learners. For more information about the rights of English learners, visit <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>.

[OCR-00087]

Source:

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>

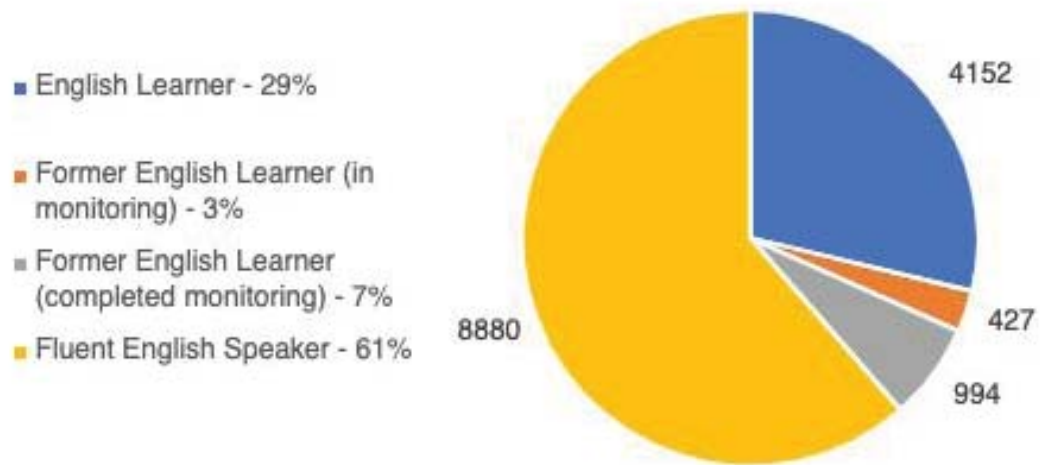
Student & Family Demographics





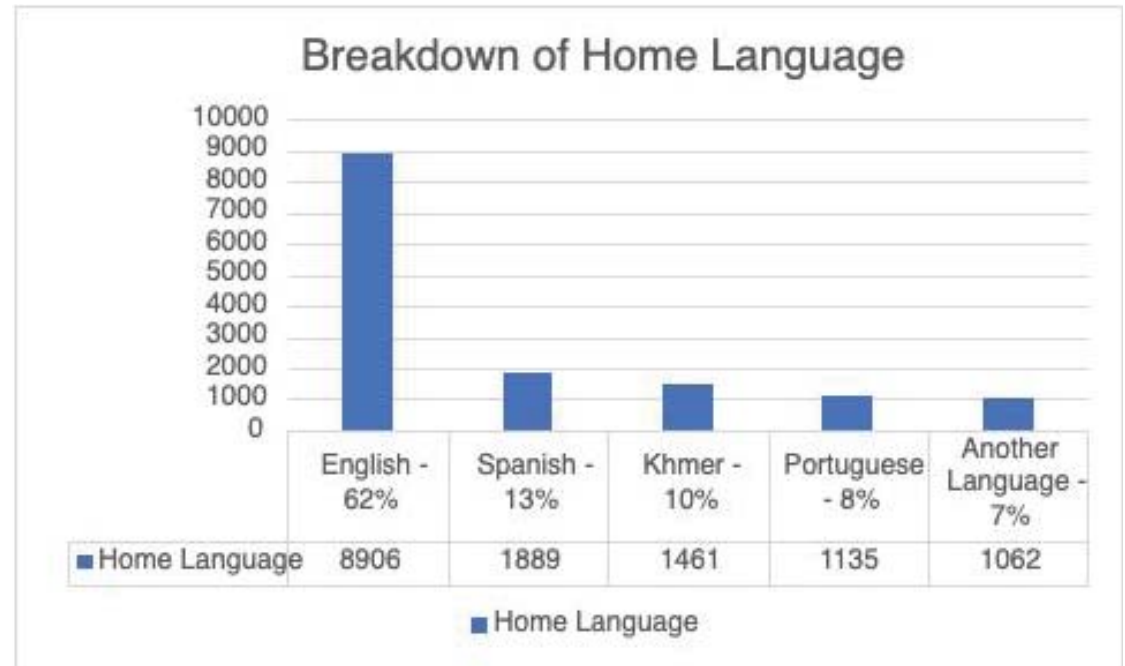
English Learner & Non-English Learner Students

Percentage of EL Students (SY 2021-2022)





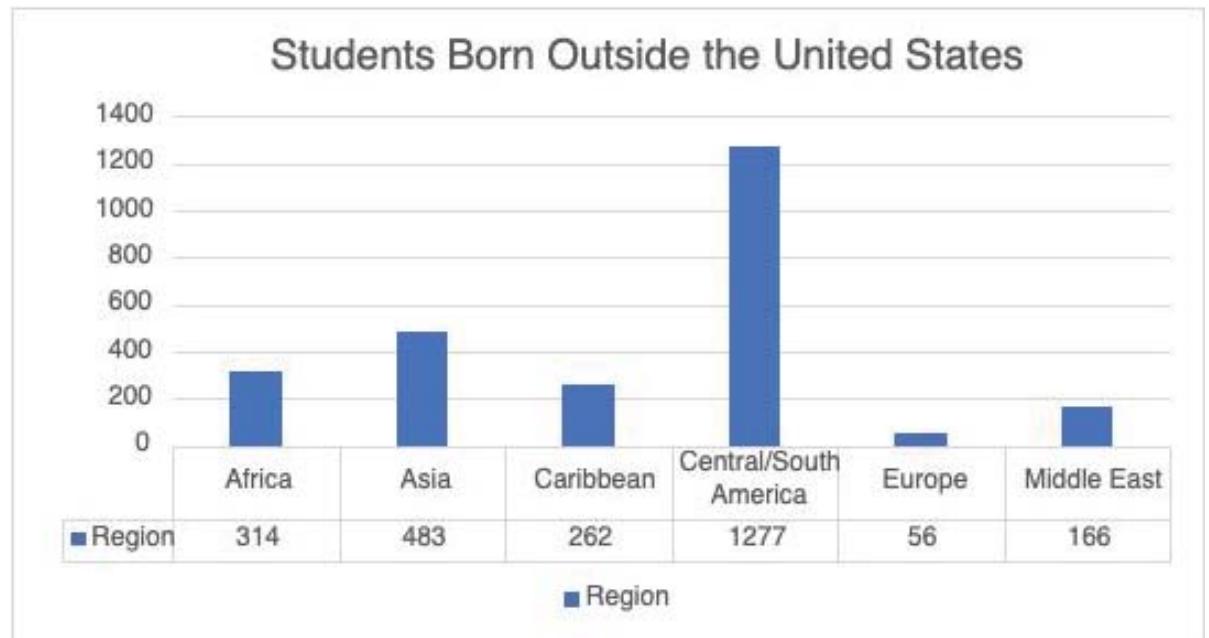
Demographics - Home Language



* A high incidence language is defined as a language that is spoken by 5% or more of the total population. In Lowell Public Schools, our high incidence languages are Spanish, Khmer, and Portuguese.

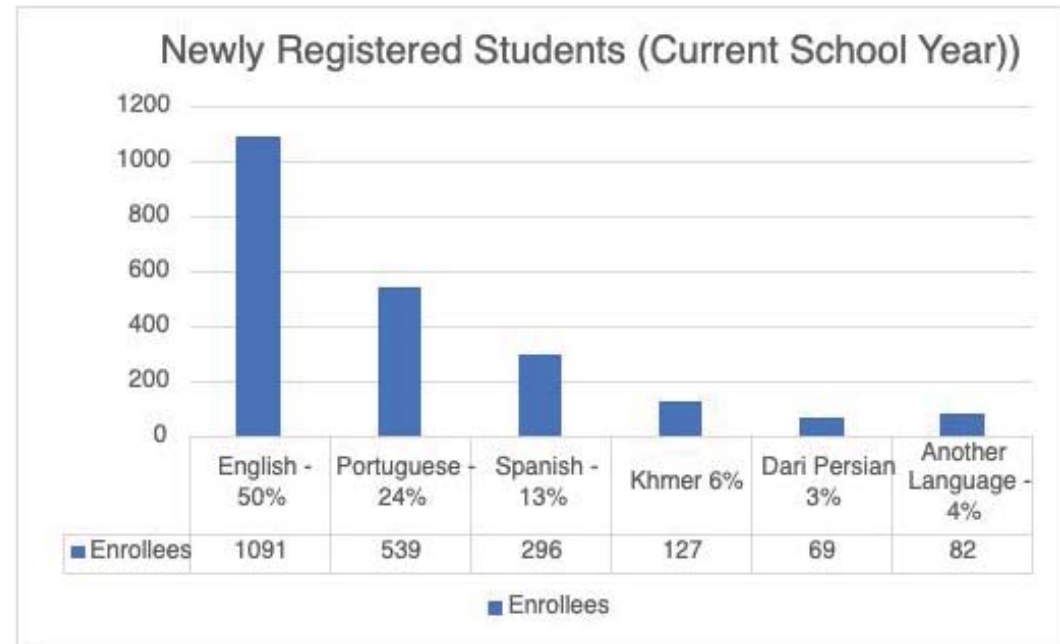


Demographics - Students Born Outside the U.S.





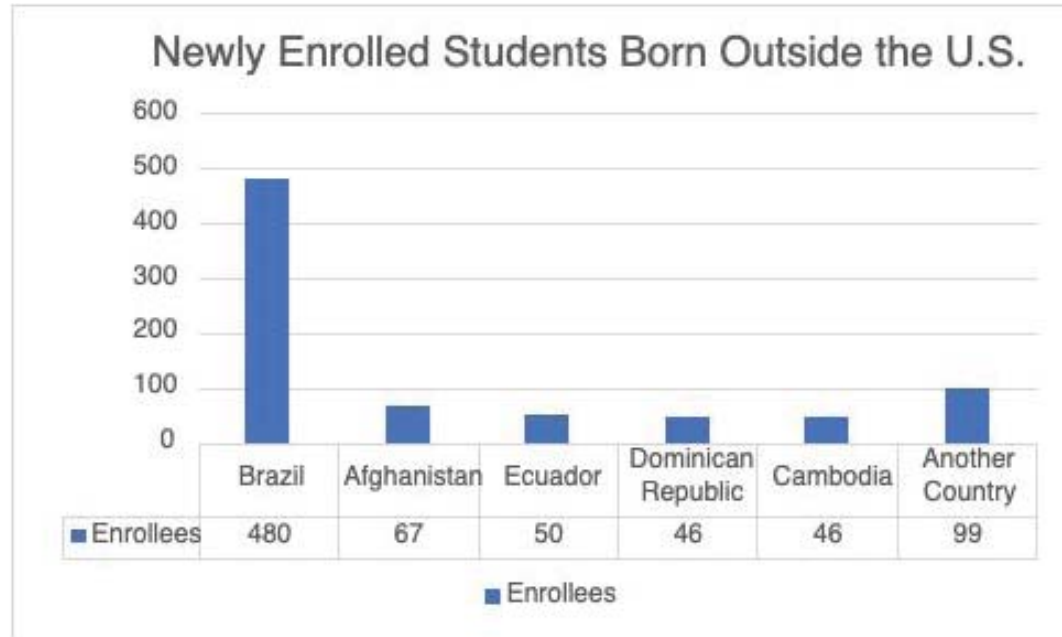
Newly Registered Students (SY 2021-2022) - By Language



- To date, for the 2021-22 school year, 50% of newly enrolled students indicated a home language other than English.



Newly Registered Students (SY 2021-2022) Born Outside the U.S.



- To date, 36% of newly enrolled students were born outside of the United States.

Improving Access to Communication





Communication Goals

- The communications team housed within the Office of Equity and Empowerment is comprised of the Community Outreach Strategist, Bilingual Family Liaison Lead and the District Webmaster.
- The team is in the final stage of completing a communications plan with goals to:
 - Provide accurate and timely information to all stakeholders (students, families, staff and community members) on issues of importance pertaining to the school district in ways that are easy to access regardless of primary language, disability, or income status.
 - Differentiate communications methods and outreach strategies based on the needs, interests and communication styles of different stakeholders.
 - Elevate 360 degree communication with stakeholders.
 - Showcase and promote the people, programs, and initiatives of the Lowell Public Schools to help the public at-large, as well as those working and studying in our buildings, get a more comprehensive picture of everything the school district offers and the values it encompasses.



Communication Goals - Family Stakeholders

For family stakeholders, the ultimate goal of our communications team is to develop a 360 strategy for communication which at the district-level will help our team improve our central office family communication and engagement initiatives and at the school-level help increase family agency to solve student specific issues that may arise and build trusting relationships.



Communications Matrix

Type of Communication	Website	Email	Phone Call	Text Message	Social Media	Newsletter
General Outreach	✓	✓			✓	✓
School Closure (Weather)	✓	✓	✓	✓	✓	
School Delay (Weather)	✓	✓	✓	✓	✓	
School Early Dismissal (Weather)	✓	✓	✓	✓	✓	
School News Promotion					✓	✓
School Activities					✓	✓
Survey Promotion	✓	✓	✓	✓	✓	✓
Non-School/District Outreach		✓	✓			
Information Sessions/Forums	✓	✓	✓	✓	✓	✓



Current Direct Services, Resources and Programs and Select Needs

School-based Service Needs

- New Student/Family Onboarding
- Conferences between parents/guardians and staff
- Communication regarding programs, events, and opportunities
- Student achievement and progress celebration
- Welcoming environment improvement
- Opportunities for parents to participate in school activities and decision-making meetings
- Emergency communications
- Disciplinary issue resolution

Available Resources

- Telephonic Interpretation
- Document Translation
- Consecutive Interpretation (remote & in-person)
- Simultaneous Interpretation (remote & in-person)
- Bilingual Family Liaison Support
- Translation and Interpretation Workshops & Trainings for Improving Skills of Bilingual Staff
- Multilingual Parent Academy Programs and School-based Welcome Circles



Multilingual Communications Matrix (School-Based)

School-Based Communication						
Type of Communication	Class Dojo / Remind	Phone Interpretation	In-Person Interpretation	Email Translation	Document Translation	Machine Translation
School activities	✓			✓	✓	
School survey	✓			✓	✓	
Student progress update	✓	✓				
Parent-Teacher Conference	✓	✓	✓			
Progress Report				✓	✓	
Report Card				✓	✓	
Disciplinary Hearing			✓	✓	✓	
Emergency Communication		✓		✓	✓	✓
School Newsletter						✓



Language Needs - District Communications

Examples of District-Wide Communications

- Communication through registration process
- District-wide program and information sharing
- District-wide surveys and feedback gathering
- Public presentations and forums
- Weather-related communications
- Social media (bilingual Facebook pages)
- Crisis communication



Multilingual Communications Matrix (District-Based)

District-Wide Communication					
Type of Communication	ConnectED Call (top 3 languages)	ConnectED Call (top 7 languages)	Email Translation (top 3 languages)	Email Translation (top 7 languages)	Machine Translation
Inclement Weather		✓		✓	
LPS Promotion	✓		✓		
Community Program			✓		
Survey Promotion	✓		✓		
Crisis Communication		✓		✓	
Monthly Newsletter					✓

Current Budgeted Services

School Year 2021 - 2022





Language Service Costs - Vendors & Staff

- 4 contracted vendors for translation & interpretation services:
 - Language Bank
 - Language Bridge
 - American Translation Partners
 - Lionbridge

- Bilingual Family Liaisons
 - 5 centralized liaisons
(Spanish, Portuguese, Khmer, Swahili, and French)

- 3 school-based full-time Bilingual family Liaisons
 - Greenhalge Elementary School (Spanish)
 - Bartlett Community Partnership (Spanish)
 - Stoklosa Middle School (Spanish)

School Year 2021 - 2022

Language Service Use and Associated Costs

Telephone Interpretation	Month	Number of Calls	Spend
Company: Lionbridge	November	381	\$1,612.63
	December	291	\$1,093.05
	January	580	\$2,105.25
	February	Approx. 396	\$1,679.10
	March	TBD	TBD
	Total (November to Present)	1648	\$6,490.03

School Year 2021 - 2022 Current Language Service Use and Associated Costs

Translation	Month	# of Translation Requests to Vendor	Cost of Translation
Company: Language Bank	November	25	1,752.81
	December	19	1,907.17
	January	15	2,873.11
	February	12	2,522.71
	March (awaiting final invoice)	TBD	TBD
	Total (November to Present)	67	10,521.39
Interpretation	Month	# of Interpretation Requests to Vendor	Cost of Interpretation
Companies: Language Bank	November	41	4,495.00
	December	192	19,605.00
	January	215	25,605.00
	February	145	16,660.00
	March	117	11,265.00
	Total (November to Present)	766	82,970.00

Meeting Needs





Reflections on FY 21 and FY22

- In planning for FY 23, the Equity Office is considering service, usage and improvements to the translation, interpretation and other language access services. A few points for consideration:
 - Service needs have not been able to be fully met by the initially contracted vendor, so a second vendor contract was approved in December and just finalized the last week of March, resulting in lower invoicing against the contract as compared to FY21
 - Telephonic interpretation services were covered during the height of the COVID pandemic through a DESE grant which has now ended
 - The percentage of English Learners has increased by 4.7 percent number of students to date this school year
 - LPS anticipates receiving additional refugee students from Afghanistan and Ukraine as advised by the International Institute of New England
 - Further analysis needs to be conducted of staff who are bilingual and provide interpretation/translation services at their school site that are not explicitly included within their job description in order to understand the full need and balance of services across schools



Data Collection to Inform Service Improvement

- The following data is being collected and analyzed to inform Language Access improvements:
 - Family/Community Survey
 - Family Welcome Circle Feedback Forms (school-based)
 - Phone interpretation Use (Staff feedback form)
 - Hispanic Student Success Taskforce Advisement
 - School Usage of Current Available Resources (comparative analysis)





Next Steps

- Develop a Language Access policy which codifies the District's commitment to language access services and resources and sets expectations for district offices and schools to ensure that limited English families have full and equal access to participating in their child's education.
- Complete the data analysis to determine whether services are equitably distributed across schools and central office departments to meet the different populations and languages served across the district.
- Finalize the communications plan and ensure limited English proficient families are made aware of their rights and available services as relates to removing language as a barrier to participating in their child's educational process.



Contacts

Latifah Phillips, Chief Equity and Engagement Officer

lphillips@lowell.k12.ma.us

978-674-4326

Vannak Khin, Bilingual Family Liaison Lead

vkhin@lowell.k12.ma.us

978-328-6782

Jennifer Myers, Community Engagement Strategist

jmyers@lowell.k12.ma.us

978-674-2039

John Overton, District Webmaster,

joverton@lowell.k12.ma.us

978-674-2159

QUESTIONS?



