



First Day of School Report

Superintendent

The following key action steps were taken since July 19, 2018 by the Acting Superintendent to help ensure a smooth school opening:

- Worked with all Central Office Departments to ensure that all essential focus areas for the start of school were in place for students, staff and families.
- Held a meeting with all District Administrators and clerical staff housed at 155 Merrimack Street to address expectations, strengths, challenges, and opportunities.
- Held two meetings with all Principals and Assistant Principals at 155 Merrimack Street to address expectations, strengths, challenges, and opportunities.
- Visited every school to assess facility needs with school Principals and/or custodial staff.
- Posted/hired the following administrative positions: Lincoln School Principal, Shaughnessy School Principal, Assistant Business Manager for Transportation and Acting Assistant Superintendent for Student Support Services.
- Met with members of the School Committee in pairs to discuss means of communication and expectations.
- Met with the City Manager and key members of her Finance Department to discuss means of communication and plans for moving forward.
- Launched a District Human Resources and Finance Audit.
- Worked with the District Leadership Team to develop and present Summer Leadership for all School Principals, Assistant Principals, and District Administrators, which took place at Middlesex Community College on Monday, August 20th and Tuesday, August 21st.
- Met with Food Service staff during their Orientation Training and all new Teachers

during their Lowell Teacher Academy Orientation.

- Visited schools on Orientation Day to welcome staff (Acting Superintendent, Interim Assistant Superintendent of Finance and Operations and Assistant Superintendent of Curriculum and Instruction divided the schools to ensure all schools were visited). The Acting Superintendent also scheduled meetings during the month of September with all of the schools that were visited by the Assistant Superintendents during Orientation Day to ensure that all staff were addressed with a consistent message at the outset of school.
- Developed a regular schedule of weekly meetings with the Assistant Superintendents as well as a protocol for departments to participate in meetings.
- Met with the Director of Accountability and key Central Administrators to develop a plan to support schools relative to their data and goals. All Principals are scheduled to present their data, school improvement plans and identified needs to the district team by mid-October. A tiered plan of intervention will be developed for each school based on these meetings.

Student Support Services

Citywide Attendance Campaign:

The chronic absenteeism awareness campaign entitled, “*Be in School, Be on Track: Attendance Matters!*”, is a collaborative partnership with the Middlesex District Attorney’s Office, the Lowell Police Department, Lowell Juvenile Court and partners of the Lowell Youth Development Collaborative including NFI to continue the citywide universal attendance intervention program aimed to improve attendance throughout the City of Lowell.

This strategy of convening a cross-sector of community leaders is critical because the causes of chronic absenteeism are so complex and varied that no school district can tackle it alone. Launching a (universal-tier 1) campaign emphasizing the importance of school attendance in our community is the first step in raising public awareness that everyday counts!

For the 3rd year, Lowell Public Schools Kicked-off the citywide attendance awareness campaign at the *Annual Summer National Night Out* on August 7th, hosted by the Lowell Police Department. With the assistance of Student Support Services staff volunteers, over 300 student/parent attendance pledges were signed and students earned a ticket to enter a raffle for a chance to win backpacks, school supplies, and other fun gifts. This is always a fun event for all and our students and their parents enjoy taking the attendance pledge. On addition this year’s Attendance Awareness Campaign includes:

- An attendance billboard sponsored by Capital Associates, Inc. featuring our

- own LHS graduates.
- During the month of September, each school is asked to launch an “Attendance Pledge” activity inviting students, parents, and staff to pledge to value attendance and reflect on aspirations.

Please click on link for the attendance pledge forms.

<https://drive.google.com/drive/u/0/folders/1Mmqy0x6MqSPAJ8ti926PAYCyPhxj0Lqk>

21st Century Grant:

Congratulations to the Robinson Middle School and the Morey Elementary on attaining Demonstration status on their 21st Century grants. Following a process which included a comprehensive grant application and site visit from the Department of Education, we were pleased that both schools received extended funding to continue their programs for the next three years.

We are also pleased to announce that both the Sullivan Middle School and the Murkland Elementary School have been funded to start new 21st Century programs at both schools. This award provides \$350,000 per year for the next three years to offer after school and summer programming to support academic and social emotional learning. We are busy creating programs and are scheduled to start mid-October.