Lowell Public Schools Portrait of a Graduate

Year 1 Implementation: SY2021-2022



Agenda

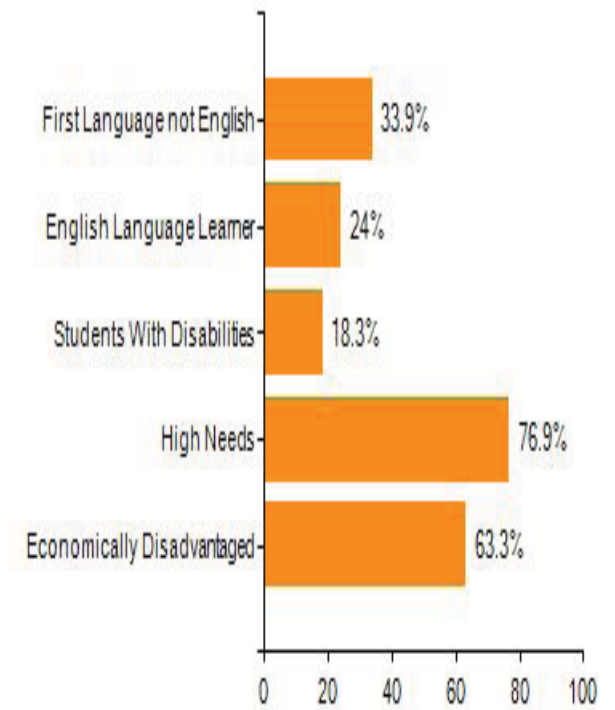
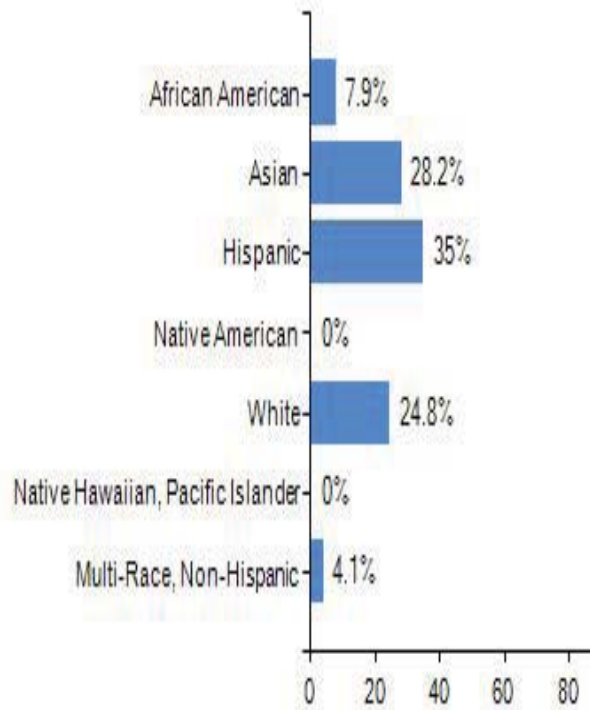
1. LPS Context
2. Core Beliefs and Fundamental Commitments
3. LHS Performance Outcomes
4. LHS Problem of Practice
5. LHS Theory of Action
6. Portrait of a Graduate
7. Year 1 PoG Implementation Goals
8. Immediate Next Steps
9. Opportunities for Partnership



The City of Lowell and Lowell Public Schools



- 4th largest City in Massachusetts
- ~70 different languages spoken among 120,000 residents
- ~14,500 PK-12 students across 28 schools



LPS Core Beliefs and Fundamental Commitments

Core Beliefs

1. **A high quality education is a fundamental civil right of every child we serve.**
2. **Teaching and learning are at the core of our work.** Everything we do must support what happens in the classroom.
3. **Parents are our partners.** They are our students' first teachers in the home.
4. **There is no silver bullet to improving our schools.** Sustainable school improvement requires hard and steady work over time.
5. **Every adult in the system is accountable for the success of our students.** Putting every child on a path to college and career success is the responsibility of the entire community.

Fundamental Commitments

- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources among the district's diverse schools.
- Engage all families with courtesy, dignity, respect and cultural understanding.



Lowell High School Historic Performance Outcomes

- The majority of students overall continue to thrive at LHS and move on to successful college and career pursuits after graduation
 - Recent graduates are attending the nation’s most selective colleges and universities
 - Past graduates rank among the most successful corporate CEOs and wealthiest individuals in the Commonwealth
- However, trends in the school’s performance also show significant opportunity gaps across data sets, including both internal and external measures
 - Fewer than half of students with disabilities graduated in 2019, a rate which is 25% lower than the state average
 - The attendance rate for Hispanic/Latino students was 5.9% below the state average at 86.8%
 - Discipline data within the school also shows disproportionately high percentages of out-of-school suspensions among Hispanic/Latino students



Lowell High School Historic Performance Outcomes

Due to the low subgroup performance and low participation on the MCAS, under the Statewide Accountability System, LHS is currently designated as “Requiring Assistance” and in the “Focused/Targeted Support” Category- which requires the completion of a Sustainable Improvement Plan, formerly known as a Turnaround Plan.



LHS Sense of Belonging and Mindset

Recent data from nationally norm referenced student survey administered in the fall of 2020 and spring of 2021 indicate that LHS students:

- have a lower sense of belonging than their peers
- have a lower perception of their overall ability to achieve in succeeding academic outcomes

And

- a majority of students at the school indicate that they don't have conversations about race, even when they might be uncomfortable
- about half of the students answered that they rarely or never talk about ideas from their classes when they are not in school

Fall and Spring Panorama Survey,
2020-2021



Our Problem of Practice

We do not consistently provide meaningfully relevant and rigorous learning experiences for ALL students in ALL classrooms - particularly for students who have been historically disadvantaged and/or marginalized based on race, income, language or disability. The high variability in program access and classroom practice that has been and is currently maintained across Lowell High School continues to result in disparate educational opportunities and academic outcomes among our diverse student populations.



Our Theory of Action

If we...

- cultivate genuine relationships with each student based on knowledge of their individual and cultural background and high expectations for their near-term and long-term success,
- engage every student with strong instruction within programmatic options that align with their current interests and are relevant to their future academic and/or career goals, and
- ensure the content of every course is grade appropriate and aligned with the academic rigor required for entry into the most selective colleges and/or related careers



Our Theory of Action

Then...

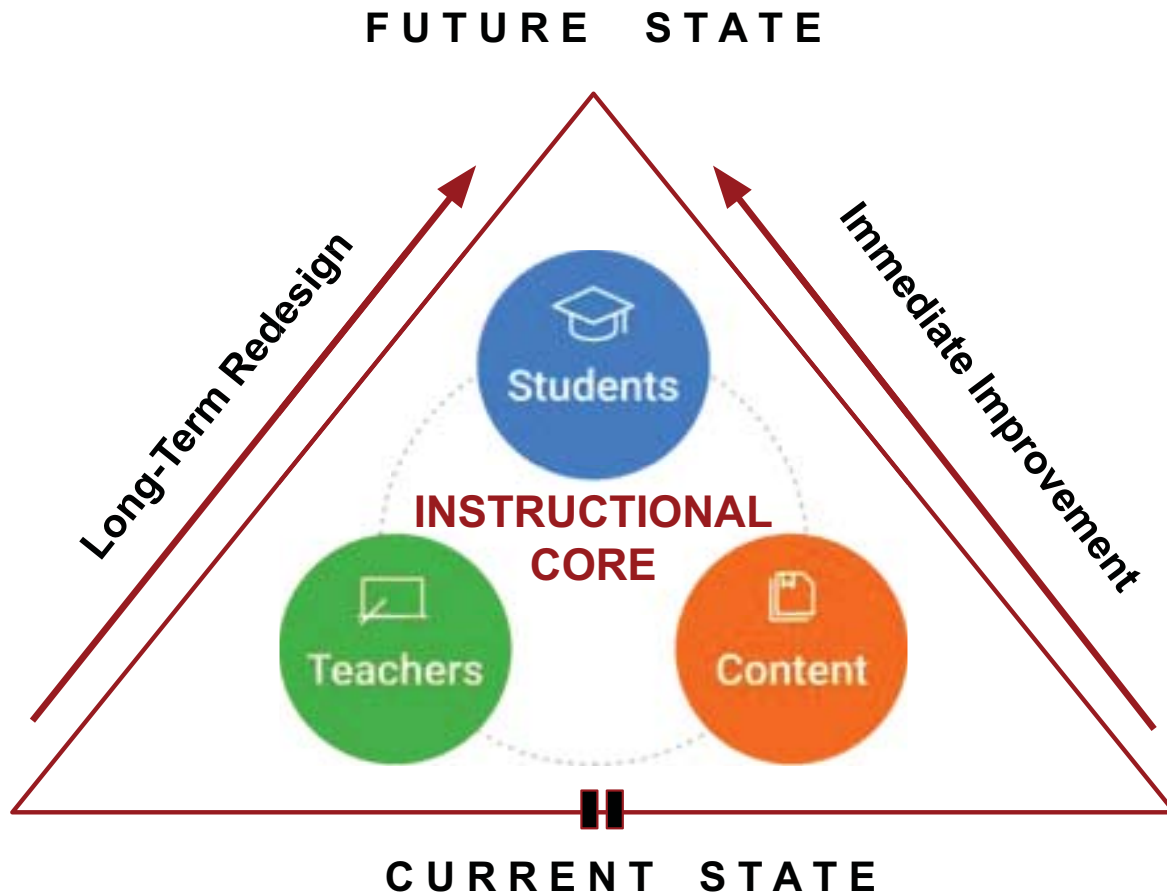
- students will be empowered in their learning,
- opportunity and access gaps will be eliminated, and
- the community-wide vision that shaped our Portrait of a Graduate will be realized in every secondary school classroom for every student, every day in Lowell Public Schools.



Year 1 Implementation Goals

1. Refine the PoP and ToA, and develop an **aligned school-wide vision for teaching and learning** with a **clearly defined standard of practice** for all secondary classrooms across grades and content areas, including observable indicators of what students are doing, what teachers are doing and what classrooms should look like for every student in every classroom, every day.
2. Establish **new graduation requirements** which are aligned with the community-wide expectations outlined in the Portrait of a Graduate and ensure all students have access to a high quality program of study upon entry into high school and achieve the knowledge, skills and competency standards required for post-secondary success prior to completion of high school.
3. Develop and implement a **communications and marketing plan** to coordinate and align messaging for both internal and external stakeholders that ensures clear and cohesive implementation of both the long-term redesign of the secondary portfolio and immediate, near-term improvement efforts underway at Lowell High School.

Immediate Next Steps



Opportunities for Partnership?



PORTRAIT OF A GRADUATE

LOWELL PUBLIC SCHOOLS

THE MISSION:

Lowell Public School graduates will be strong of mind, heart, spirit, and skill so they are prepared to engage and lead with others to make positive change for a more equitable world.

No. 1 MIND

Students will acquire the knowledge, intellectual abilities, and problem-solving skills they need to be lifelong learners and critical thinkers in a complex and ever-changing world.

No. 2 HEART

Students will acquire the self-awareness, cultural humility, and historical knowledge that will enable them to understand, appreciate, and value people from different groups, cultures, and belief systems.

No. 3 SPIRIT

Students will approach learning, work, and life challenges with patience, perseverance, and adaptability as they develop the resilience and determination essential to success in adulthood.

No. 4 SKILL

Students will possess the real-world skills they need to evaluate new information, communicate their ideas, solve challenging problems, develop innovative solutions, and use digital technologies.

No. 5 NETWORK

Students will be able to communicate effectively and persuasively, collaborate productively in groups or teams, follow through on commitments and responsibilities, and interact respectfully, empathetically, and constructively with others.

No. 6 LEADERSHIP

Students will have the confidence, knowledge, and abilities they need to be civically engaged, empower others, seek justice, and achieve positive change in the world.



Lowell Public Schools is committed to launching every graduate into adulthood prepared for life. We know that a successful launch requires a diverse team of people—educators, families, and community members—working together to execute the mission: giving every student the opportunity to learn, grow, and thrive. The Lowell Portrait of a Graduate describes the knowledge, skills, and work habits that will prepare our students for college, careers, and civic life.



Supporting Documentary Evidence

Standard 4:

Professional Culture

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DEI in Lowell Public Schools

*A Comprehensive Framework for Translating Our
Fundamental Commitment to Equity Into Action for
Every Student in Every Classroom*





Lowell Public Schools



Strategic Plan

EQUITY • EXCELLENCE • EMPOWERMENT



ACADEMIC ACHIEVEMENT • OPERATIONAL EFFICIENCY
WELCOMING CULTURE • FAMILY ENGAGEMENT



Our Core Beliefs

- **A high quality education is a fundamental civil right of every child we serve.**
- **Teaching and Learning are at the core of our work.** Everything we do must support what happens in the classroom.
- **Parents are our partners.** They are our students' first teachers in the home.
- **There is no silver bullet to improving our schools.** Sustainable school improvement requires hard and steady work over time.
- **Every adult in the system is accountable for the success of our students.** Putting every child on a path to college and career success is the responsibility of the entire community.

Lowell Public Schools Demographics

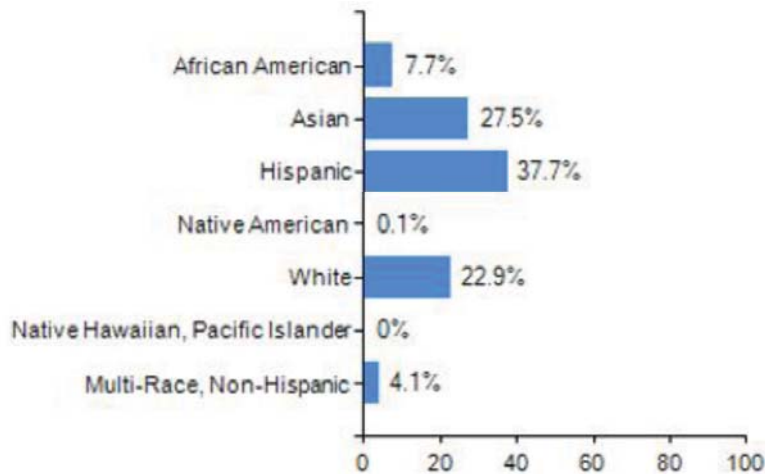
District Type
Public

Number of Schools
27

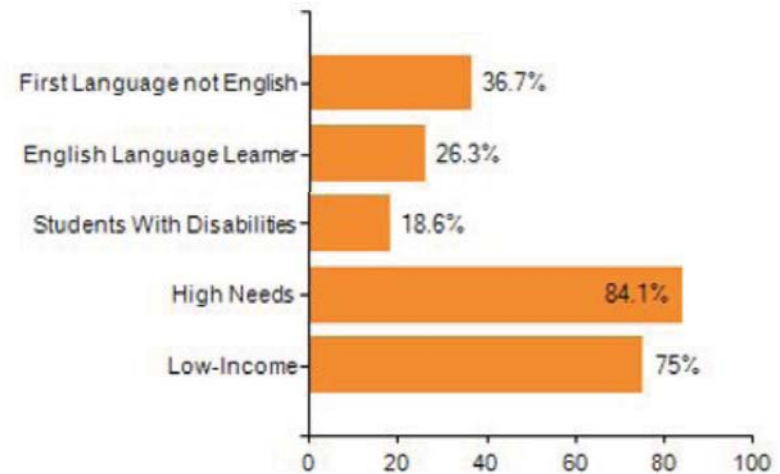
Enrollment
13,991

Grades Served
PK - 12

Student Race and Ethnicity

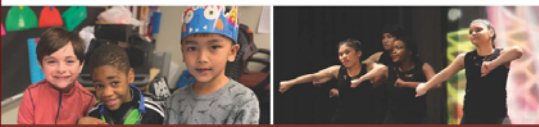


Selected Populations





Lowell Public Schools



Strategic Plan

EQUITY • EXCELLENCE • EMPOWERMENT



ACADEMIC ACHIEVEMENT • OPERATIONAL EFFICIENCY
WELCOMING CULTURE • FAMILY ENGAGEMENT



Our Fundamental Commitment to Equity

- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources among the district's diverse schools.
- Engage all families with courtesy, dignity, respect and cultural understanding.

Lowell Public Schools Select Data from FY21

	DISTRICT ENROLLMENT	GRADUATION RATE	DROP OUT RATE	MASS CORE COMPLETION	IN SCHOOL SUSPENSION	OUT OF SCHOOL SUSPENSION	ATTENDANCE	CHRONICALLY ABSENT	STUDENT RETENTION	PASSING ALL GRADE 9 COURSES	ATTENDING HIGHER ED POST GRADUATION
ASIAN	27.5	90.9	0.8	21.3	0.0	0.1	95.4	12.0	1.8	62.9	60.5
BLACK	7.7	79.3	2.0	12.2	0.00	0.7	93.7	19.7	2.8	45.1	63.2
HISPANIC	37.7	68	4.7	6.8	0.2	0.9	89.6	32.8	3.6	31.7	35.3
WHITE	22.9	80.8	3.1	19.6	0.1	0.6	92.4	22.4	2.5	53.9	66.7
MULTIRACIAL	4.1	77.4	.8	25	0.2	1.0	92.6	20.5	2.4	41.2	61.1
ALL		80	2.7	16.4	0.1	0.6	92.4	23	2.8	46.1	56.4

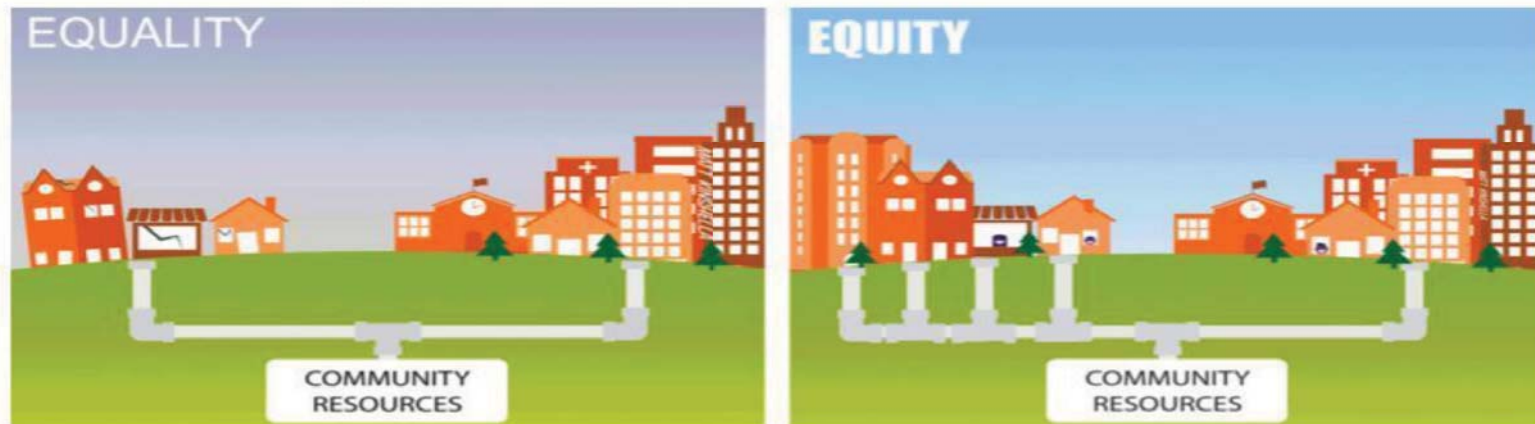
EL	26.3	69.6	6	8.4	0.0	0.6	91.5	27.0	2.9	33.3	34.7
SPED	18.6	55	3.2	9.0	0.4	2.0	88.9	25.6	3.7	30.6	34.7
Low Income	75	74.3	3.2	13.2	0.1	0.8	90.6	29.5	3.2	37.0	45.7

* No self-identified Native American students reported in FY 21 data

How Do We Translate Our Verbal Commitments into Action Across the District?

EQUITY vs EQUALITY

To close these gaps, we must **target strategies to focus on gains for those most marginalized**



and move beyond “services” and to **changes in policies, institutions and structures**

How Do We Translate Our Verbal Commitments into Action Across the District?

- **Clear Expectations for Performance** at All Levels of the Organization
- **Relevant and Collaborative Support** for Continuous Improvement
- **Meaningful Feedback and Accountability** for Results

How Do We Translate Our Verbal Commitments into Action Across the District?

- *Clear Expectations for Performance at All Levels of the Organization*
- **Relevant and Collaborative Support** for Continuous Improvement
- **Meaningful Feedback and Accountability** for Results



Lowell Public Schools

Clear Expectations for Performance



“What Gets Measured Gets Done.”

- Peter Drucker

500 Students Grades 5 to 8				Home Languages			
Special Education	30%			Khmer	75		
English Learners	25%			Portuguese	125		
Latino	40%			Spanish	100		
African American	10%			Swahili	40		
Asian	30%			Low Frequency	32		
Opportunity Gaps				Language Access			
Indicator	SY20/21	SY21/22	Quartile	Indicator	SY20/21	SY21/22	Quartile
MCAS Performance	15	12	Q ₄	Khmer	80	80	Q ₄
Discipline	10	10	Q ₃	Portuguese	40	60	Q ₄
Advanced Program Enrollment	NA	NA	NA	Spanish	100	100	Q ₄
Special Education Referrals	25	27	Q ₂	Swahili	50	75	Q ₃
Student Attendance	10	0	Q ₄	Low Frequency	0	0	Q ₄
Diversity Hiring				Culturally and Linguistically Sustaining Practices			
Indicator	SY20/21	SY21/22	Quartile	Indicator	SY20/21	SY21/22	Quartile
African American	4	4	Q ₂	Anti-Bias Curriculum	50	100	Q ₄
Latino	3	3	Q ₃	Identity and Self Awareness	0	10	Q ₄
Asian	7	8	Q ₃	Culturally Relevant Pedagogy	50	50	Q ₂
Multi	2	1	Q ₂	Race, Class, Gender and Intersectionality	0	0	Q ₄
Bilingual	12	13	Q ₃				

How Do We Translate Our Verbal Commitments into Action Across the District?

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How Do We Translate Our Verbal Commitments into Action Across the District?

- **Clear Expectations for Performance** at All Levels of the Organization
- *Relevant and Collaborative Support for Continuous Improvement*
- **Meaningful Feedback and Accountability** for Results



Lowell Public Schools

Relevant and Collaborative Support for Continuous Improvement



“We learn to do the work by doing the work.”

- Richard Elmore

Opportunity Gaps

- Fair Student Funding
- Real-time Data Monitoring and Performance Management
- Multi-Tiered Coaching and Adult Learning
- Differentiated School-Level Autonomy and Centralized Support Based on School Needs

Language Access

- Alignment of Interpretation and Translation Services
- On-Site and Remote Resource Availability
- Continuous Feedback Loop with Families

Diversity Hiring

- School Specific Staffing Analyses
- Targeted Recruitment and Hiring Incentives
- Candidate Screening Protocols
- Interviewer Training
- Candidate Onboarding and Affinity Support

Culturally and Linguistically Sustaining Practices

- Externally-Developed Core Competency Modules
- Centrally-Facilitated, Train-the-Trainer Model
- School-Specific, Instructionally-Aligned Staff Development Goals

How Do We Translate Our Verbal Commitments into Action Across the District?

- **Clear Expectations for Performance** at All Levels of the Organization
- **Relevant and Collaborative Support** for Continuous Improvement
- **Meaningful Feedback and Accountability** for Results

How Do We Translate Our Verbal Commitments into Action Across the District?

- **Clear Expectations for Performance** at All Levels of the Organization
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- ***Meaningful Feedback and Accountability for Results***



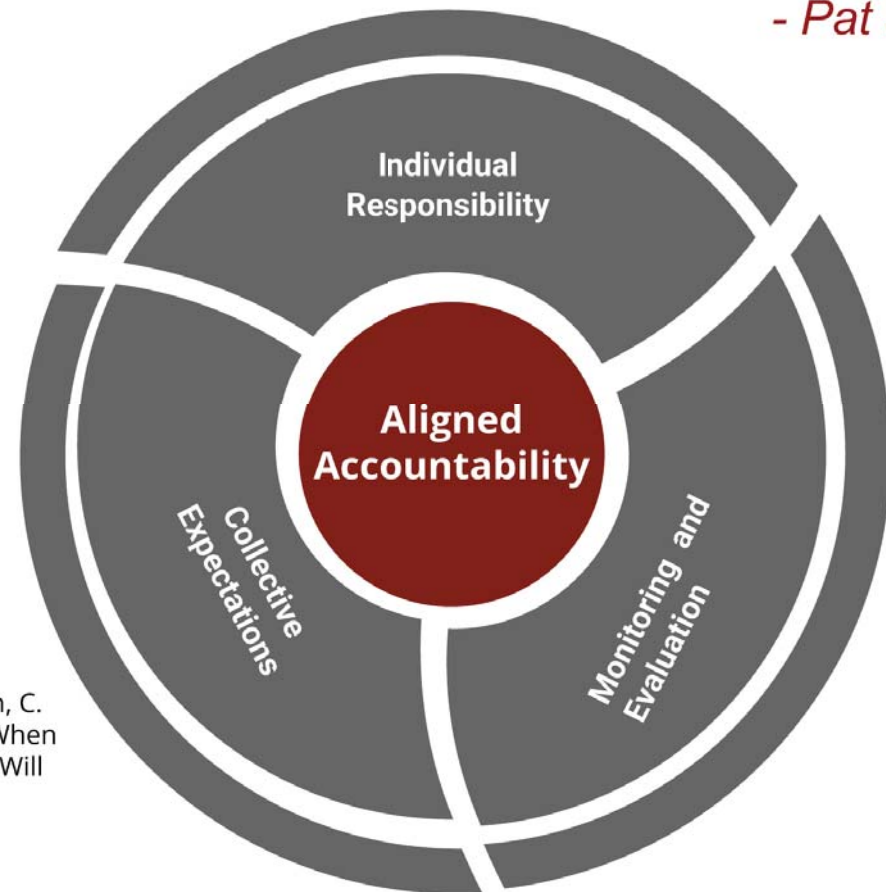
Lowell Public Schools

Meaningful Feedback and Accountability for Results



“Responsibility equals accountability equals ownership. And a sense of ownership is the most powerful weapon a team or organization can have.”

- Pat Summit



Adapted from Abelman, C. and Elmore, R. (1999) When Accountability Knocks, Will Anyone Answer?. *CRPE Research Reports*.



Lowell Public Schools

Next Steps

- Continue collaboration with internal and external stakeholders to refine and finalize the *LPS DEI Model School Dashboard* ahead of district-wide rollout in summer/fall 2022
- Update school-by-school staffing opportunity analyses and continue collaboration with labor unions to further refine recruitment and retention incentives ahead of SY22/23 hiring
- Continue collaboration with school leaders and school-site councils on QIP development and CLSP goal setting
- Align all performance management tools, protocols and processes with the district's overarching strategic plan for improvement through continued collaboration with UMASS Lowell
- Implement phase 2 of the LPS multi-year, cross-disciplinary CLSP plan

**MEMORANDUM OF AGREEMENT
BETWEEN THE
LOWELL SCHOOL COMMITTEE
AND THE
UNITED TEACHERS OF LOWELL
JULY 1, 2020- JUNE 30, 2023
COLLECTIVE BARGAINING AGREEMENT
FOR
BUILDING SERVICES BARGAINING UNIT**

Length of Contract 3 Years

Salary Increase:

First day	July 1, 2020 – June 30, 2021	2.0%
Midpoint	July 1, 2020 – June 30, 2021	0.0%
Last day	July 1, 2020 – June 30, 2021	0.0%
First day	July 1, 2021 – June 30, 2022	2.25%
Midpoint	July 1, 2021 – June 30, 2022	0.25%
Last day	July 1, 2021 – June 30, 2022	0.0%
First day	July 1, 2022 – June 30, 2023	2.5%
Midpoint	July 1, 2022 – June 30, 2023	0.0%
Last day	July 1, 2022 – June 30, 2023	0.0%

Effective June 30, 2021, increase the established base salaries for all employees who make less than \$50,000 at that time by \$500.00.

Study Groups:

The parties share the goal of diversifying our educator workforce. To that end, the parties agree to create a negotiation subcommittee on educator diversity that shall meet regularly. The goal of the negotiation subcommittee shall be to identify ways to help the Lowell Public Schools and the UTL diversify their workforce. The committee shall make recommendations to the bargaining teams by May 1, 2022, which the parties will consider and negotiate as part of a successor agreement.

Evaluations:

The parties agree to negotiate an evaluation instrument for the Building Services Bargaining Unit. The parties will implement such evaluations for the 22/23 school year.

Holiday Pay:

Add Juneteenth as a recognized holiday following the language within the collective bargaining agreement.

Signed in the City of Lowell on this ____ day of October 2021.

LOWELL SCHOOL COMMITTEE

UNITED TEACHERS OF LOWELL

**MEMORANDUM OF AGREEMENT
BETWEEN THE
LOWELL SCHOOL ADMINISTRATORS ASSOCIATION
AND THE
LOWELL SCHOOL COMMITTEE
JULY 1, 2020 – JUNE 30, 2023**

Having bargained collectively pursuant to Chapter 150E of the General Laws, the Lowell School Committee (“the School Committee”) and the Lowell School Administrators Association (“the Administrators Association”) hereby agree to extend their July 1, 2017 – June 30, 2020 Collective Bargaining Agreement with the modifications that are set forth below:

1. Term of Contract (Preamble, p. 1)

- A. The term of the new Contract shall be for three (3) years covering the period of July 1, 2020 – June 30, 2023.
- B. Except as otherwise agreed in these negotiations and except for such technical modifications as date changes, all of the provisions of the July 1, 2017 – June 30, 2020 Contract shall be carried forward into the successor Contract.

2. Salaries and Compensation (Article V, p. 5 and Appendix A, p. 45)

- A. The Salary Schedules that were in effect as of June 30, 2020 shall be increased in the following amounts as of the following dates:

1.	July 1, 2020	Two Percent (2%)
2.	July 1, 2021	Two and One Quarter Percent (2.25%)
3.	Midpoint 2021-2022	One Quarter Percent (0.25%)
4.	July 1, 2022	Two and One-Half Percent (2.5%)

- B. The following shall be added as a new Section 5-14:

Study Group - Work Year & Compensation Equity/Wage Compression:
The parties agree that the historic practice of working towards a fair and just compensation system through equivalent across-the-board salary increases for all employee groups has resulted in reports of wage

inequities when comparing pay schedules across the bargaining unit's different job classifications, and over time, has resulted in issues of wage compression across the district - which will inevitably be compounded in future agreements if the issue is not thoroughly studied and collaboratively resolved. This Study group will also study work hours at Central Office.

Thus, the parties agree to actively participate in a study group, which is facilitated by a qualified and experienced external agency, to develop an equitable and sustainable approach to future compensation changes. The study will work to objectively identify how competitive, in relative terms, the overall compensation package is for each distinct job classification within the bargaining unit given changing requirements and in consideration of what comparable organizations and employers - locally, regionally and nationally - are paying employees in positions with similar duties and requisite skills. The parties further agree that the findings and recommendations of the study group will inform all future collective bargaining agreements between the parties.

C. Effective upon ratification of this Agreement, the hourly rate that is set forth in Section 5-09 shall be increased from \$32.50 to \$42.50.

3. Reduction In Force Notification (Article XX, p. 30). The notification date in Section 20-01 shall be changed from March 15 to April 20.

4. Evaluation (Article XXIV, p. 36). A new Section 24-02 shall be added, stating as follows:

In the spring of 2022, unit members will assist in preparing subordinates for receiving evaluations in the 22/23 school year and will also evaluate employees beginning in SY22 as determined by their building leaders. The parties agree to continue discussions about how LSAA members will participate in new evaluations which begin on July 1, 2022 for building services, cafeteria employees, administrative assistants, and unaffiliated personnel.

5. Emergency Staffing and Supervision of Students (Article XXXII, p. 40). This temporary provision - sunsets at the end of contract-administration has the

option to extend it an additional year, or while a successor agreement is being negotiated, whichever is longer – shall be added as a new Section 32-06:

During shortages or times when there is a lack of coverage, LSAA members may be assigned to substitute teach, cover classrooms, or perform other duties if determined by the Superintendent or Building Principal to be the best use of resources given the needs of the district or school. In the event that the Superintendent or Building Principal determines that classes or duties need to be covered by LSAA Members to ensure continuity of services for all students, coverage shall be solicited first on a voluntary basis. In the event that all LSAA Members have been asked to cover classes or duties and additional coverage is still necessary, LSAA Members may be assigned to cover classes or duties.

1. In the event that the Superintendent determines that classes or duties need to be covered by LSAA Members to ensure continuity of services for all students through this period of COID-related staffing shortages, LSAA Members may be requested to cover such classes or duties. Coverage shall be solicited first on a voluntary basis. In the event that all LSAA Members have been asked to cover classes or duties and additional coverage is still necessary, LSAA Members may be assigned to cover classes or duties.
2. Bargaining unit members whose standard job description primarily and directly provides services and/or supports for students' social and emotional needs (such as guidance counselors, social workers) and members whose standard job description requires that the member serve in a districtwide/multi-school support role (such as ETCs and positions stationed at Central Office), will be provided with additional compensation to account for the extended evening hours that may be required for the member to meet their standard duties while also providing classroom coverage during the contractual work day. Additional compensation for the above defined positions will be calculated in the following ways:
 - A. If an eligible member is required to provide coverage for more than half of the regularly scheduled school day, she/he will be provided with a \$125 stipend for the day to account for any additional work required beyond the contractual day.
 - B. If an eligible member is required to provide coverage for less than half of the regularly scheduled school day, she/he will be compensated at \$32.50

for each assigned class coverage for substitute teaching to account for any additional work required beyond the contractual day.

6. Prohibited Practice Charge. The LSAA agrees to withdraw Prohibited Practice Charge (DLR Case Number MUP-21-8973) from further proceedings before the Department of Labor Relations. The withdrawal of Counts Two, Three and Four are without prejudice to the LSAA's stated legal position as set forth in the Summary of Charge. Notwithstanding the LSAA's stated legal position, the LSAA recognizes the creation of one unaffiliated Associate Head of School position at Lowell High School and that the LSAA shall not contest same.

7. This Memorandum of Agreement is subject to ratification by the School Committee and the LSAA's Membership.

Signed in the City of Lowell on this ___ day of March, 2022.

LOWELL SCHOOL COMMITTEE

LOWELL SCHOOL
ADMINISTRATORS ASSOCIATION

Sokhary Chau, Mayor

Shelby Boisvert, President

Eileen DelRossi

Patricia Clark-Nowoswiat, Vice President

Andre P. Descoteaux

Rose Mendonca, Treasurer

Jackie Doherty

Arthur Santos, Secretary

Dominic Lay

Sandra Jaco O'Brien, Negotiating Committee

Connie A. Martin

Angela Lawler-Brennan, Negotiating
Committee

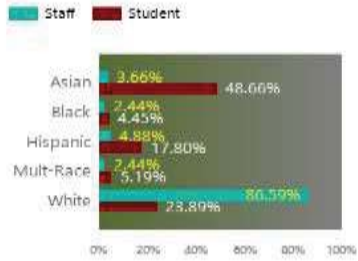
Stacey Thompson

Lowell School Administrators Association and Lowell School Committee
Memorandum of Agreement
February 16, 2022
Page 4 of 4

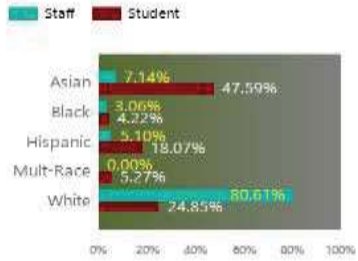


Daley Middle School Diversity Profile

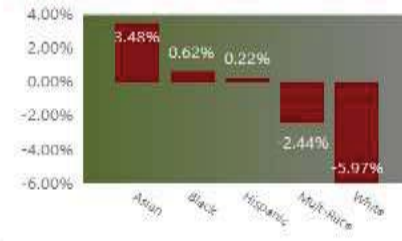
Racial Demographics Beginning of School Year:



Racial Demographics As of Report Date:



% Staff Change(Compare To Beginning of School Year)



Positions by Demographics		# of Staff	pct	Male	Female	white	Black	Asian	Hispanic	Multi Race
Administrator	Beginning of School Year	2	2.44%	100.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Administrator	Current	2	2.04%	100.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Cafeteria	Beginning of School Year	6	7.32%	0.00%	100.00%	83.33%	0.00%	0.00%	0.00%	16.67%
Cafeteria	Current	6	6.12%	0.00%	100.00%	83.33%	0.00%	0.00%	0.00%	0.00%
Clerk	Beginning of School Year	1	1.22%	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Clerk	Current	1	1.02%	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Custodian	Beginning of School Year	3	3.66%	100.00%	0.00%	66.67%	0.00%	0.00%	0.00%	33.33%
Custodian	Current	4	4.08%	100.00%	0.00%	25.00%	0.00%	25.00%	0.00%	0.00%
ETC	Beginning of School Year	1	1.22%	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%
ETC	Current	1	1.02%	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Guidance	Beginning of School Year	1	1.22%	0.00%	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Guidance	Current	1	1.02%	0.00%	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Instruct.Specialist	Beginning of School Year	1	1.22%	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Instruct.Specialist	Current	1	1.02%	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Math Resource	Beginning of School Year	1	1.22%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%
Math Resource	Current	1	1.02%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%
Nurse	Current	1	1.02%	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Paraprofessional	Beginning of School Year	16	19.51%	6.25%	93.75%	81.25%	12.50%	0.00%	6.25%	0.00%
Paraprofessional	Current	20	20.41%	10.00%	90.00%	75.00%	10.00%	10.00%	5.00%	0.00%
Social Worker	Beginning of School Year	2	2.44%	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Social Worker	Current	4	4.08%	0.00%	100.00%	75.00%	25.00%	0.00%	0.00%	0.00%
SPED Service	Beginning of School Year	1	1.22%	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%
SPED Service	Current	1	1.02%	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Substitute	Current	2	2.04%	0.00%	100.00%	0.00%	0.00%	0.00%	50.00%	0.00%
Teacher	Beginning of School Year	44	53.66%	22.73%	77.27%	90.91%	0.00%	4.55%	4.55%	0.00%
Teacher	Current	45	45.92%	24.44%	75.56%	91.11%	0.00%	4.44%	4.44%	0.00%
Tutor	Beginning of School Year	3	3.66%	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%
Tutor	Current	8	8.16%	12.50%	87.50%	87.50%	0.00%	12.50%	0.00%	0.00%

Compendium	Date	Category	Position
Compendium 1	1/7/2022	Teacher	ELA/SOCIAL STUDIES GR 5
Compendium 1	1/7/2022	Teacher	HEALTH 5-8
Compendium 1	1/7/2022	Teacher	SPECIAL EDUCATION 5-8
Compendium 1	1/7/2022	Teacher	ELA/SOCIAL STUDIES GR 5
Compendium 1	1/7/2022	Teacher	SPECIAL EDUCATION 5-8
Compendium 1	1/7/2022	Teacher	SPECIAL EDUCATION 5-8
Compendium 2	3/14/2022	Teacher	ELL
Compendium 2	3/14/2022	Teacher	Science
Compendium 3	6/14/2022	Para	MAINSTREAM 5-8
Compendium 3	6/14/2022	Para	MAINSTREAM 5-8
Compendium 3	6/14/2022	Para	MAINSTREAM 5-8
Compendium 3	6/14/2022	Para	MAINSTREAM 5-8
Compendium 3	5/2/2022	Teacher	Intervention