The Lowell Public Schools is one of the largest grantees in the state with funding at 12 schools, and we are committed to expand as funding becomes available. Additional funded 21st Century sites are at the McAvinnue, Greenhalge, Shaughnessy, Stoklosa, Lowell High, McAuliffe, Bartlett CPC and the Lincoln School.

McKinney Vento Summer Work:

During the summer of 2018, the McKinney- Vento Specialist and Social Workers worked to contact all the families that were doubled-up and/or residing in hotels/motels. The purpose of the outreach to families was to confirm housing status for 2018-2019, provide updates to the transportation department, and provide information to Family Resource Center on those families that moved, relocated or enrolled in other school districts.

Additionally, the LPS Homeless Liaison coordinated the distribution of over 1,300 backpacks, with school supplies, donated by both Cradles to Crayons and supplemented with McKinney-Vento grant funds. Backpacks were distributed to all schools so that staff could easily meet the needs of students with limited resources upon entrance to school.

The LPS Homeless database was updated as well at the documentation in Aspen, so that schools had current information on student and family status. Families were contacted via phone, email or home visits with the purpose of helping families make connections to CTI, food pantries, NFI Family Resource Center, and other community resources.

Graduation Mentor Outreach Program:

For the 2nd year, over the Summer from July 9th through August 23rd, the Graduation Mentor Outreach Program (a data driven program that was designed and implemented in 2016 to provide outreach and information to our HS students that have either dropped out of high school or are at high risk of dropping out) was a big success. Our Graduation Mentors conducted outreach (via home visits and phone calls) to 135 LHS students.

Results of outreach:

- Re-enrolled at LHS/CA - 16
- Either were enrolled/helped enroll students in HiSet/GED programs and/or completed/passed HiSet/GED - 8
- In-State Transfers - 3
- Transfers Out of State - 27

The mentors worked very close with the high school House Deans to ensure our students were provided with the necessary information to help them be successful (i.e. community resources, information on re-enrolling at LHS, alternative education offerings, or work programs in Lowell and/or other options).

Curriculum and Instruction

In preparation for the first day of school, the Office of Curriculum, Instruction and Assessment works diligently in planning high level, effective professional development for teachers in the areas of English language arts, English language development, mathematics, science and social studies. The team prepares a comprehensive curriculum map which outlines the implementation of curriculum materials used to support student attainment of grade level standards for the school year. The professional development planning is then directly connected to the support of the effective use of those curriculum materials. The team, along with the Coordinator of Research, Testing and Assessment, reviews current school and district data to develop an understanding of areas of strengths and challenges. Curriculum Coordinators develop plans for meeting and supporting building level coaches who directly support staff in schools with implementation of curriculum and interventions. Attached is a content specific listing from the Content Curriculum Coordinators depicting some of the activities completed for the first day of school. The Curriculum Professional Development calendar and the 2018-2019 Curriculum Calendar grades PreK-8 are attached. This year, mathematic professional development is school-based and not outlined on the attached Curriculum Professional Development calendar.

Mathematics:

At the start of the 2018-2019 school year, teachers were provided with the mathematics curriculum maps along with all requested math materials, resources, and student books needed to teach mathematics this year. Math Resource Teachers began developing a plan last spring to provide teachers with professional development to support them in their mathematics instruction aligned to the Massachusetts Mathematics Curriculum Framework. Building leaders and teachers were made aware of the plan for professional development to support them in their instruction of mathematics.

Social Studies:

At the end of June, the state passed a revised edition of the Massachusetts Social Studies standards. A cohort of Social Studies Teachers along with the high school Department Head and the Coordinator of Science and Social Studies attended Civics Education Institute in July. The purpose of this work was to begin the plan for transition to the new standards for Lowell. As a result of this work, Lowell will be bringing *Generation Citizen* to all Grade 8 classrooms during this upcoming school year. *Generation Citizen* is an action based civics curriculum that is aligned to relevant standards and is academically rigorous. This program is expanding from two schools to all 8 middle schools and will continue at Lowell High School. Tsongas Industrial History Center has joined in the planning to align our continued collaboration to the upcoming changes in the standards.

At the elementary level, we will continue to work with *Children Discovering Justice* as they work to revise their units to align with the revised standards. *Children Discovering Justice* (CDJ) is a literacy-based social studies curriculum for elementary students that provides the tools to understand sophisticated ideas such as democracy, tolerance, rights, responsibilities, and the connection between rules and law. Collaboration with CDJ will begin this year with a full day workshop at the Moakley Courthouse with the Coordinator and Content Literacy Leads.

The Concord Museum has created and will lend out "traveling trunks" for all Lowell Grade 8 Teachers. The trunks are filled with reproduction primary source artifacts and documents that travel to the classrooms to make the Revolutionary Unit come alive. This trunk allows the richness of the Concord Museum's collection to come to the classroom as they study the events surrounding April 19, 1775.

The Concord Museum also provides a fully funded field trip for all grade 5 students including transportation costs. The programs, Digging into the Past and Native American Archaeological Dig, start in September.

We will continue our partnership with the Tsongas Industrial History Center who also

offers experiential learning by providing these programs:

Grade 3: Change in the Making.

Grade 4: Engineer It! And Yankees and Immigrants.

Grade 5: River as a Classroom

Grade 7: Power to Production and Industrial Watershed

Science and Engineering:

A total of 51 FOSS Units were redistributed at the start of school to provide resources to new classrooms and or new teachers across the district. In addition, all consumable orders from school year 17-18 were completed for each teacher so they are fully equipped to begin each unit. This is an ongoing system that continues to provide resources for all teachers of science.

Six UMASS student interns, who are STEM majors, were hired as part of the work study program. These students provide teacher and student support by serving as STEM interns, providing small group support, resource support and as after school mentors.

Project Lead the Way was expanded to include K, 1 and 2 and grade 6 at the STEM Academy. This program empowers students to solve problems while using the engineering design process. With the financial help of Verizon and the One8 foundation these units allow students to start as Kindergarten students in a nationally recognized engineering program that they can continue all the way through to Lowell High School. Lowell High School is in its third year of PLTW.

After school programs will include STEM Clubs at all 9 middle schools, Freshman Academy and Lowell High School. Students work along with their advisor to prepare an independent research project for the district Science and Engineering fair that will be held on February 12, 2019 at Lowell High School. In addition, with the support of Kronos and Eastern Bank, all 9 middle schools and Lowell High School will offer Girls Who Code as an after school program. At the elementary level, five schools will participate in *First Lego League Jr.* This program is possible due to the support of Merrimack Valley Robotics, Inc., who lends out all the needed kits, tablets and the annual challenge to the schools involved. An expo will be held to display the project work on December 8th at Lowell High School.

The STEM Academy at the Rogers School worked over the summer to create their 2018 Kinetic Sculpture (see photo) that was entered into the Kinetic Race on September 22nd. The design team earned the highly coveted People's Choice Award and the Fastest in the Mud Award. Plans are already underway for the 2019 sculpture.



English Language Arts:

At the beginning of the 2018-2019 school year teachers were provided with the English Language Arts curriculum units, tentative assessment calendar, and curriculum maps for the school year. Coaches reviewed these expectations with staff to set the tone for a successful literacy year. The focus is on growing lifelong readers and writers through authentic reading and writing experiences. Students will choose books that they want to read and choose topics they want to write about, with a focus on more inclusive texts.

English Language Education:

During the summer months and throughout the first week of September, 368 students in grades PreK-12 were tested by seven part-time Initial Language Testers (using Pre-IPT for grade Pre-K, WIDA MODEL for grade K and WIDA SCREENER for grades 1-12) to determine their English proficiency levels. Based on the results of the initial language tests, 197 students were found eligible for ESL services and were identified as English Learners. Seventy of the identified English Learners were born in the U.S. and 127 were born in Brazil, Colombia, Democratic Republic of the Congo, Dominican Republic, Haiti, Cambodia, Iraq, Syria, Uganda, India, Kenya, Guatemala, Honduras, Afghanistan, and Vietnam.

After receiving the allocation notification in July from the Title III Supplemental Grant for fiscal year 2018-2019, the 23 ESL Lead Teacher's stipend positions were posted and are now filled. The ESL Lead Teachers will help assume the leadership role in the support of their colleagues and students pertaining to English Language Education, coordinating ACCESS assessment, analyzing data, monitoring academic progress, managing record keeping, and informing families of English Learners. In addition to the 23 ESL Lead Teachers, 5 ESL Representatives will be designated to help support the alternative schools.