LPS Incident Report

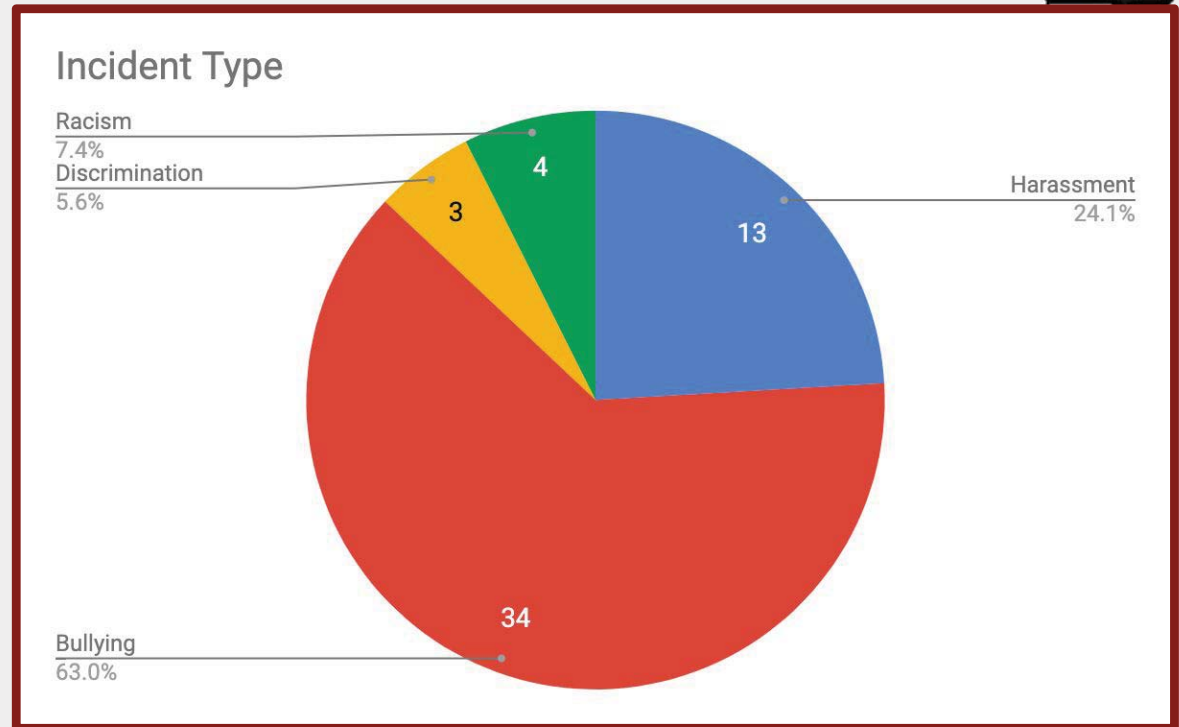


May Report 2022

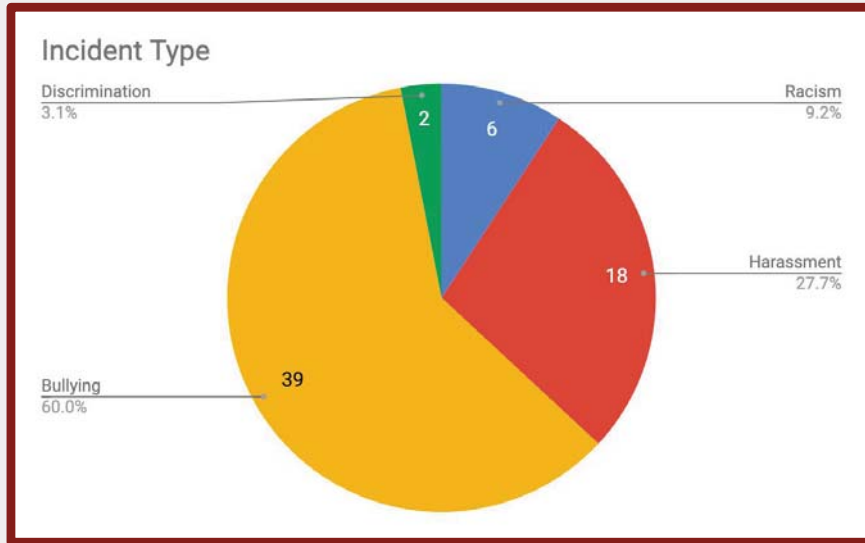


Total Reported Incidents (May 2022)

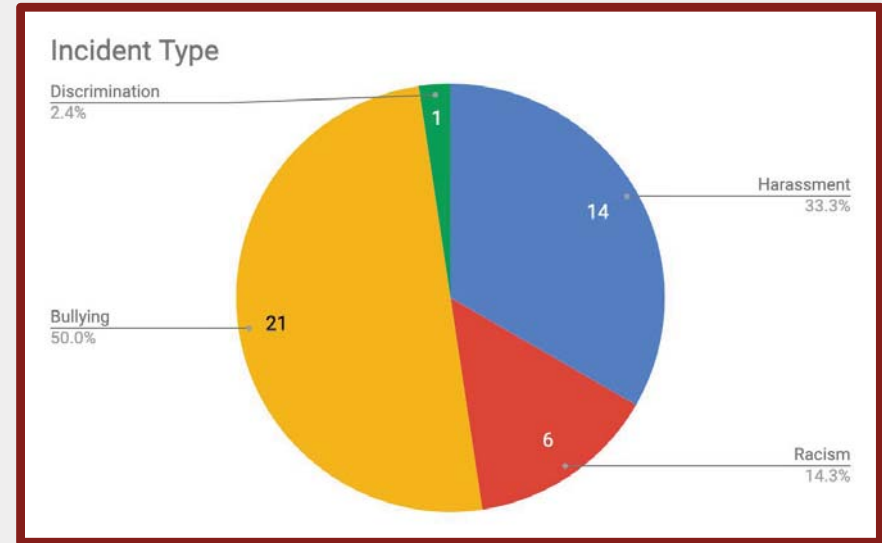
- There were a total of 54 incident reports filed during the month of May, 2022
- 63% of these incidents were reports of bullying
- 7.4% of these incidents were reports of racism



March-April 2022 Comparison of Reported Incidents



March

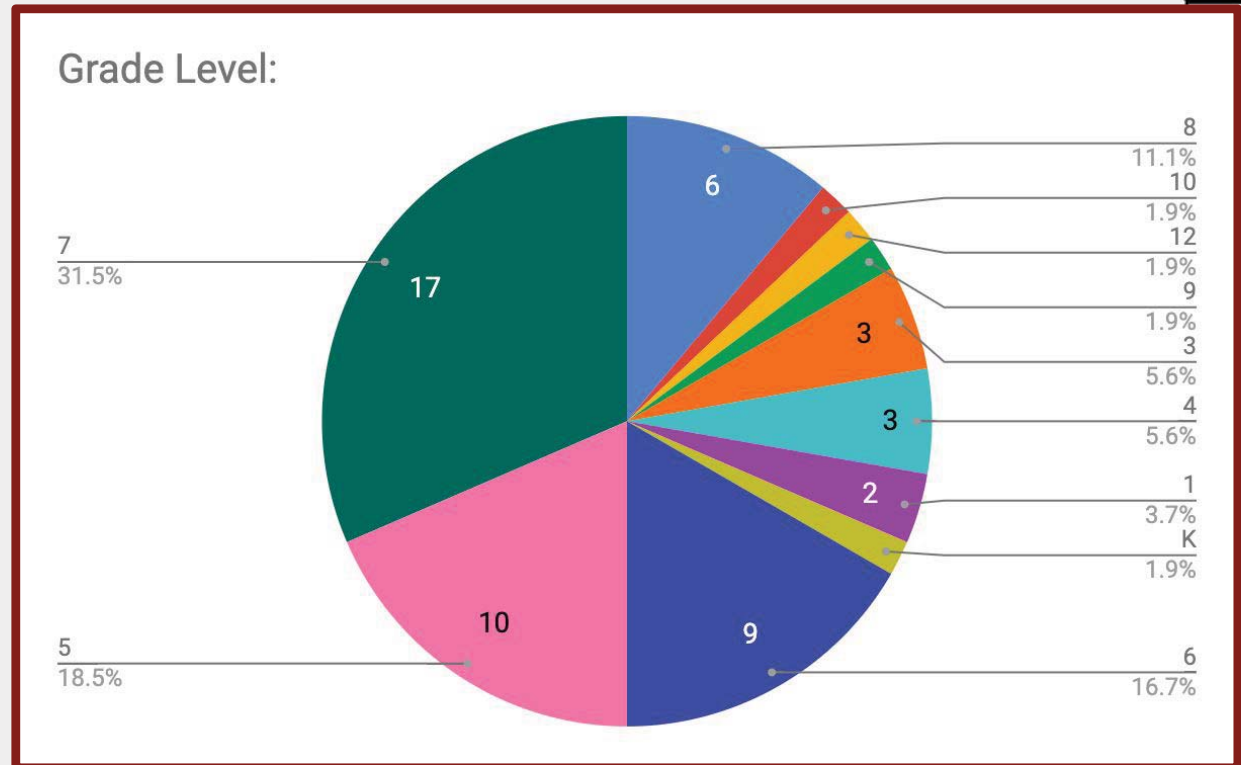


April

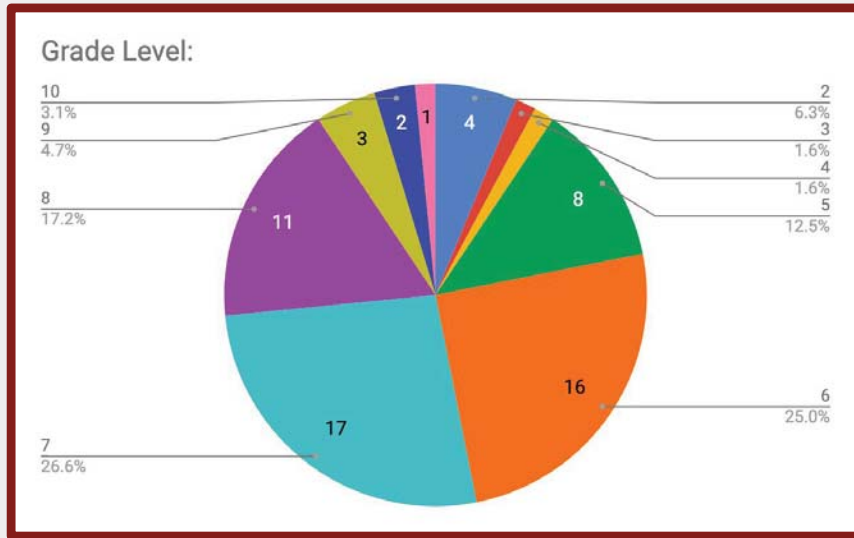


Incidents by Grade Level (May 2022)

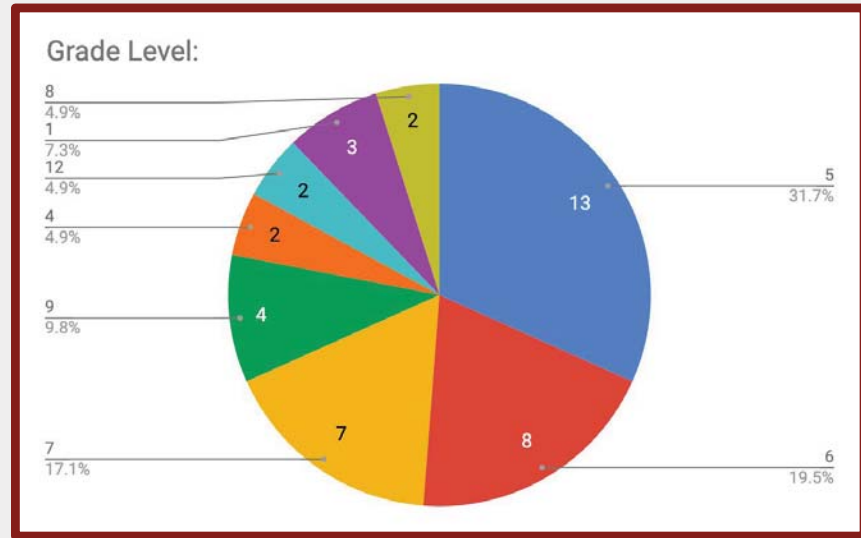
- The majority of these cases (77.8%) were reports involving middle schools, with the greatest number of reported incidents occurring in grade 7



March-April 2022 Comparison By Grade Level



March

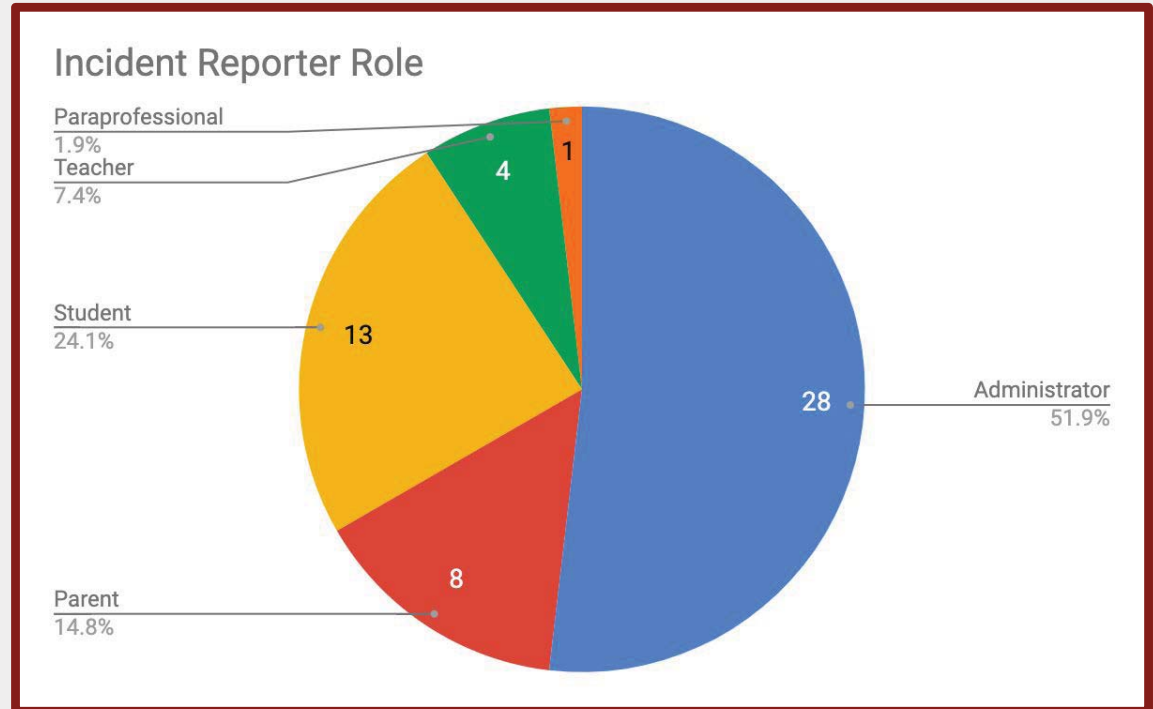


April



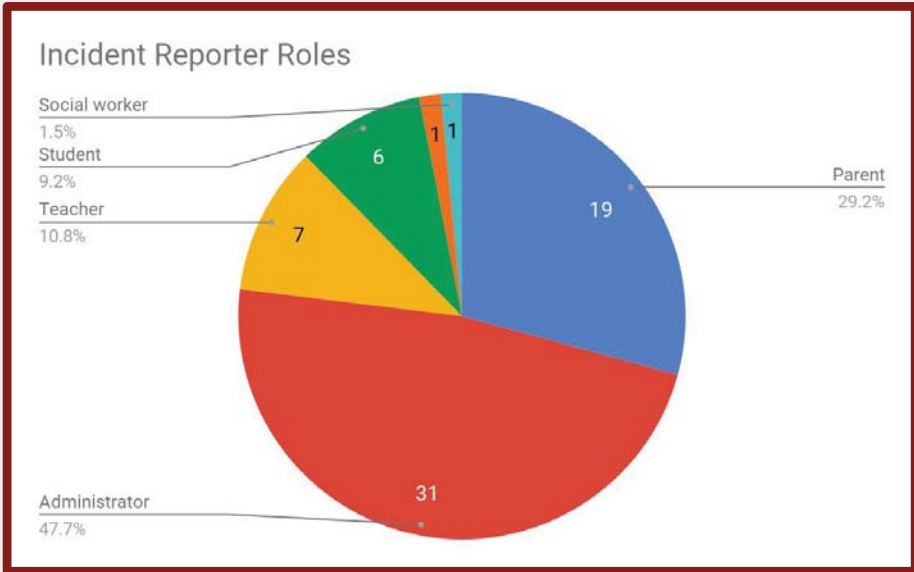
Incident Reporter Roles (May 2022)

- The majority (51.9%) of incidents were reported by administrators
- The second largest group that reported incidents was students (24.1%)

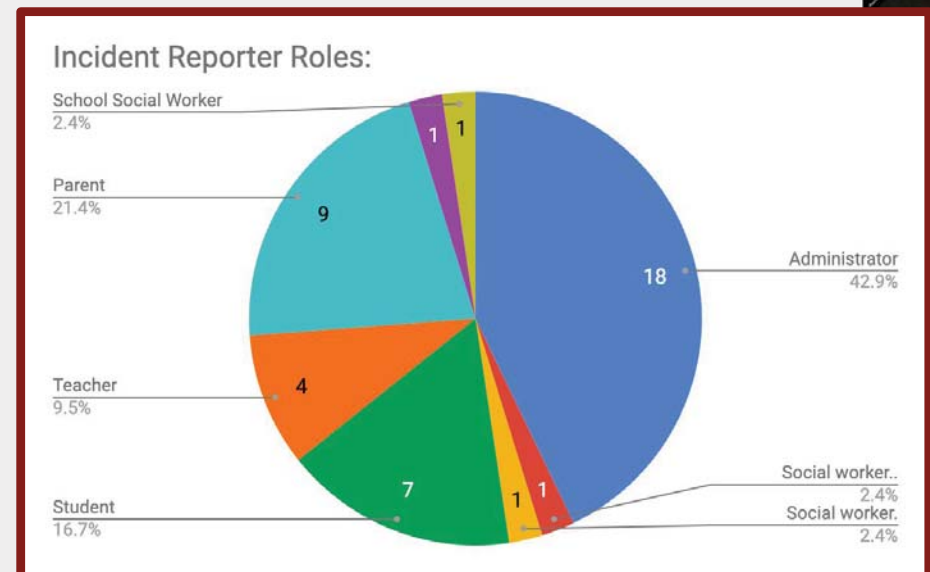




March-April 2022 Comparison of Incident Reporter Roles



March

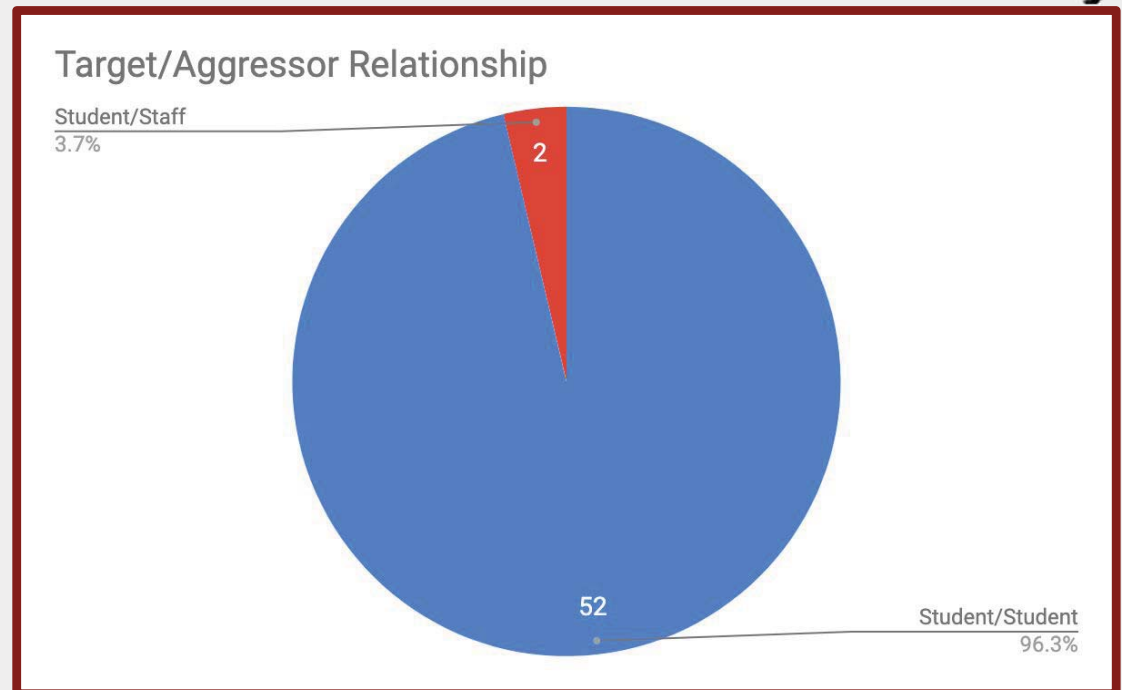


April

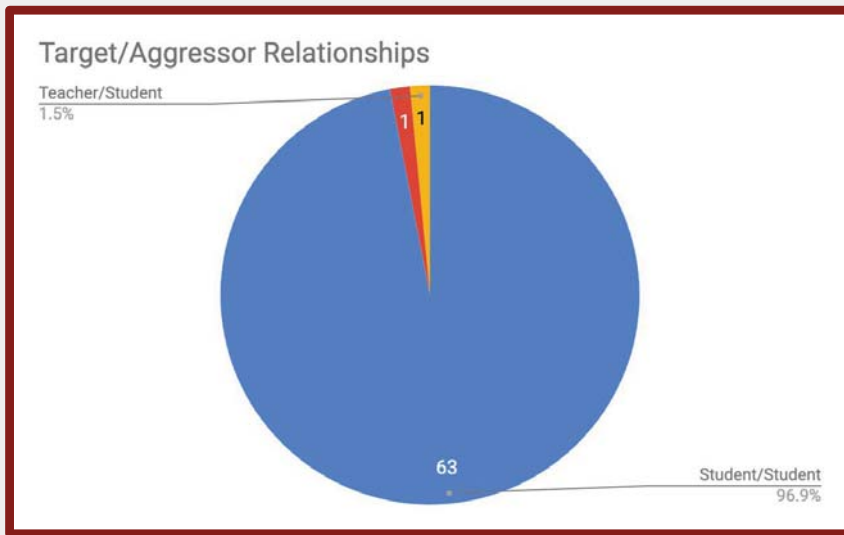
Relationships Between Aggressors and Targets (2022)