Finance and Operations

The Finance/Business Department has been quite busy during this back to school season. Key action steps include:

- We hired an Interim Assistant Superintendent of Finance and Operations and Assistant Business Manager of Transportation.
- During this season, we began the process of assessing current practices and correcting concerns that have been identified.
- Central Office worked with the schools to identify facility needs to collaborate with the City to improve our facilities to ensure safe and clean learning environments.
- Our Human Resource staff worked tirelessly to interview, hire, and onboard new staff while assisting our seasoned teachers with their applications for retirement.
- The Grants Department received \$1.3 million in approved grants and also hired a replacement Grants Clerk. Our Payroll staff worked hard to ensure step lane increases for teachers and handled all issues with changes.
- The Accounts Payable department assisted schools with the purchasing process to ensure that teachers have the supplies and equipment necessary to instruct the students.
- Our Food Service staff prepared healthy menus compliant with nutrition laws to succeed with the goal of keeping children nourished enough to fuel learning.

Overall, the Business Office staff did the behind the scenes work to make sure that staff were hired, paid, and assigned to schools that were cleaned and ready for well-fed students with supplies and technology on hand. Please see the more detailed updates by the individual departments.

Technology

Networking Staff:

The networking staff has a limited number of tasks to prepare for the school year since the network must remain up and running for all staff, summer school and security.

We did, however, prepare the following:

- Created, removed and updated all changes in staff accounts including email and network logins.
- Created all new student accounts including Network, Gmail and the G Suite accounts and disabled and moved all senior student accounts in Active Directory, Gmail and the G suite.
- Updated all 104 network switches to firmware k.16.02.0022 and patched all

network servers.

- Built and tested the Password Recovery site.
- Performed a PM on all network switches and servers including cleaning all network closets or areas.
- Moved the Comcast cable modem from Methuen to Chelmsford. Configured the modem for the new Day School.
- Worked with Ockers to add additional network drops and installed additional wireless access points in the new Early Childhood Center at the Cardinal School.
- Reallocated some servers to the DR site (the waste water treatment plant) in case a disaster was to occur. This site has generator power and a very secure infrastructure.

Director:

With the growth in technology over the last few years, the Director also assists in the technical side of operations:

- Ordering for the needs of the technology depart including parts, tools, training, and making sure we have vendors to assist with service beyond our abilities.
- Budget planning to keep all services and subscriptions current.
- Communicating with building leaders relative to concerns and apprise them of department procedures to ensure a smooth start to the school year.
- Communicating with all staff regarding the functions of the department, providing instruction relative to opening a ticket with the HelpDesk, and informing staff of available resources the department has to help with their technology needs.
- The technology department acquired the Door Access System from the Human Resources Department in order to manage the inventory of the cards, ensure systems are up to date, and assign all the cards/FOBs and remove access when a staff member leaves the district.

Webmaster:

Like the Networking Team, the Webmaster maintains the websites year round and also completed the following tasks:

- Reminded Principals to update their school websites and provided assistance as needed.
- Updated the district website with all staff changes and removed any outdated content from the website.
- Checked to see if the All Call templates needed updating and informed/assisted new administrators on the use of the All Call system.
- Uploaded the district calendar and pushed out pertinent information to schools.
- Worked with the Student Support Services Department on Attendance Awareness Campaign materials/banner.

Field Technicians:

In the beginning of the summer, the field technicians resolved the last of their open tickets then they start the task of getting ready for another school year. This year, we

changed to a new inventory system that is tied into the HelpDesk, so all users can see what equipment has been assigned to them by the IT Department. The Technicians completed the following:

- Conducted an inventory of all student devices, printers, projectors, carts, and any other technology we are responsible for. This year we started marking all the devices with SmartWater™ on a recommendation of the Police Department.
- Visited every classroom to plug in all computers after the custodians unplugged them to wax the floors.
- Collected, cleaned and reimaged all of the computers from departing staff so they can be issued to new staff.
- Performed a PM on classroom projectors.
- Updated student devices with the latest supported OS and applications.
- Moved all computers and phones from the Day School in Methuen to Chelmsford and moved all computers and phones from Merrimack Street to the Cardinal School.