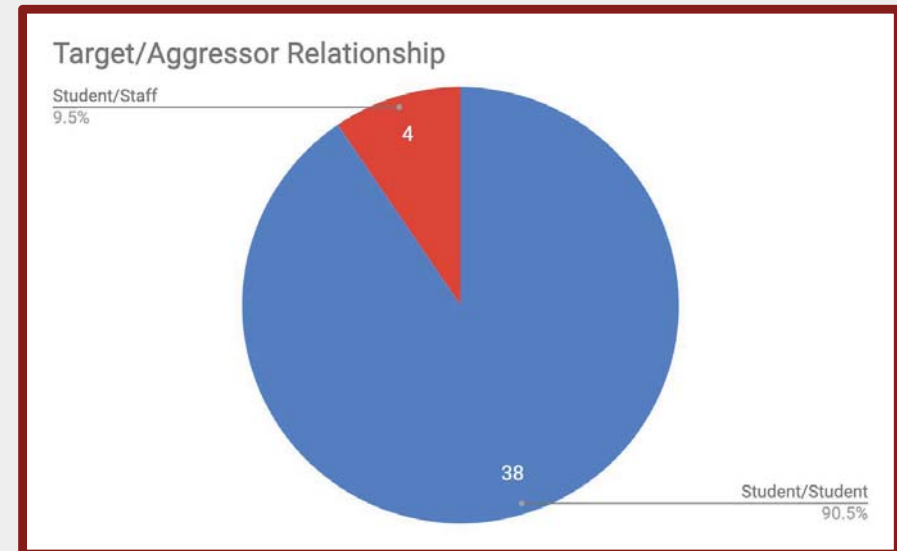
- The majority (96.3%) of reported incidents were between students
- 2 (3.7%) of the reported incidents was staff (aggressor) to student (target)



March-April 2022 Comparison of Relationships Between Aggressors and Targets



March

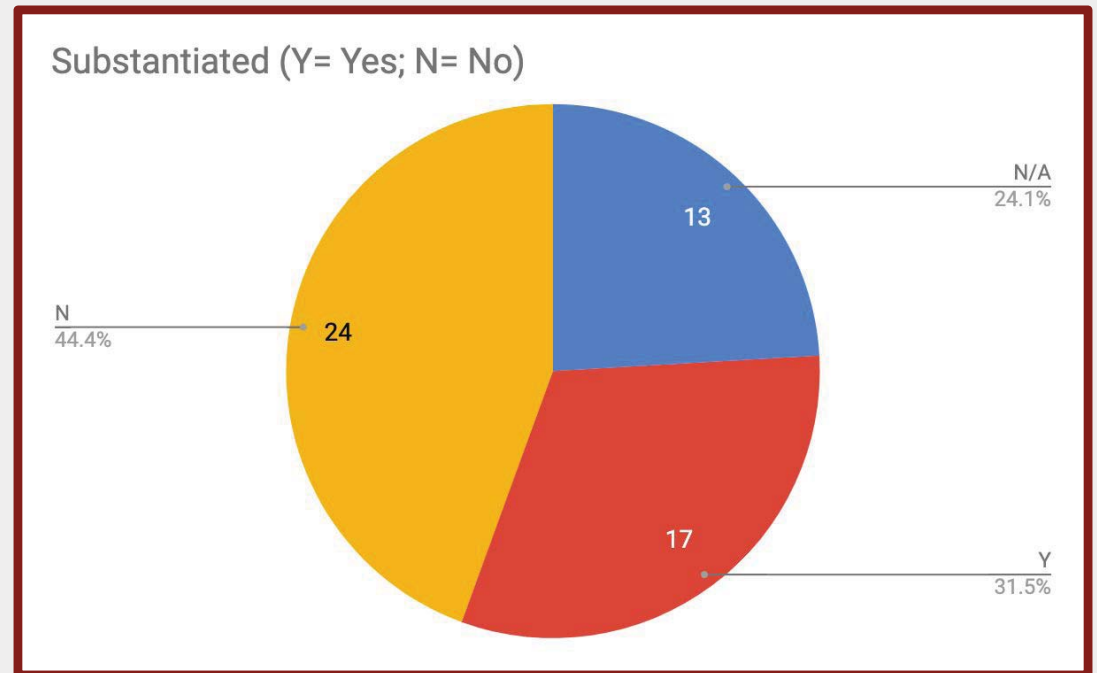


April



Total Substantiated Incidents (May 2022)

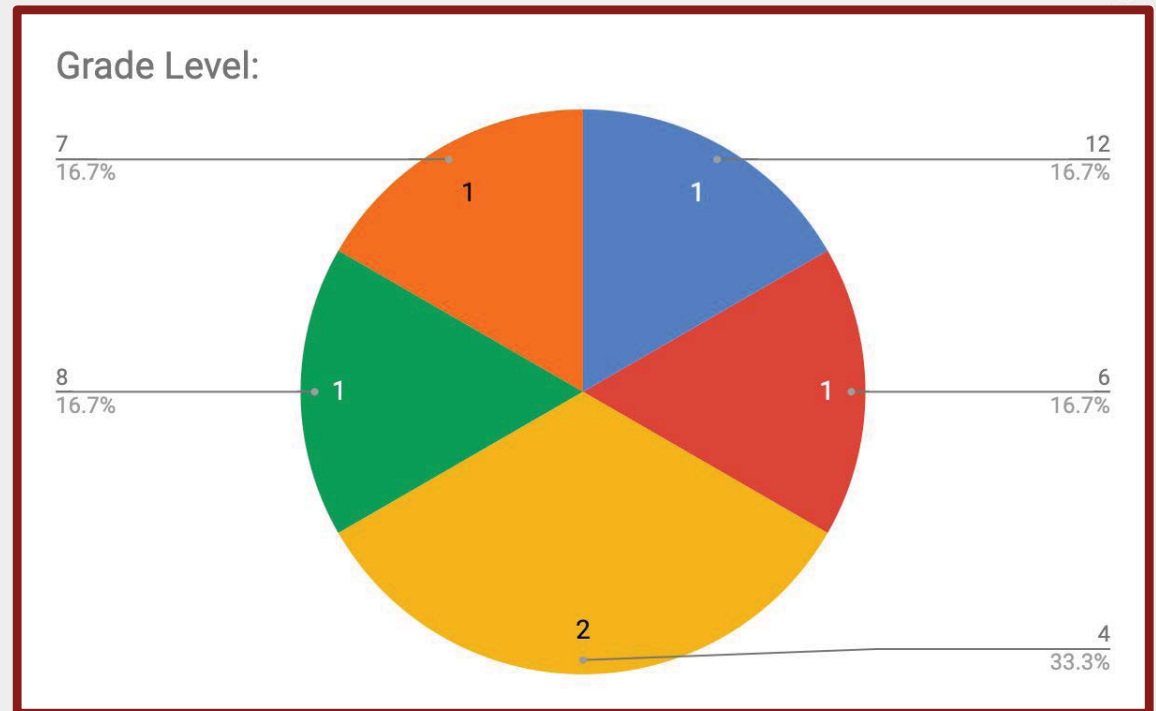
- 44.4% of reported incidents were unsubstantiated
- 31.5% of reported incidents were substantiated
- 24.1% of investigations are pending



Total Reported Incidents of Racism (May 2022)



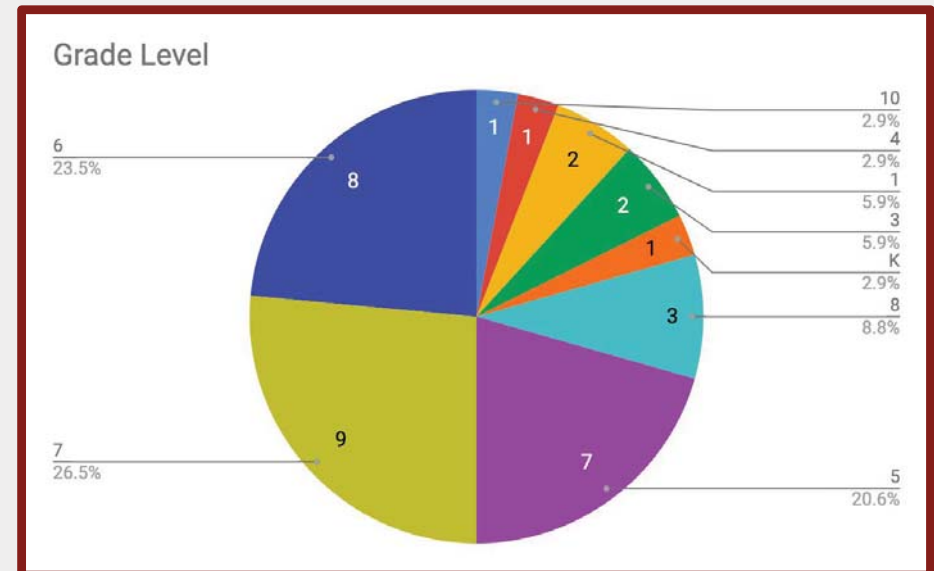
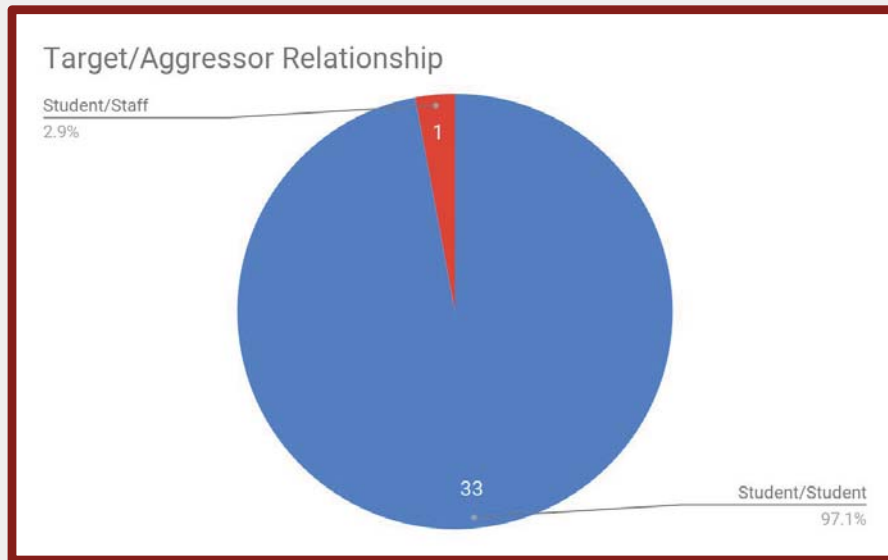
- In addition to the 4 reports of racism by incident type, there was 1 report of discrimination based upon race, and 1 report of harassment based upon race for a total of 6 reports of racism
- 3 of these incidents occurred in middle school, 2 in elementary school and 1 in high school
- 1 of these reported incidents involved a staff to student aggressor





Total Reported Incidents of Bullying (May 2022)

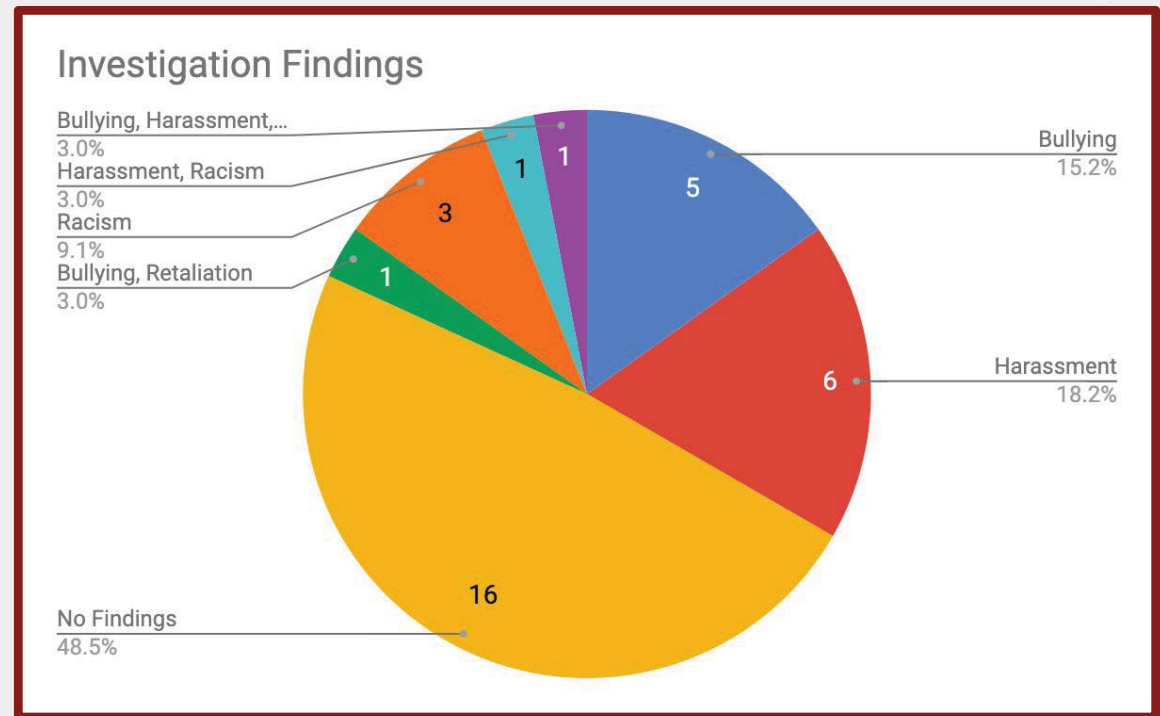
- There were 34 reported incidents of bullying during the month of March, the majority of which (97.1%) were student to student, with 79.4% occurring at the middle school level



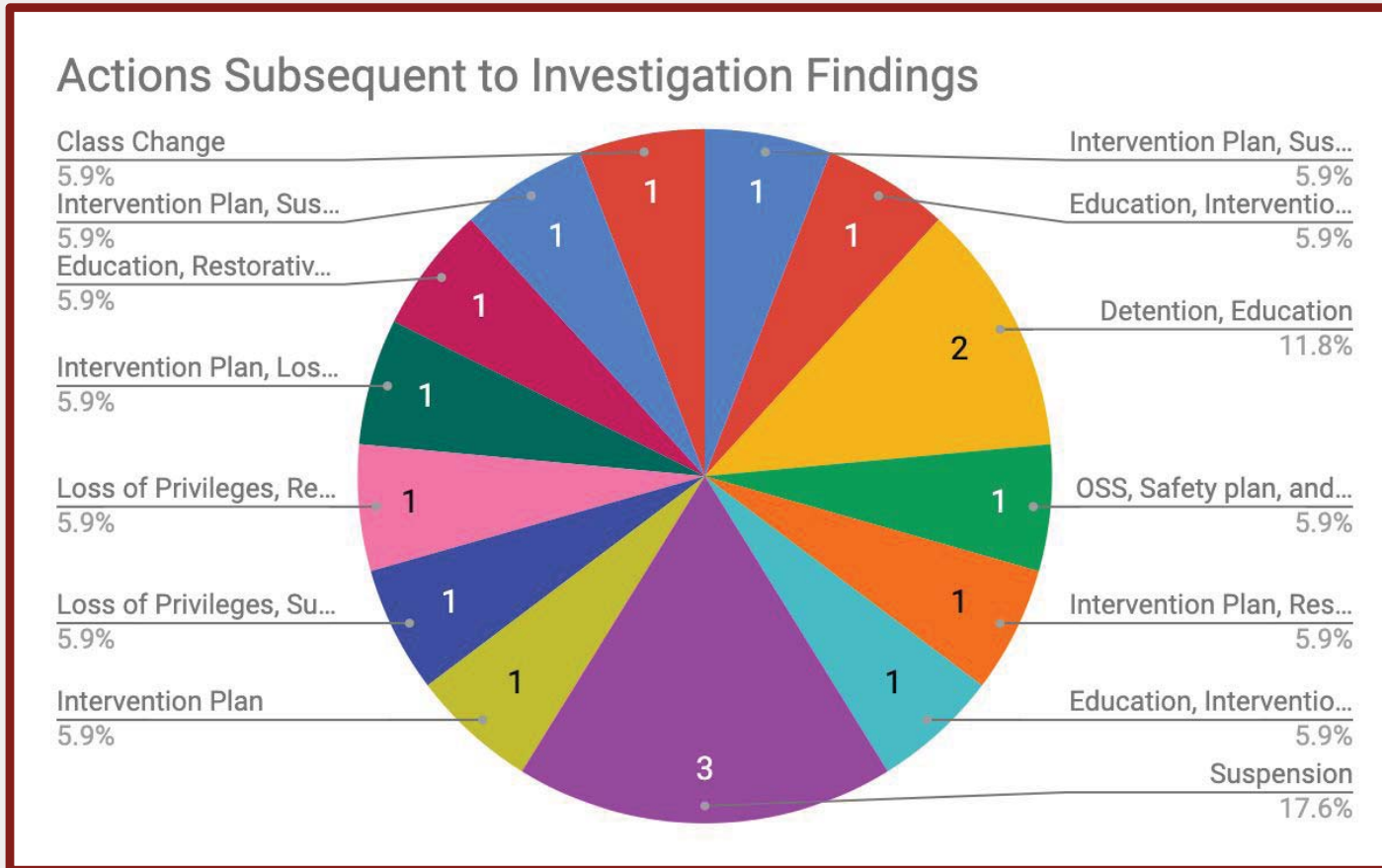
Total Investigated Incidents (April 2022)