Abisi Adult Education Center

The Abisi Adult Education Center conducted advance registration and intake sessions beginning in mid-August. On the first day of morning classes, 360 ESOL students and 125 students in our High School Equivalency program began classes. At our evening program, 501 students registered for ESOL classes over 4 nights, and 42 registered for the HSE program. Classes were fully enrolled with between 25-30 students in ESOL AM classes and closer to 28-32 in HSE. The ESOL wait list has been in place since the start of school, and we can usually move students into classes in a matter of 1-2 months. Enrollment depends on the level, with longer wait lists for low-level ESOL classes. As of 9/19/18, we have registered, assessed, enrolled, or wait listed 567 ESOL students. The number for HSE classes is 135 with no wait list for these classes. These totals include numbers from several of our satellite programs at CMAA, CTI (ESOL and HSE), and Family Literacy at the McAvinnue School.

All students participated in an orientation on their first day of class. We shared information related to scheduling, program and attendance policies, parking and HSE testing schedules (if applicable) with students on their first day in class. As new students enroll, we provide an orientation including this material on the first day or evening of class.

In addition to academic instruction, our program includes classes in Civics and Citizenship preparation, College and Career Readiness, Health and Wellness, Financial Literacy, Distance Learning, and a special focus on Employment.

Family Resource Center

In preparation for the beginning of school and the registration period in August, the Family Resource Center was busy preparing to welcome families during June, July, and the beginning of August.

The Family Resource Center was happy to have a UMASS Lowell students brighten up several walls in the center to make a more inviting space for our families during the months of July and August. The sitting area where families wait has a brand new mural which shows where all of the district's schools are located along with other points of interest in the city. To complement the new mural, new school flyers were developed and are available in hard copy on either side of the mural. The school flyers are currently available in English, Arabic, and Portuguese. Efforts are being made to have them translated into Spanish and Khmer for the upcoming school year. These school flyers are also available to families on the Family Resource Center web page.



The other areas in the Family Resource Center which were brightened by murals were the children's play area and the hallway where the restrooms are located. The children's play area includes a Lego table, a toy kitchen, and a puppet theatre. In addition, there are several types of soft blocks and tables the children can use to entertain themselves while they spend time with their families in the Family Resource Center. For parents, there are informational flyers available from local agencies such as Community Teamwork, NFI, Girls, Inc., and the Pollard Memorial Library. Magazines and newspapers are also available for adults in Khmer, Spanish, and English while they wait. The Family Resource Center also is home to a Project Learn Book Nook. During the month of August, the Family Resource Center gave away approximately 150 books to children through the Book Nook. The waiting area also offers nutritional/health information to families courtesy of the Food Service Department. One television displays children's programming and the other television is used to scroll announcements of interest to families as well as photographs from events held at the Family Resource Center.

One new service offered to families at the Family Resource Center is that of Notary Public. The Coordinator and a clerk are both notaries public and families no longer must leave to have Third Party Affidavits notarized when enrolling their children. These are all new additions to the Family Resource Center since our last opening of school.



While the Family Resource Center was busy improving the physical space for families, we also worked over the past year to improve our website utilized by families. The Family Resource Center website makes available valuable information to families. In August 2017, the website received a total of 979 visits. By contrast, in August 2018, the website received 2,420 visits. The website offers families information ranging from hours of operation, to school flyers, to policy information, to links to other departments' web pages, etc.

During the busy registration time in August, the Family Resource Center was supported by the entire Student Support Services Staff, the Curriculum Department, the Special Education Department and other Central Office staff in a true team effort to best serve our families. Between August 9th and September 20th the Family Resource Center enrolled 562 students of which 142 were pre-kindergarten students.

The Family Resource Center has been working with the Lowell Collaborative Preschool Academy to enroll eligible families in that program as well. There will be an open house for families interested in the LCPA on Thursday, October 19th at the Family Resource Center (time to be determined).

From a systems view of how the Family Resource Center operates in conjunction with other departments, the enrollment of students with an IEP has been streamlined. The Family Resource Center and the Special Education Department now utilize a shared Google spreadsheet to share information regarding the placement of Special Needs children. This new system is much more efficient than using traditional email and has made placement for these students more timely.

Special Education

Transition Meetings:

Transitioning back to school from summer vacation can be challenging for many of our special education students in our substantially separate programs. Transition planning is a proactive strategy that is used to assist our students with an upcoming transition. Effective transition planning that was completed during the past summer months included scheduling open houses prior to school starting for each substantially separate program. Staff were available during scheduled days in August to meet and greet returning students and families as well as welcome new ones. Students and families that attended the open houses were able to tour the buildings, explore their classroom, enjoy a snack, and see their daily schedule. Effective transition planning also includes the creation and use of social stories. Social stories are used to teach students routines and expectations. Social stories present information in a story format and provide visual examples of behavior expectations.

The Special Education Department worked closely with school-based staff, the Transportation Department and Family Resource Center to ensure students had access to appropriate services at the start of the school year. On the first day of school, the Special Education Department continued to assist with placement of enrolling students and finalizing bus routes. School-based Special Education team members were in classrooms ensuring appropriate supports for students. Liaison letters were sent home to parents with the Special Education PAC flyer to explain protocols and contact information.

Dr. Janice Adie Day School:

The first day of the 2018-2019 school year was busy for the staff at the Dr. Janice Adie Day School. During the summer, staff visited out of district students who would be transitioning to the Day School. Staff observed students and asked questions of the staff in order to gain a better understanding of each student and ensure a smooth transition. The Adie Day School staff finished summer school on August 2, 2018 and returned on August 3, 2018 to pack up classrooms for the move. On August 20, 2018, staff were allowed into the new site to begin the process of unpacking and setting up classrooms. On August 23, 2018, an Open House was held for students and parents. Everyone was able to tour the new facility, meet staff and ask questions.

Staff at the Adie Day School developed and executed a plan to ensure a smooth transition for all students. Staff attended IEP meetings and discussed opportunities available for the student. This alleviated parent anxiety and also helped to ensure a smooth transition. Prior to school starting, staff reached out to parents to identify themselves and answer any additional questions.

On the first day of school, staff welcomed students and their families to the new facility. Parents were given the opportunity to speak with staff and see their child's classroom if they were unable to attend the Open House the week before. At the start of this school year, the Adie Day School brought back 12 students who were receiving an education in an out of district placement to attend the Adie Day School.



LeBlanc Therapeutic Day School:

The LeBlanc Therapeutic Day School serves a special education population of 8th-12th graders with emotional and behavioral issues. To prepare for opening day, our Behavior Specialist and Social Worker called each student/family and/or conducted home visits. It is important to make a connection with the students/families to develop an understanding of how our students' summer went. This allows for a smooth and welcoming transition back to school.

The LeBlanc School opened for the 2018-19 school year with 39 students enrolled with 3 additional students scheduled to attend. This is the highest starting number of students the LeBlanc has had to date. We have enrolled 3 students from different towns that moved into Lowell, all of which are on out of district IEP plans. One student has returned from an OOD placement and another student has come from the Engagement Center.



Laura Lee Therapeutic Day School:

The Laura Lee School opened its doors for the 2018-19 school year with 20 students, grades K-8. All of our students have a primary emotional disability. In preparation for the school year, staff went to great lengths to ensure students had the best opportunity to start with success. We revisited our school mission and guiding principles with an update of the school handbook and building procedures. We began our promotion of a new set of core values for our learning community: safe, on task, and respectful. We updated all of the bulletin boards and made sure our values and school mascot are visible in multiple building locations to promote positive behavior and school spirit.

We amended our schedule to maximize instructional time at the optimal time of day for our students, and afford teachers the time for common planning opportunities throughout the week. We've also added a weekly staff meeting on Wednesday afternoons to support the case management needs of our students. Lastly, we went to great lengths to forge community partnerships with many local organizations to support and supplement our students' learning and school experience. We are off to a fantastic start at the Laura Lee School, and we are very proud of our students and staff.



Human Resources

During the hiring season for the 2018 -2019 school year 10 open school-based administrative positions were filled, 164 teacher openings were filled and 85 paraprofessional openings were filled within the Lowell Public Schools.

In order to increase the number of available substitutes in our system, our Substitute Workshops were held on August 8th, August 29th, September 12th and September 24th. Each workshop averaged 24 participants. All participants have completed the necessary hiring paperwork and have been added to our available Substitute Pool.

Hiring practices have focused on hiring the most highly qualified, diverse staff for our diverse student body. We continue to post newly opened positions for support staff positions including cafeteria workers, clerical staff, custodians, etc. as resignations, retirements and transfers occur. Specific details on resignations, retirements, promotions, and all new hires are detailed monthly in the Personnel Report.