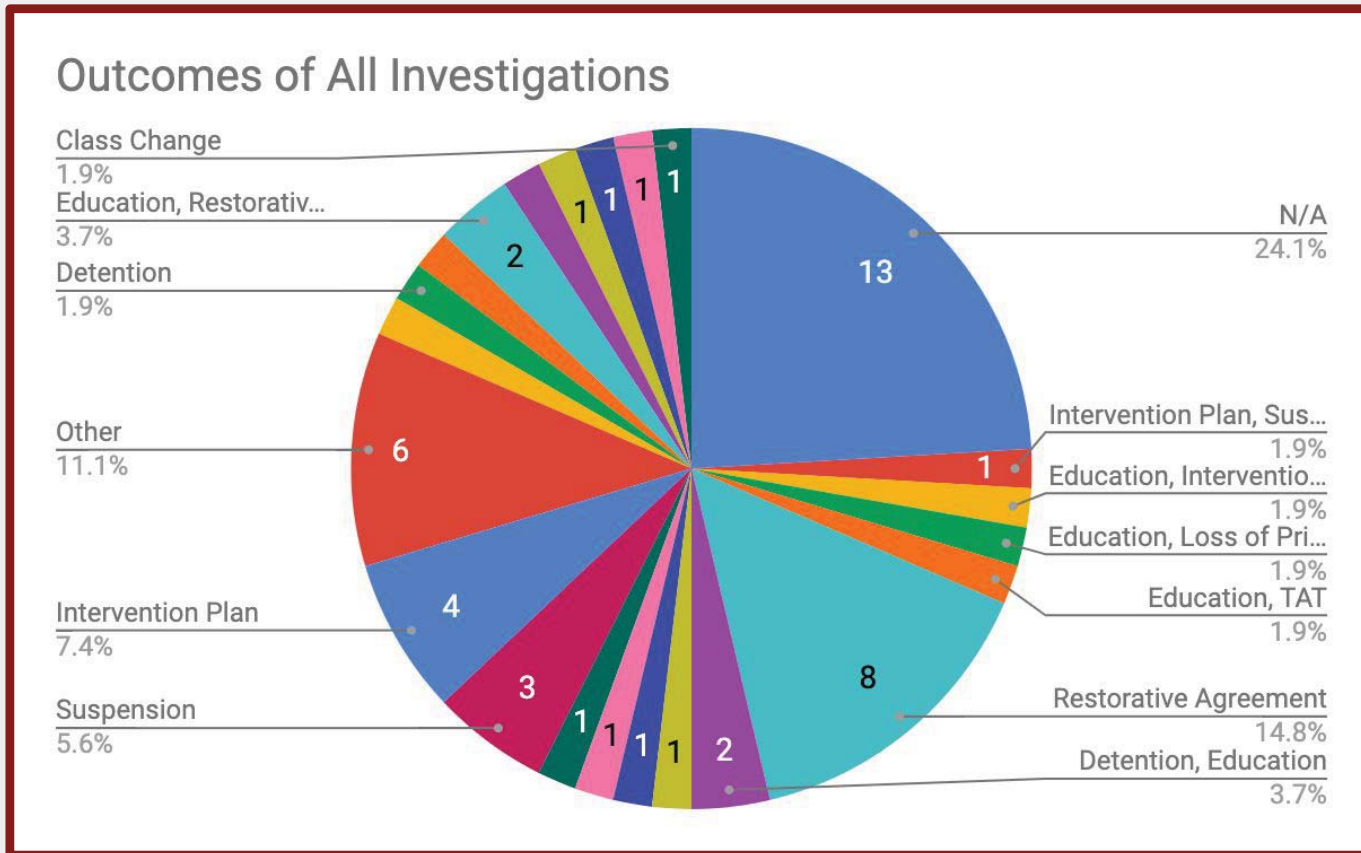
- There were a total of 35 completed investigations of the reported bullying, discrimination, harassment, & racism incidents
- 51.5% of investigated incidents of bullying, discrimination, harassment, & racism were substantiated



Actions Subsequent to Substantiated Findings (May 2022)



Outcome of All Investigations (May 2022)



Culturally & Linguistically Sustaining Practices in Lowell Public Schools

Update
February 25, 2022



Equity. Excellence. Empowerment.

Agenda

1. Review of core beliefs and fundamental commitments
2. Overview of Demographic Data
3. Review of Key Student Data
4. Defining Culturally Responsive and Culturally and Linguistically Sustaining Practices
5. Update on the 2021-22 Strategic Goals as relates to Culturally Responsive and Culturally and Linguistically Sustaining Practices

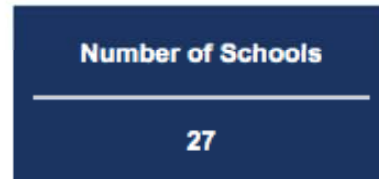
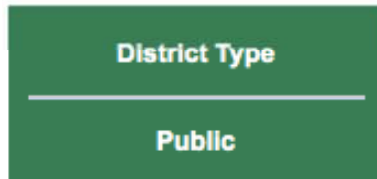
Core Beliefs

- A high-quality education is a fundamental civil right of every child.
- Teaching and Learning is the core of our work.
- Families are students' first teachers.
- Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of all students; the entire community is responsible for their success.

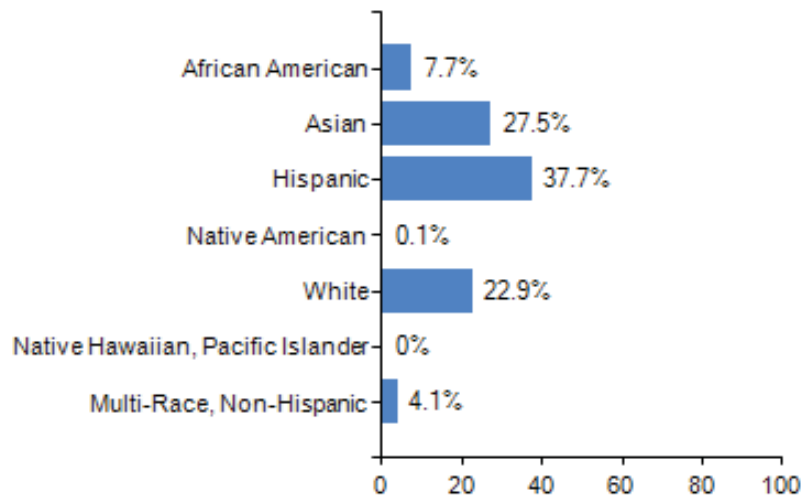
Fundamental Commitments

- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources among the district's diverse schools.
- Engage all families with courtesy, dignity, respect and cultural understanding.

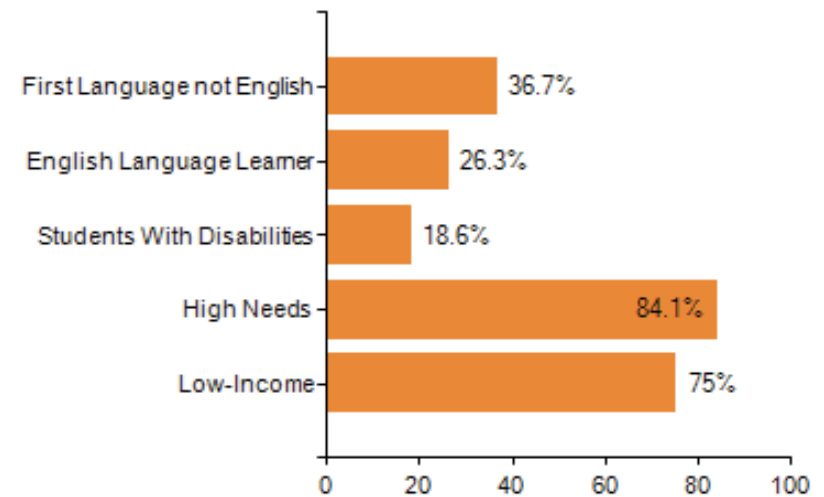
Lowell Public Schools Demographics



Student Race and Ethnicity



Selected Populations



Lowell Public Schools Staff Demographics

Staffing Data by Race, Ethnicity, Gender by Full-time Equivalents (2020-21)

	District	State
African American	39.0	6,273.5
Asian	86.0	2,291.3
Hispanic	129.5	6,734.3
White	1,664.4	120,120.9
Native American	2.0	133.6
Native Hawaiian, Pacific Islander	0.5	79.4
Multi-Race, Non-Hispanic	9.0	716.7
Males	373.4	27,782.9
Females	1,557.0	108,536.1
FTE Count	1,930.4	136,349.7

Lowell Public Schools Select Data from FY21

	DISTRICT ENROLLMENT	GRADUATION RATE	DROP OUT RATE	MASS CORE COMPLETION	IN SCHOOL SUSPENSION	OUT OF SCHOOL SUSPENSION	ATTENDANCE	CHRONICALLY ABSENT	STUDENT RETENTION	PASSING ALL GRADE 9 COURSES	ATTENDING HIGHER ED POST GRADUATION
ASIAN	27.5	90.9	0.8	21.3	0.0	0.1	95.4	12.0	1.8	62.9	60.5
BLACK	7.7	79.3	2.0	12.2	0.00	0.7	93.7	19.7	2.8	45.1	63.2
HISPANIC	37.7	68	4.7	6.8	0.2	0.9	89.6	32.8	3.6	31.7	35.3
WHITE	22.9	80.8	3.1	19.6	0.1	0.6	92.4	22.4	2.5	53.9	66.7
MULTIRACIAL	4.1	77.4	.8	25	0.2	1.0	92.6	20.5	2.4	41.2	61.1
ALL		80	2.7	16.4	0.1	0.6	92.4	23	2.8	46.1	56.4

EL	26.3	69.6	6	8.4	0.0	0.6	91.5	27.0	2.9	33.3	34.7
SPED	18.6	55	3.2	9.0	0.4	2.0	88.9	25.6	3.7	30.6	34.7
Low Income	75	74.3	3.2	13.2	0.1	0.8	90.6	29.5	3.2	37.0	45.7

* No self-identified Native American students reported in FY 21 data

Culturally Responsive and Culturally and Linguistic Sustaining Practices Leading Scholars

- According to **Gloria Ladson-Billings (1995)**, there are three tenets of culturally responsive teaching:

Academic Achievement	Cultural Competence	Sociopolitical Awareness
Educators hold high, transparent expectations for all students, and support the development of students' academic skills and identities as learners.	Educators understand the role of culture in education, their students' cultures, and their own identity and biases to 1) affirm students' backgrounds and identities and 2) foster their ability to understand and honor others' cultures.	Educators and students partner to identify, analyze, and work to solve systemic inequities in their communities and the world.

- According to **Geneva Gay (2002)**,

Culturally responsive teaching happens in classrooms that foster and support students' diverse backgrounds, identities, strengths, and challenges to deepen their learning, examine the systems in which they operate, and address systemic inequities.

- According to **Django Paris (2012)**,

Culturally Sustaining Pedagogy actively works against monocultural and monolingual society; students' cultural and ethnic identities must be elevated to the same level as the dominant culture (white, middle class mainstream culture).

Supports students in sustaining their cultural and linguistic competence of their communities while simultaneously providing access to dominant cultural competence; breaks away from one society/melting pot concept.

Defining Culturally Responsive and Culturally Linguistic Sustaining Practices (CLSP)

- **Culturally responsive teaching is synonymous with great teaching.** A teacher's practice cannot be strong, effective, or rigorous *unless* it is culturally responsive. Historically, neither the Department of Elementary and Secondary Education (DESE) nor our education system as a whole have positioned culturally responsive practice as essential to great teaching...it is important to be clear that culturally responsive practice is not something educators do "on the side," but is integrally woven into the concept of great teaching.
- **All students need and deserve culturally responsive teaching.** A common misconception about culturally responsive teaching is that it is only for students who have been historically marginalized. If we are to prepare and lead students to build a more just and equitable world, all students – including students with access to systems of power - need and deserve a culturally responsive education.
- **Educators exist on a continuum of culturally responsive teaching.** Culturally responsive teaching is complex and varies based on the context and circumstances. An educator might demonstrate strength in culturally responsive teaching in some ways in a specific moment, and demonstrate areas of growth in the next. The purpose of naming and focusing on culturally responsive teaching is not to reach a specific endpoint, but to strive for consistent and authentic teaching practices that embody and promote academic achievement, cultural competence, and sociopolitical awareness.
- **Educators must do a combination of adaptive and technical work to engage in culturally responsive teaching.** In other words, educators need to build *technical* skills, such as the ability to identify and enact teacher moves that support culturally responsive teaching....At the same time, educators can only teach in culturally responsive ways if they are also doing the *adaptive* work: engaging in ongoing learning and self-reflection to confront their own biases and racism, and develop asset-based, anti-racist mindsets.

Optic Focus Elements, Culturally Responsive Look-Fors, Department of Elementary and Secondary Education

GOAL 1: Improve academics and student achievement at every school site	GOAL 2: Improve operational efficiency across the system	GOAL 3: Ensure that every school is safe and welcoming to every student and every family, every day	GOAL 4: Increase community engagement and empower families as partners in the educational process
Extended Learning Time Extend the school year and school day through expanded summer and after school programming, providing options for meaningful additional learning time for every student who is recommended for intervention and every student who requests enrichment at every school site in the District.	Data-Driven Decision-Making Establish school-level performance scorecards as part of the school-based <i>Quality Improvement Planning</i> process to monitor progress and target support for school improvement and further align school-based budgets and resource decisions with the strategic priorities and educational needs of each school.	Culturally and Linguistically Sustaining Practices Implement phase 1 of the District's multi-year, cross disciplinary CLSP plan that was developed in SY20/21, providing year-long, focused training to school-based leaders and supporting the development of measurable CLSP goals as part of each school's <i>Quality Improvement Plan</i> . Establish a framework for a school-level DEI credentialing process to identify model schools for dissemination of best practices across the system.	Communication and Outreach to Families of Linguistically Diverse Backgrounds Increase communication and information access for linguistically diverse families through expanded use of translation and interpretation tools and services at the school level across the District, including the tracking of school use of current tools as well as expanding use of additional tools and language-based parent networks and events
Differentiated Autonomy and Support Expand and improve the district's centralized service delivery and support model for schools through a fully articulated approach that builds from the successful implementation of the <i>Renaissance Network</i> to include additional professional learning networks of schools with defined operational and programmatic autonomies based on school improvement needs.	Diversity Recruitment and Hiring Assess any remaining systemic barriers in the hiring process at schools and departments through the development of a <i>Staffing Diversity Index</i> and hiring dashboard to support all hiring managers with relevant data in the hiring process and improve system-wide monitoring and support to further ensure a fair and just hiring process for all qualified candidates for all vacant positions within LPS	Social Emotional Learning Improve the comprehensive SEL curriculum and staff professional learning launched in SY2020-2021 through implementation of a student self-assessment tool in grades 9-12, deepening the implementation of the Second Step online curriculum, and strengthening the use and expansion of Restorative Justice protocols within middle schools.	Parent Leadership Institute Design a resource and implementation plan to leverage the learnings from the two-school, 2020-2021 parent institute pilot program to establish centrally-coordinated, school-based morning, evening and weekend workshops and learning events for parents, guardians and families of LPS students at all <i>Renaissance</i> schools.
Digital Learning Align the resources and staffing of the Department of Information Technology with prevailing industry standards to improve service delivery to students, teachers and support staff and more optimally support the infusion of new hardware and software across the District through the <i>LPS Digital Learning Plan developed in SY20/21</i> .	Fair Student Funding Increase school-based fiscal autonomy through Phase 3 of FSF, including a full analysis of the 67% 'unlocked' and 33% 'locked' services within the school-based budgeting process and development of an implementation timeline for further increasing the pool of unlocked resources along with any related infrastructure and/or policy adjustments.	Capital Improvements Develop a multi-year capital improvement plan in alignment with the approved timeline of the federal <i>Elementary and Secondary Emergency Relief Fund</i> to improve the condition of selected facilities across the district, including a full cost analysis and year-by-year prioritization of eligible capital projects, completing all approved projects, if any, that are scheduled for SY2021-2022 on time and on budget.	Portrait of a Graduate Implement Phase 2 of the community-based PoG initiative to operationalize the work completed in 2020-2021, including development of a standard of practice and cross-disciplinary instructional vision for all secondary classrooms in LPS which aligns with the previously-adopted, community-vetted PoG framework of the knowledge, skills and competencies to be attained by all LPS students.
Secondary School Redesign Implement the next phase of SSR with a comprehensive analysis of the current LPS high school graduation requirements, expectations of MASSCore and the current literature on post secondary readiness; and develop a policy recommendation to improve the alignment of the LPS graduation requirements with the community-based <i>Portrait of a Graduate</i> .	Enterprise Resource Planning Develop a multi-year plan for converting manual processes within human resources and payroll to a cohesive automated platform based on currently available ERP options which are consistent with both LPS and City finance systems, including cost implications and an implementation timeline which is consistent with relevant SC policies and prevailing contractual provisions.	Student Registration and Placement Conduct a full, externally-supported and validated review of the current student registration and placement process and develop a plan for streamlining services for families to accelerate the timeline from school enrollment to student placement to daily attendance.	Lowell Student Advisory Council Expand the student advisory council which was established in 2020-2021, doubling membership to further increase student voice in district-level decision-making; and implement expanded leadership training for all student members as a component of the now-established monthly LSAC meetings.

2021-22 Strategic Goals Aligned to Equity Office Initiatives

GOAL 2: Improve operational efficiency across the system

- **Diversity Recruitment and Hiring**

Assess any remaining systemic barriers in the hiring process at schools and departments through the development of a Staffing Diversity Index and hiring dashboard to support all hiring managers with relevant data in the hiring process and improve system-wide monitoring and support to further ensure a fair and just hiring process for all qualified candidates for all vacant positions within LPS

GOAL 3: Ensure that every school is safe and welcoming to every student and every family, every day

- **Culturally and Linguistically Sustaining Practices**

Implement phase 1 of the District's multi-year, cross disciplinary CLSP plan that was developed in SY20/21, providing year-long, focused training to school-based leaders and supporting the development of measurable CLSP goals as part of each school's Quality Improvement Plan. Establish a framework for a school-level DEI credentialing process to identify model schools for dissemination of best practices across the system.

GOAL 4: Increase community engagement and empower families as partners in the educational process

- **Communication and Outreach to Families of Linguistically Diverse Backgrounds**

Increase communication and information access for linguistically diverse families through expanded use of translation and interpretation tools and services at the school level across the District, including the tracking of school use of current tools as well as expanding use of additional tools and language-based parent networks and events

- **Portrait of a Graduate**

Implement Phase 2 of the community-based PoG initiative to operationalize the work completed in 2020-2021, including development of a standard of practice and cross-disciplinary instructional vision for all secondary classrooms in LPS which aligns with the previously-adopted, community-vetted PoG framework of the knowledge, skills and competencies to be attained by all LPS students.