Administrators

- Lincoln School: Principal Ginger Coleman
- Morey School: Principal Kathleen McLaughlin
- Reilly School: Assistant Principal Ronald Fusco
- Robinson School: Principal Bridget Dowling
Assistant Principal Carl DeRubeis
- STEM Rogers School: Assistant Principal Roger Morneau
Interim Assistant Principal Nancy Crones
- Shaughnessy School: Principal Gregory Passeri
- Wang School: Interim Assistant Principal Matthew Santy
- Finance Department: Assistant Business Manager John Descoteaux
for Transportation

Teachers/Paraprofessionals

Open Teaching Positions: 164

Open Paraprofessional Positions: 85

Transportation

Two weeks prior to the start of the school year, a new Assistant Business Manager for Transportation was hired. With the support of the transportation clerk, the department was able to build off of well-established bus routes and adjust routes accordingly based on the changes in the start time of two schools and delivered the routes to both bus companies with ample time for drivers to complete dry runs prior to the start of school.

The Transportation Department with the support of staff from other Central Administration Departments as well as LHS student leaders, mailed out over 7,500 bus passes to the students of Lowell. An additional 1,100 passes were mailed related to changes in school assignments, notice of daycare providers and address changes. Overall, considering the short time period to perform transportation tasks, schools and daycare providers were pleased with the department being able to keep up with the changes.

Additionally, the drop-off location for students in grades Kindergarten and Grade 1 not met by a parent has been changed from the Family Resource Center 155 Merrimack Street to the Moody School. The drop-off location is being managed by two staff members and reports to date indicate that the operation is running well.

Food Services

All Hands on Deck Meeting: Fueling Students for Success - Before our students arrived, a meeting was held with all cafeteria workers focusing on putting themselves in their shoes. What would you expect your dining experience to be like? Make sure non-negotiables are in place—they're the foundation of quality service and must be applied every day to provide our students the fuel they need to succeed:

- #1 Priority: Safety
- Customer Service: Welcome, Engage, Smile, and Thank you
- Professional Standards
- Meal Patterns and Regulations
- Trainings
 - Serve Safe

- John Stalker Institute Professional Development Training: All Permanent Staff
- Breakfast Cart Training: All Breakfast Staff
- Back to Basics: Mediterranean Flavors Workshop for LHS Staff
- We served 42,580 meals the first week of school. We modified our menus to offer more cold choices to help beat the heat!
- We implemented breakfast grab and go carts at the Bartlett for all grades and for STEM Academy middle school grades. The students loved this- some remarks were:
 - "This is awesome!"
 - "We get to choose?!"
 - "A hot breakfast sandwich? This is awesome!"



- Supported schools with early release for 3 consecutive days.
- Started new service at the Early Childhood Center at the Cardinal. We have a staff member on hand to ensure meals are delivered and served in a safe manner.
- Executed a Heat Advisory Water Plan in all schools with cold water available all day to all staff and students and bottled water delivered to all nurses for distribution.
- Supported new service at the Lowell Day School.
- Communications sent out to families included:
 - Aramark Team members visited each school before the first day to check in with café and school staff. Delivered Healthy for Life Package and department contact info to school administrators.
<http://lowell.schooldish.com/ContactUs.aspx>
 - Website updated with menu's and nutritional:
<http://lowell.schooldish.com/Commerce/Catalog/EatWellHome.aspx>
 - What do parents need to know?
 - Welcome to a new school year packages sent home to Pre-K thru 8 grade families. Freshman and LHS packages are available in the school office. Information is available at <http://lowell.schooldish.com/>
 - Community Eligibility Provision: Breakfast and Lunch is served at school every day and is available to every student at NO CHARGE <http://lowell.schooldish.com/MealPurchase.aspx>
 - Massachusetts Farm to School Harvest of the Month
http://lowell.schooldish.com/#label_2

Early Childhood

The Early Childhood Department moved to the Cardinal O'Connell Early Childhood Center along with Teachers and Paraprofessionals from the STEM Academy @ Roger School, Moody School, and Pyne/Arts School. Lowell Public School Operations and Maintenance, Early Childhood staff and teachers along with several DPW employees and volunteers worked diligently over the summer to prepare the school for children this fall.

While we were unable to accomplish everything that we had hoped to in the time allotted, we were ready for children on September 5, 2018. Our classrooms are large, bright, and welcoming to our students. We plan to continue our work on improving both the indoor and outdoor environments throughout the school year.