2021-22 Strategic Goals

District-Wide Strategic Initiative	Select Key Actions & Activities	Current Status	Next Steps
<p><i>Diversity Recruitment and Hiring</i></p> <p>Assess any remaining systemic barriers in the hiring process at schools and departments through the development of a Staffing Diversity Index and hiring dashboard to support all hiring managers with relevant data in the hiring process and improve system-wide monitoring and support to further ensure a fair and just hiring process for all qualified candidates for all vacant positions within LPS.</p>	<ul style="list-style-type: none"> • Provide easily accessible training opportunities for hiring teams around recruitment & hiring bias; • Ensure all hiring team members complete training prior to starting hiring process; • Ensure that school-based hiring team leaders have access to the Staffing Diversity Index • Set up a system for hiring team members to request training; • Establish a system to track the completion of training; • Create a database to house hiring team process documents to support desktop monitoring and review process • Create a negotiation subcommittee on educator diversity to identify ways to help LPS and the UTL diversify their workforce. 	<ul style="list-style-type: none"> • Video training has been developed • Staffing Diversity Index has been created and is ready for piloting • Established district team (HR; Equity; School leader, data office) to engage in recruitment & hiring analysis and improvement process; this team will represent the district administrative team on the negotiation sub-committee. • Exploring professional development management systems 	<ul style="list-style-type: none"> • Develop an assessment component for hiring team members to demonstrate knowledge and understanding of key learnings from the video training. • Pilot the Staffing Diversity Index with select schools identified as having a high rate of vacancies • Institute a system and process for collecting and monitoring hiring process data and documents • Complete process with TNTP around improving data collection systems and processes around recruitment and hiring.
<p><i>Culturally and Linguistically Sustaining Practices</i></p> <p>Implement phase 1 of the District's multi-year, cross disciplinary CLSP plan that was developed in SY20/21, providing year-long, focused training to school-based leaders and supporting the development of measurable CLSP goals as part of each school's Quality Improvement Plan. Establish a framework for a school-level DEI credentialing process to identify model schools for dissemination of best practices across the system.</p>	<p>Provide school leaders and central office leaders with adaptive and technical PD around:</p> <ol style="list-style-type: none"> 1) foundations of race, culture and identity, 2) tools for identifying racism, and bias in curriculum, instruction and school practices 3) provide tools for increasing student feedback as a strategy for student engagement and 4) strategy development for mitigating and eradicating racism and bias in curriculum, instructional practices and other school-based practices. 	<ul style="list-style-type: none"> • Implementing initial leaders training around foundations of race, culture, identity, curriculum bias & tools and student feedback. • Working with the Hispanic Student Success Taskforce and Portrait of a Graduate teams to develop a framework for a school-level DEI credentialing program (see slide 13) • Exploring professional development management systems 	<ul style="list-style-type: none"> • Complete the curriculum in bias and student feedback training components for school leaders • After solidifying the DEI credentialing framework in collaboration with the HSST, PoG teacher and community teams and district teams, establish a series of tiered trainings to allow for staff to move along a continuum of learning • Identify a professional development management system to support the monitoring and evaluation of the credentialing system over time.

2021-22 Strategic Goals

District-Wide Strategic Initiative	Actions & Activities	Evidence of Progress	Next Steps
<p>Communication and Outreach to Families of Linguistically Diverse Backgrounds</p> <p><i>Increase communication and information access for linguistically diverse families through expanded use of translation and interpretation tools and services at the school level across the District, including the tracking of school use of current tools as well as expanding use of additional tools and language-based parent networks and events.</i></p>	<ul style="list-style-type: none"> • Strengthen the data collection and analysis of the translation and interpretation resources to identify best practices and efficiencies for use of the resources. • Develop a communications matrix to guide what communications to use for different types of communications and when to use written translation or verbal interpretation for relaying different types of messages for families. • Increase two-way communication between linguistically diverse families & schools (or central office). 	<ul style="list-style-type: none"> • Monthly data collection and analysis of usage of translation and interpretation resources disaggregated by schools and central office departments. • Development and use of communications matrix to increase consistency of multilingual communications being sent to families using multiple media of communication. • Initiated family language circles at schools to strength relationship building and information sharing between and among linguistically diverse families and schools. • Developing family liaison network to increase collective goals for communication across schools. 	<ul style="list-style-type: none"> • Continue reviewing the data and provide reports back to schools on their usage of interpretation and translation services. • Continue using and refining the communications matrix to ensure consistency and fidelity of information sharing with linguistically diverse families. • Complete the family language circle process at each school and work with school-based liaisons and family engagement designees to improve relationship-building and information sharing at the school-level. • Develop welcome orientations for newcomer families to LPS.
<p>Portrait of a Graduate</p> <p><i>Implement Phase 2 of the community-based PoG initiative to operationalize the work completed in 2020-2021, including development of a standard of practice and cross-disciplinary instructional vision for all secondary classrooms in LPS which aligns with the previously-adopted, community-vetted PoG framework of the knowledge, skills and competencies to be attained by all LPS students.</i></p>	<ul style="list-style-type: none"> • Revise & refine the PoG to make it more operational, which includes organizing existing language into domains, indicators, and descriptors. • Conduct a curriculum audit to determine which courses align with the proposed PoG, where gaps might exist, and to understand the student demographics of different pathways including advanced coursework. 	<ul style="list-style-type: none"> • Developed a plan of action for the remainder of the PoG grant period to accomplish the goals outlined within the grant. • Held a meeting with the PoG staff team to revisit and revise the PoG to begin making it more operational for teachers. • Planning additional staff meetings to recruit teams to lead the implementation work of the PoG. 	<ul style="list-style-type: none"> • Implement the plan of action with a focus on solidifying the staff teams to develop the domains, indicators, descriptors and rubrics for implementation of the PoG. • Conduct the curriculum audit to inform continued planning efforts for year three of the PoG implementation process. • Align the PoG with the proposed DEI Credential Program.

Diversity, Equity and Inclusion (DEI) Model Schools

- Lowell Public Schools is committed to launching every graduate into adulthood prepared for life. We know that a successful launch requires a diverse team of people — educators, families, and community members — working together to execute the mission: give every student the opportunity to learn, grow, and thrive. The Lowell Portrait of a Graduate describes the knowledge, skills, and work habits that will prepare our students for college, careers, and civic life. (Portrait of a Graduate, Spring 2021)
- A model Diversity, Equity and Inclusion (DEI) school is a place of learning which demonstrates its commitment to: 1) fostering student-centered, welcoming learning environments that affirm cultural and linguistic identities and additionally cultivate agency in students to be social change-makers and solve inequities in their community and the world; 2) sets high expectations for all students and actively seeks to eliminate opportunity and achievement gaps in order to achieve positive academic outcomes; 3) elevates historically marginalized voices and provides access to families who are speakers of languages other than English the opportunity to fully participate in their child’s education process, and 4) has a body of staff that reflects the diverse cultures, languages and identities of the students and families being served.
- The DEI Model School Credential System is an assets-based system that will enable a school, individual staff, and family to track their schools progress toward achieving the district’s commitments to being welcoming and equitable learning places for all students and to guide instructional and non-instructional professional development in alignment with the strategic plan and goals.

Sample Matrix to be built out in collaboration with district and schools teams as well as community taskforces that have been established as part of the Portrait of a Graduate Process.

<p><u>Student Outcomes – Opportunity and Achievement Gaps</u></p> <ul style="list-style-type: none"> • Understanding, identifying and eradicating disproportionalities in academics, attendance, discipline and other key school-related areas of accountability 	<p><u>Culturally and Linguistically Sustaining Practices</u></p> <ul style="list-style-type: none"> • Foundational understanding of race, culture, language, and identity • Tools and processes for addressing issues of racism and bias within curriculum, instructional practice and other school practices • Strategies for mitigating and eradicating racism and bias within the school-setting • Using student feedback loops to improve instructional practices educators
<p><u>Language Access</u></p> <ul style="list-style-type: none"> • Creating welcoming environments for families • Eliminating language as a barrier to family participation in school • Fostering multilingualism as an asset for English learners 	<p><u>Staffing Diversity Recruitment, Hiring and Retention</u></p> <ul style="list-style-type: none"> • Anti-bias training for hiring teams • Improving the hiring process for school-based teams • Exploring and utilizing strategies for retaining diverse staff and increasing staff satisfaction overall

Next Steps

1. Continue working toward the strategic goals as outlined in the presentation.
2. Propose reconsideration of the Culturally and Linguistically Sustaining Practices Coordinator position to support the ongoing development of the Equity Office.
3. Assess and develop data management systems to support the monitoring and management of the strategic goals relating to CLSP and Diversity, Equity and Inclusion Initiatives.
4. Ensure allocation of funding for staffing, training and data systems identified within these strategic goals and initiatives aligned with the Equity Office.

Instructional Rounds

Lowell Public Schools

Purpose:

Instructional rounds are an improvement strategy focusing administrators on instructional practice through observing, analyzing, and discussing teaching and learning in real school contexts. They are intended to support our instructional leadership theme by developing common understandings of – and common language for – effective instruction.

Deeper and shared understanding of the instructional core, we believe, provides the foundation for instructional improvement and school change.

Rounds are intended to be supportive. They are not evaluative. They help us understand what's happening in classrooms, acknowledge what's working well, and how we can learn from it to grow as a teaching and learning community.

Goal(s):

Rounds should foster:

- A common language about, and shared understanding of, high-quality teaching;
- A collaborative learning culture versus a culture of compliance;
- A more coherent approach to improving instruction.
- Support for a high-leverage problem of practice as a focus for improvement

Outline of process (3 hours):

- 30 minute intro as an opportunity for the school to set the context:
 - What is the instructional focus for this school year? (Problem of Practice)
 - How has it been worked on to date?
 - An assessment of progress and challenges to date
 - Clarify the focus for the visit
 - Review pairings/triads for class visits, roster, tools
- A series 3 of 15-minute class visits by each pair/triad of observers; 10-minute debrief for each pair to sketch feedback
- 30 minutes for each pair to record feedback
- 45 minutes whole-group debrief

Links to Materials:

- [DESE Walkthrough Tool](#)
- UDL Look Fors: [Inclusive Practice Tool: WHAT TO LOOK FOR—Observations](#)
- [Data Gathering Tool](#)

Focuses:

There will be twin focuses for the rounds: your school's Problem of Practice and student engagement. For the student engagement focus we'll rely on item #11 in the DESE Walkthrough tool above. For your Problem of Practice we'll choose one of the other elements on that tool - the one that fits best. (You are welcome to decide that ahead of time. It should be made clear to everyone during the 30 minute intro meeting.)

Participants:

Central Office:

As designated on the schedule: Either Team A or Team B

Team A: Robin Desmond, Melissa Newell, Jeff Gwiazda, Elaine Santelmann

Team B: Liam Skinner, Athalia Gonzalez, Phala Chea, Aimee Sousa

*Latifah Phillips, Frank Vicente will join some visits

School: Typically 4 or 5 people from among this list: Principal, assistant principal, Instructional Specialist, math coach, EL Lead teacher, sped teacher, other teachers

Others: possibly principals or APs from other schools. (There are none for the spring 2022 Instructional Rounds.)

Next Steps/principals:

1. Share the materials with school-based team ahead of the visit
2. Make your own copy of the [Data Gathering Tool](#) and complete the roster for the classroom visit pods. (At the top, under 'Qualitative Data', you'll notice I've suggested some pairings.) You will need to share your copy with the visiting team on the day.
3. Confirm the time of the visit. *Unless otherwise arranged, the Instructional Rounds will take place between 8:00 - 11:00am.*
4. Prepare a schedule of class visits for each pod: A series 3 of 15-minute class visits by each pair/triad of observers; 10-minute debrief for each pair to sketch feedback in between classes.

		MAY - JUNE 2022		
Revised 4/28/22		Tuesday	Thursday	
Team A: Melissa Newell, Jeff Gwiazda, Elaine Santelmann		5/3 Murkland - Team A (8:30-11:30) Bailey - Team B (8:45-11:45)	5/5 Leblanc - Team A (10:00-12:00) Greenhalge - Team B	
Team B: Liam Skinner, Phala Chea, Athalia Gonzalez, Aimee Sousa		5/10 LHS - Teams A & B (8:00-11:00)	5/12 Robinson - Teams A & B (8:00-11:00)	
*Robin Desmond, Frank Vicente and Latifah Phillips will join in on some IR visits		5/17 Morey - Team A/B (8:00-11:00)	19 - LEADERSHIP	
		5/24 Pawtucketville - Team A (9:30-12:30) Stoklosa - Team B (8:00-11:00)	5/26 Wang - Team A (8:30-11:30) Sullivan - Team B	5/27 McAvinnue - Team A (9:15-12:15)
		5/31 Butler - Team A (8:30-11:30) Shaughnessy - Team B (9:10-12:10)	6/2 Bartlett - Team A (8-11am) STEM - Team B (8:50 - 11:50)	



LOWELL PUBLIC SCHOOLS
Henry J. Mroz Central Administration Offices
155 Merrimack Street
Lowell, MA 01852

Joel D. Boyd, Ed.D.
Superintendent of Schools

Tel: 978-674-4324
Fax: 978-937-7609
Email: superintendent@lowell.k12.ma.us

June 21, 2022

William Florence
70 Alcott Street
Lowell, MA 01852

PROFESSIONAL COMMENDATION

Mr. William Florence,

Thank you for your work in the Lowell Public Schools. You have been nominated by your principal for recognition for being an integral part of the Reilly Elementary School team through your outstanding work as a Positive Behavior Resource teacher. You have made a positive impact through the relationships you have built with your students. Your diligence, passion, and drive have had a great impact on the education of children at your school.

I am thankful for your hard work and dedication to education.

Sincerely,

Joel D. Boyd, Ed.D.
Superintendent



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155 Merrimack Street
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Superintendent of Schools

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Fax: 978-937-7609
Email: superintendent@lowell.k12.ma.us

June 13, 2022

Teresa Frye
24 Merrimac Way
Tyngsborough, MA 01879

PROFESSIONAL COMMENDATION

Ms. Teresa Frye,

Thank you for your work in the Lowell Public Schools. You have been nominated by your principal for recognition for ensuring the safety and well-being of all your students and staff members. Your efforts are greatly valued by the entire school community. Your diligence, passion, and drive have had a great impact on the education of children at your school.

I am thankful for your hard work and dedication to education.

Sincerely,

Joel D. Boyd, Ed.D.
Superintendent



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Henry J. Mroz Central Administration Offices
155 Merrimack Street
Lowell, MA 01852

Joel D. Boyd, Ed.D.
Superintendent

Tel: 978-674-4324
Fax: 978-937-7609
E-Mail: jboyd@lowell.k12.ma.us

June 21, 2022

Paul St. Cyr
14 Walden Street
Lowell, MA 01851

PROFESSIONAL COMMENDATION

Mr. St. Cyr,

Thank you for your work in the Lowell Public Schools this year. You have been nominated for recognition by the Chief Operations Officer for your work this school year, particularly for your willingness to support and lead the Department of Public Works on an interim basis. Your leadership abilities and contributions are valued and made a huge difference. Your diligence, passion, and drive this year will also have a significant and lasting impact for years to come.

I am thankful for your hard work and dedication to education.

Sincerely,

Joel D. Boyd, Ed.D.
Superintendent



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Henry J. Mroz Central Administration Offices
155 Merrimack Street
Lowell, MA 01852

Joel D. Boyd, Ed.D.
Superintendent of Schools

Tel: 978-674-4324
Fax: 978-937-7609
Email: superintendent@lowell.k12.ma.us

June 15, 2022

Kara Lamoureux Aspetti
3 Union Street
Melrose, MA 02176

PROFESSIONAL COMMENDATION

Ms. Kara Lamoureux Aspetti,

Thank you for your work in the Lowell Public Schools. You have been nominated by your principal for recognition for going above and beyond in helping your students grow and learn. Your expertise in differentiating instructions to expand the learning experience for all your students does not go unnoticed. Your diligence, passion, and drive have had a great impact on the education of children at your school.

I am thankful for your hard work and dedication to education.

Sincerely,

Joel D. Boyd, Ed.D.
Superintendent



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Lowell, MA 01852

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Superintendent of Schools

Tel: 978-674-4324
Fax: 978-937-7609
Email: superintendent@lowell.k12.ma.us

June 21, 2022

Joanne George
20 Wheeler Road
Dracut, MA 01826

PROFESSIONAL COMMENDATION

Ms. Joanne George,

Thank you for your work in the Lowell Public Schools. You have been nominated by your principal for recognition for consistency and support. You made sure your students received the special education services they needed and provided our students with an incredible after-school program. Your diligence, passion, and drive have had a great impact on the education of children at your school.

I am thankful for your hard work and dedication to education.

Sincerely,

Joel D. Boyd, Ed.D.
Superintendent



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Lowell, MA 01852

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Superintendent of Schools

Tel: 978-674-4324
Fax: 978-937-7609
Email: superintendent@lowell.k12.ma.us

June 13, 2022

Jennifer Sequeira Plunkett
23 Korinthian Way
Andover, MA 01810

PROFESSIONAL COMMENDATION

Ms. Jennifer Sequeira Plunkett,

Thank you for your work in the Lowell Public Schools. You have been nominated by your principal for recognition for going above and beyond in helping your students. Your dedication to support English Language Learning students is valued by your entire school community. You have engaged your young learners and shared best practices with your colleagues. Your diligence, passion, and drive have had a great impact on the education of children at your school.

I am thankful for your hard work and dedication to education.

Sincerely,

Joel D. Boyd, Ed.D.
Superintendent



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Henry J. Mroz Central Administration Offices
155 Merrimack Street
Lowell, MA 01852

Joel D. Boyd, Ed.D.
Superintendent

Tel: 978-674-4324
Fax: 978-937-7609
E-Mail: jboyd@lowell.k12.ma.us

June 21, 2022

Jason McCrevan
29 Regency Drive
Dracut, MA 01826

PROFESSIONAL COMMENDATION

Principal McCrevan,

Thank you for your work in the Lowell Public Schools this year. You have been nominated for recognition by the Chief Operations Officer for your work as the interim Safety Coordinator and for your work to expanding recruiting of new teachers, all while you also continued to support the Washington Elementary School. Your leadership abilities and contributions are valued and made a huge difference. Your diligence, passion, and drive this year will also have a significant and lasting impact for years to come.

I am thankful for your hard work and dedication to education.

Sincerely,

Joel D. Boyd, Ed.D.
Superintendent



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Lowell, MA 01852

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Superintendent of Schools

Tel: 978-674-4324
Fax: 978-937-7609
Email: superintendent@lowell.k12.ma.us

June 21, 2022

Elizabeth Matte
174 Warren Street
Lowell, MA 01852

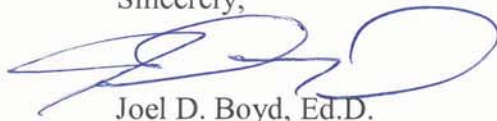
PROFESSIONAL COMMENDATION

Ms. Elizabeth Matte,

Thank you for your work in the Lowell Public Schools. You have been nominated by your principal for recognition for your continued and extended support of students and staff. The services you apply in your position are greatly appreciated. Your diligence, passion, and drive have had a great impact on the education of students in the Lowell Public School District.

I am thankful for your hard work and dedication.

Sincerely,



Joel D. Boyd, Ed.D.
Superintendent



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Lowell, MA 01852

Joel D. Boyd, Ed.D.
Superintendent of Schools

Tel: 978-674-4324
Fax: 978-937-7609
Email: superintendent@lowell.k12.ma.us

June 13, 2022

Elaine Santelmann
227 Hartwell Ave
Littleton, MA 01460

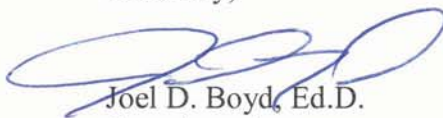
PROFESSIONAL COMMENDATION

Ms. Elaine Santelmann,

Thank you for your work in the Lowell Public Schools. You have been nominated by your colleague Gayl Hurley for recognition for your hard work and for your continued support to your colleagues and coworkers. Your professionalism and promptness have made an incredibly positive impact on all those you encounter. Your diligence, passion, and drive have had a great impact on the education of children at your school.

I am thankful for your hard work and dedication to education.

Sincerely,



Joel D. Boyd, Ed.D.
Superintendent



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155 Merrimack Street
Lowell, MA 01852

Joel D. Boyd, Ed.D.
Superintendent of Schools

Tel: 978-674-4324
Fax: 978-937-7609
Email: superintendent@lowell.k12.ma.us

June 15, 2022

Derek Quintal
34 Pershing Street
Fitchburg, MA 01420

PROFESSIONAL COMMENDATION

Mr. Derek Quintal,

Thank you for your work in the Lowell Public Schools. You have been nominated by your principal for the timely and efficient manner in which you maintain the school building. Your hard work and diligence in your profession has allowed us to be proud of our teaching and learning environment. Your diligence, passion, and drive have had a great impact on the education of children at your school.

I am thankful for your hard work and dedication to education.

Sincerely,

Joel D. Boyd, Ed.D.
Superintendent



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155 Merrimack Street
Lowell, MA 01852

Joel D. Boyd, Ed.D.
Superintendent of Schools

Tel: 978-674-4324
Fax: 978-937-7609
Email: superintendent@lowell.k12.ma.us

June 13, 2022

Cheryl Cunningham
97 Corey Street
Lowell, MA 01851

PROFESSIONAL COMMENDATION

Ms. Cheryl Cunningham,

Thank you for your work in the Lowell Public Schools. You have been nominated for recognition for your continued support to students and staff. Your leadership abilities and contributions are valued and do not go unnoticed. Your assistance in returning to the Washington Elementary School also assisted in allowing the principal to devote time to issues impacting the whole school district. Your diligence, passion, and drive have had a great impact on the education of children at your school.

I am thankful for your hard work and dedication to education.

Sincerely,

Joel D. Boyd, Ed.D.
Superintendent



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155 Merrimack Street
Lowell, MA 01852

Joel D. Boyd, Ed.D.
Superintendent of Schools

Tel: 978-674-4324
Fax: 978-937-7609
Email: superintendent@lowell.k12.ma.us

June 15, 2022

Brianna Ryan
19 Groves Ave
Lowell, MA 01852

PROFESSIONAL COMMENDATION

Ms. Brianna Ryan,

Thank you for your work in the Lowell Public Schools. You have been nominated by your principal for recognition for going above and beyond every day in every role asked of you. Your help and assistance to your colleagues and peers are appreciated and admirable. Your diligence, passion, and drive have had a great impact on the education of children at your school.

I am thankful for your hard work and dedication to education.

Sincerely,

Joel D. Boyd, Ed.D.
Superintendent



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Lowell, MA 01852

Joel D. Boyd, Ed.D.
Superintendent of Schools

Tel: 978-674-4324
Fax: 978-937-7609
Email: superintendent@lowell.k12.ma.us

June 15, 2022

Alisha Silvestrone
218 Rangeway Road
North Billerica, MA 01862

PROFESSIONAL COMMENDATION

Ms. Alisha Silvestrone,

Thank you for your work in the Lowell Public Schools. You have been nominated by your principal for recognition for going above and beyond every day in every role asked of you. Your help and assistance to your colleagues and peers are appreciated and admirable. Your diligence, passion, and drive have had a great impact on the education of children at your school.

I am thankful for your hard work and dedication to education.

Sincerely,

Joel D. Boyd, Ed.D.
Superintendent

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LPS LEADER

SEPTEMBER 10, 2021

Good morning all,

I hope you've had a good week. A highlight of mine has been visits to four schools - Butler, Robinson, Stoklosa, and LHS - with Robin Desmond and a team of DESE representatives, meeting with school leaders and instructional leadership teams to review their plans for the year. In each case we were presented with worthy, focused plans of action, leaders who could articulate in detail how they'll be implemented, and teams that conveyed conviction, a sense of self-efficacy, as well as excitement about what they are doing. I'm proud to be associated with such thoughtful work.

I'm very much looking forward to next week's Leadership Academy. It will be good to be together. While I'm excited to continue the discussions we started at August Leadership, I'm aware of a number of concerns you've had to contend with since that time - everything from late busses and no subs to COVID protocols and COVID positives - and we'll make time to process some of all that, too. Turning our attention to instructional leadership, we'll debrief how that work is going for you so far and we'll talk about lesson structure. We'll consider some existing models of lesson structure and work towards a consensus on our own Lowellized version. The idea will be to finish with a version which includes common features but allows for tailoring for particular focuses each school is prioritizing this year.

Leadership will also feature further discussion of the Acceleration Roadmap, and, of course, a significant portion of the day will be given to our CLSP work (for which you should check out the homework reminder below).

I attended a short ceremony this morning, put on by Lowell High's Junior ROTC, in memory of the victims of 9/11. It gave me a welcome pause to reflect on that terrible day and its enormous impact on so many lives, on our country and the world. I mention it here because it was a student-led event and I know you'd be so proud of your students and former students. In front of an audience of city and school officials, they spoke in solemn remembrance of those who lost lives, gave a haunting rendition of taps, and paid tribute to first responders. These youngsters we have the privilege of working with are the hope for our world.

Best, Liam



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EMPOWERMENT

MULTILINGUAL FAMILY ENGAGEMENT

The bilingual liaison family team is planning to reach out to your school-based family liaisons to coordinate "family welcome circles" for your linguistically diverse families between now and the end of November. The goal of these sessions will be to welcome families to your school and the LPS district, make them aware of the language access resources available, and gather input on the family workshops and trainings that would be helpful for them as we plan our Parent Leadership Institute (Parent Academy). Our central office liaisons will coordinate these sessions with your school-based liaisons and any staff who you designate as a point person within your school - especially for your school's high incidence languages (Spanish, Portuguese and/or Khmer). We are hoping to coordinate these sessions in conjunction with family events or activities that your school is already planning. By Tuesday, September 14, could you please indicate your school's family liaison (full time/part time or stipend) for the 2021-22 school year on the google spreadsheet (link below). Also, please let us know any tentative first-quarter family events (event/date) you are anticipating hosting.

Thanks,
Latifah

<https://docs.google.com/spreadsheets/d/1Qxyw9O0qLeiH2bUfD6V3yp7sLqdmjoWB2mzCzMpPvug/edit?usp=sharing>

RACISM REPORTING PROTOCOL

Thank you to those who are continuing to submit the harassment/discrimination/racism form for reporting race-based incidents in schools. These forms should continue to be used by all staff for reporting allegations of racism that are brought to their attention. Please continue to make your families and students aware of this reporting process as well. Information and a link to the form can be found on the district's website at:

<https://www.lowell.k12.ma.us/Page/4399>

[Discrimination, Harassment & Racism / Introduction](#)

Racism, discrimination, bullying and harassment goes against everything that the Lowell Public Schools stands for and believes in. Such offenses relating to racism, discrimination, bullying and harassment are considered bias incidents and are a device that interrupts the learning process and contributes to the achievement gap which disproportionately impacts individuals of ethnic & vulnerable ...

www.lowell.k12.ma.us

UPCOMING LEADERSHIP

Please be reminded of the homework assignments to be completed by the next Leadership session. Your personal journals should be delivered to your school by Friday, September 11.

The presentations and materials from the August session in the following folder:

<https://drive.google.com/drive/folders/1TaYKXpTUZleF09WG9zF2yxXVNWnHG6sEe?usp=sharing>

Assignments

1. Read chapters 1-2 in Coaching for Equity
2. Complete the *Reflect on Practice* section at the end of each chapter in your personal journal





- 7. Ask your team what educational equity means to them
- 5. Transfer notes/reflections to their personal journal

OFFICE OF TEACHING & LEARNING

MATHEMATICS DEPARTMENT UPDATE

We had our first Math Resource Teacher meeting of the year on Wednesday September 8th. The notes from this meeting can be found [here](#). We have divided the MRTs into three cohorts this year to be able to meet as smaller groups. We will meet three times this year as a whole group (September, December, June) with five additional scheduled meetings for each cohort (October, November, January, March, May). The updated MRT meeting schedule can be accessed [here](#).

I have asked all MRTs to schedule a meeting with their principals to discuss the school's goals for mathematics for this year, as well as the role they will play in supporting these goals. I will use this information to plan and provide individualized support to each MRT in achieving these goals throughout the year. I would be happy to join you for this discussion to offer guidance and support, particularly for MRTs who are new to the position.

This year we will have access to some digital resources that can support mathematics teaching and learning. As you know, the district received funding for the Eureka Math digital suite, including the in-Sync, Affirm, and Equip platforms for grades K-8. We have also purchased the Zearn Math platform for grades K-8, however, the grade 8 content is still being developed and will not be complete until summer 2022. Both of these applications can be accessed through the Clever portal. We will also be purchasing IXL Math for middle schools once the funds have been released.

We will be offering one professional development session for new teachers, either new to the district, new to teaching math, or new to a grade level. These sessions will take place on September 28th for grades 6-8, September 29th for grades 3-5, and September 30th for grades K-2. Please ask any teacher that is interested in attending to submit their professional development form to Jennifer Barros in the Office of Teaching and Learning as soon as possible.

And lastly, we are asking that all math teachers record their end of module math assessment data using the district created Google sheets. Currently the only uniform standardized assessment data we have are MCAS and i-Ready diagnostic data. The data from the end of module assessments will provide us with a more accurate picture of student achievement across the district throughout the year.

If you have any questions or concerns, please contact Jeff Gwiazda, Mathematics Coordinator K-12.

Phone: 978-674-2121

Email: jgwiazda@lowell.k12.ma.us

WIAT TRAINING

Below is the zoom information for the September 14 WIAT Training. We are planning to send 1 substitute to each school to support your building needs. Per regulations, there is a mandate that the WIAT-IV tool is in use as of October 1, WIAT-III will be invalidated at that time. In light of





training. The Special Education department will follow up regarding alternate training opportunities for any teachers unable to attend.

Topic: WIAT Presentation for Lowell Public Schools
Time: Sep 14, 2021 08:00 AM Eastern Time (US and Canada)

Join Zoom Meeting
<https://pearson.zoom.us/j/99049156568?pwd=cnh4V2VRQmkzK000b1dpWVJDRVNPdz09>

Meeting ID: 990 4915 6568
Passcode: 510886

Contact - Frank Vicente

REVISED SCHOOL CALENDAR

The Lowell School Committee recently voted to amend the school year calendar, making Tuesday, September 21, a no-school day due to Preliminary Elections in the city.

<https://www.lowell.k12.ma.us/cms/lib/MA01907636/Centricity/Domain/4/2021-2022%20LPS%20School%20Calendar.pdf>

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MEMORANDUM

To: Superintendent Joel Boyd
From: Lowell Student Advisory Council
RE: LSAC Anti-Bias Action Plan
Date: March 24, 2022

In response to racism, bias and discrimination felt by students in Lowell Public School, the Lowell Student Advisory Council proposes an immediate term solution:

Update and promote use of [discrimination, harassment, and racism reporting form](#)

Timeline: June 2022

Issue 1: Students want to know what use the form has, and what is actually being done for the investigative outcome.

Solution:

- Allow students to participate in the reporting review process by giving us detailed investigative reports and outcomes (adhering to privacy policy)
- Establish student advisory group to work with the Office of Equity and Community Empowerment on review of process

Issue 2: Few students are accessing the form and submitting reports.

Solution:

- Promoting the form to students, as it seems as though it is majorly staff reporting for student v. student conflicts or staff v. student conflicts. LAUNCHED at 6/1 Student Anti-Racism Symposium
- Easing tensions for teachers who don't want to report staff v. staff conflicts.
- Students would be more comfortable knowing that another student is handling the situation, and that another student may understand the pain and emotions the reporter may be going through.
- Allowing for full anonymity on reports.

Issue 3: Students of Color and LGBTQ+ Community continue to experience implicit and explicit bias

Solution: Inclusivity and anti-bias policy recommendations:

- Enforce mandatory anti-bias training for staff (student-led by Students Making Change)
- Student-led anti bias trainings at school via the No Place for Hate initiative
- Enact a teach back program (facilitated by Elevate New England) where we can go to lower schools and give them a representation of what diversity can look like
- Community job outreach to POC
- Hiring: Look into schools that have a high percentage of black teachers, and look into their hiring policies to map out action steps
- More lgbtq+ educational training e.g. on pronouns → improve access for students to express personal pronoun usage
- More POC and lgbtq+ staff representation

- More POC lgbtq+ leadership representation



To: Joel D. Boyd, Superintendent of Schools
From: Latifah Phillips, Chief Equity and Engagement Officer
Date: May 24, 2022
Re: Diversifying Teacher Leaders Program Update

This memo is submitted as an update to the Diversifying Teacher Leaders Program which will be entering its third year of implementation next year. Below please find key excerpts from our year three grant application to the Parker Foundation which includes key accomplishments from this year and our planning towards next year.

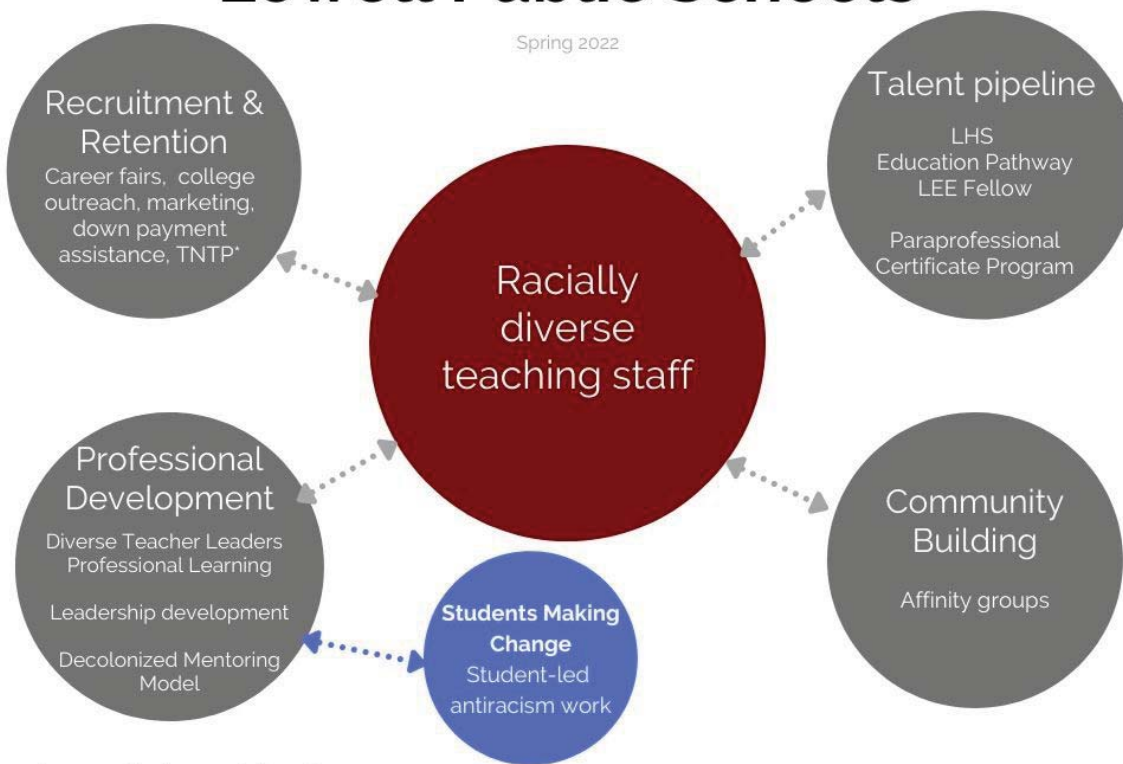
In the first two years of Diverse Teacher Leaders, our team has seen measurable results, with over 19% of Lowell Public Schools (LPS) new hires this last year being people of color. For Year 3 of this project, we propose four key goal areas: 1) to expand our marketing and recruitment efforts, 2) increase the number of Diverse Teacher Leaders and white allies involved in the program, 3) amplify the position that culturally responsive teaching is synonymous with great teaching, and 4) enhance our capacity to collect recruitment data related to who applies to positions and how we reach them through targeted outreach.

To accomplish these goals, our cross-sector partnership will play the following roles:

- *DTL Coordinator: Jaime Moody, Assistant Principal at the Butler Middle School*
- *Human Resources Manager: Daroth Yann, Assistant Director of Human Resources*
- *Fiscal Agent & Communications Partner: LZ Nunn, Executive Director at Project LEARN*
- *Grow Your Own Partnership: Stacy Szczesiul, Associate Dean at UMass Lowell, and Jill Rothschild, Associate Head of School at Lowell High*
- *Evaluator: Kimberly Burns, Project Evaluator*

Lowell Public Schools

Spring 2022



*see narrative for more information

Our long-term goals of Diverse Teacher Leaders remain the same and align with LPS goals:

- *Recruitment – Create intentional structure for diverse candidates to explore opportunities within LPS through practicum experiences, early mentorship, relationship building and learning communities between current LPS teachers of color and teacher candidates of color.*
- *Hiring – Increase the number of teachers of color with a multi-year commitment to LPS through a cohort model with high-quality onboarding, mentoring and year-long support which includes mentorship, training; use traditional and non-traditional forums to evaluate potential.*
- *Retention- Develop teacher-leader opportunities for current teachers of color which enhances their pedagogy, mentorship skills and opportunities for having a stepping stone toward other school leadership opportunities; opportunity for current teachers to demonstrate and develop their leadership abilities, skills, motivation and drive to succeed.*

In our third year of Diverse Teacher Leaders, we aim to make progress across these short-term objectives:

- **Expand** opportunities to promote and recruit new teachers through an increased number of outreach events, career fairs, connections to educator programs, by using newly created outreach materials, visuals and messaging. Outputs include:
 - Hosting 1-2 career fairs to promote available teaching jobs;
 - Organizing 1-2 national recruitment trips to larger education programs in targeted areas, such as Georgia and Texas, where student demographics reflect Lowell's;
 - Enhancing our connections with Salem State University, Fitchburg State University, Cambridge College, and other state and regional education programs.
- **Grow** the number of Diverse Teacher Leaders involved in our professional learning community from 22 to 40+ teachers across our 24 schools.
 - Expand the number of teachers involved in early mentorship, relationship building and learning communities to enhance their practice and empower them as leaders within their school and the district.
 - Amplify the position that culturally responsive teaching is synonymous with great teaching by piloting the use of the [Online Platform for Teaching and Informed Calibration \(OPTIC\)](#) to calibrate what culturally responsive teaching looks like in practice, with the goal of improving consistency and reinforcing priorities around effective, standards-aligned instruction.
 - **Create** a new cohort of white teacher 'allies' who support the work and meet with the Diverse Teacher Leaders, on a parallel track of learning and professional development; and
 - Develop specific events, activities and opportunities for DTL teachers and white allies to inform and shift policies and practices at the school and district level.
- **Apply** learning from TNTP project to enhance our marketing, messaging and outreach materials to become a 'destination district' for diverse candidates seeking growth opportunities in teaching.
 - Execute a robust communications and messaging campaign aligned with key teacher recruitment times; products will include website enhancements, print, social media, billboard ads, and targeted email outreach and messaging.
- **Capture** data and metrics of diverse teacher outreach for recruitment
 - Track success of a targeted messaging campaign aligned with key teacher recruitment times; products will include website enhancements, print, social media, billboard ads, and targeted email outreach and messaging.