The Early Childhood Department ran a summer playgroup for preschool children with disabilities and their families at the Pyne/Arts School on Tuesdays and Thursdays over the summer. Thirteen children and their families attended twice weekly to sing songs, engage in learning activities, and enjoy a snack.

Prior to the end of the last school year, we collaborated with the Family Resource Center to develop a transition plan. The plan included an extended registration period for preschool and kindergarten during the months of March and April. This Early Registration period was successful in recruiting families. Next year, our goal is to hold the lottery on or before mid-May. While we had planned to help ease students transition into Early Childhood programs, our August 22nd "Celebrate Early Childhood" event was washed out due to inclement weather. Next year we will have a back-up plan for extreme heat or rain.

Lowell Teacher Academy

The Lowell Teacher Academy (LTA) enthusiastically welcomed 61 newly-hired teachers to the LPS District for the coming 2018-2019 school year. (There were 164 open positions, the remaining 103 positions were filled by transfers and displaced teachers). Orientation for our new hires occurred on August 22nd and August 23rd at Lowell High School. The focus of Orientation was on our wonderful ethnically-diverse population of students. On the first day, speakers included Jeannine Durkin, Acting Superintendent of Schools, Fred McOsker, Acting Assistant Superintendent for Student Support Services, Phala Chea, Curriculum Coordinator of English Language Education Program, and Donna Maluccio, Special Education Assistant Administrator. While we had five speakers, one voice/message prevailed, the belief that our student body deserves the finest, most highly-qualified staff to meet its diverse needs.

On the second day, new hires were welcomed by Paul Georges, President of the UTL, followed by a technology presentation by Mark Buckley. Later the UTL sponsored a delicious luncheon. Newly-hired teachers were given the opportunity to meet and chat with administrators and mentors in their building, as well as the UTL building reps. The afternoon was reserved for breakout sessions spearheaded by Central Office Curriculum Coordinators. Sessions included topics in Math, ELA, Science, Social Studies, Allied Arts, and SPED, with a separate session for Lowell High School new hires. These sessions included presentations on the modules/units which are an integral part of the LPS curriculum.

Consistent with the purpose of the LTA to provide high-quality Professional Development to its staff, this semester the LTA is excited to offer in proud partnership with Fitchburg State University, six graduate-level courses in Lowell, taught by Lowell teachers, at reduced rates reimbursable through our Tuition Reimbursement Plan. All of these courses may be applied toward the LTA/FSU Master's in Curriculum and Teaching Program. These courses may also apply towards the advancement of a MA license, (i.e. from an Initial to a Professional license). In addition, the LTA is pleased to be offering PDP workshops this semester that are required by DESE for renewal of a Professional license.

The LTA, gateway for newly-hired and veteran teachers, as well as LPS employees desiring to pursue a career in teaching, continues to work with FSU, administrators, Central Office personnel, paraprofessionals, and teachers to ensure the professional growth of our highly-qualified staff. We are indeed fortunate to enjoy the opportunities afforded to our staff by the LTA, a teacher's academy that is unique to the Merrimack Valley area, if not the entire state of MA.

Operations and Maintenance

This was a very busy summer for the department, a few accomplishments are listed below:

- Relocation of the Day School in Methuen to the new Day School in Chelmsford.
- Moved the (6) 5th grade classrooms from the Sullivan School to (4) @ the Rogers STEM and (2) @ the Moody School.
- Moved the Cardinal O'Connell Alternative classrooms to the Sullivan School and Riverside (BRIDGE Program).
- Moved Pre-K classrooms throughout the district to the new Early Childhood Center @ the Cardinal.
- Moved the 5th floor Early Childhood Department to the Cardinal O'Connell Early

Childhood Center.

- Coordinated and provided oversight of the Asbestos Abatement contract, air quality monitoring contract/results and the replacement of the VCT tile of 8 classrooms at the Reilly School.
- Coordinated and oversaw an electrical upgrade to the Bartlett School in order to install 11 air conditioners for our most medically fragile students.
- Acquired the help of ROTC who raked, cleaned grounds, spread bark mulch and planted flowers to beautify the Reilly and Sullivan Schools.
- Worked with the city's Finance Department and state vendor to purchase \$225,000.00 worth of new custodial equipment.

Additionally, we finished 80% of the schools on time including grounds with no overtime, the other 20% that needed overtime were ones that had summer school or CTI in the building during summer break. Additional overtime was needed for the building moves as articulated above.