Lowell Public School Committee

Regular Meeting Agenda

Date: May 20, 2020
Time: 6:30PM
Location: Join Zoom Meeting
https://zoom.us/j/98830970901?pwd=NUQ0Qk9VbjhsUVF5UlpiVU1jWjIzQT09

Meeting ID: 988 3097 0901
Password: Wednesday

1. **SALUTE TO FLAG**

2. **ROLL CALL**

3. **SPECIAL ORDER OF BUSINESS**

   3.1. This Meeting Is Being Held Remotely In Accordance With The Governor Of Massachusetts' March 12, 2020 Order Suspending Certain Provisions Of The Open Meeting Law G.L. C. 30A, Section 20.

4. **MINUTES**

   4.1. Approval Of The Minutes Of The Special Meeting Of The Lowell School Committee Of May 6, 2020

Documents:

LSC MINUTES - MAY 6, 2020.PDF

5. PERMISSION TO ENTER

5.1. Permission To Enter: May 20, 2020

Documents:

PERMISSION TO ENTER -MAY 20, 2020.PDF

6. UNFINISHED BUSINESS

6.1. FY21 Budget Update

Documents:

SCHOOL COMMITTEE - BUDGET UPDATE MAY 20, 2020.PDF

7. MOTIONS

7.1. [By Michael Dillon Jr.]:

Request the Superintendent provide an update on the Creegan TV Studio (staffing, technology capabilities, and usage) for discussion on incorporating online content production into future technology planning.

7.2. [By Bob Hoey]:

In consideration of the stress and issues that students are dealing with because of COVID-19, request the Superintendent initiate a Task Force to look at how to take advantage of all our staff's skills to best transition from this school year to the next school year.

7.3. [By Bob Hoey]:

That the Facilities Subcommittee meet to talk about procedures to name areas of the new Lowell High School and to determine whether current dedications will carry over to the new Lowell High School from the current

school building.

8. REPORTS OF THE SUPERINTENDENT

8.1. Report On Motions

Documents:

REPORT MOTIONS MAY 20, 2020[1].DOCX.PDF

8.1.1. Response To Motions 5.COO Of 04/01/20 By Andy Descoteaux

Status on Judicial Building

By Andy Descoteaux]: Ask the Superintendent to ask the City Manager what the status is of the empty judicial buildings in the city. If they are available for city use, the LPS could use one or two.

Documents:

MOTION RESPONSE MOTION ON THE USE OF THE COURTHOUSES.PDF

8.1.2. Response To Motions 9.CAO Of 04/15/20 By Jackie Doherty

Student Dropouts

[by Jackie Doherty]: Request the Superintendent provide the committee with a report that examines the factors that may have contributed to tripling the number of student dropouts over the last few years including staff reductions, discontinued actions, or program changes.

Documents:

DROPOUT REPORT.PDF

8.1.3. Response To Motions 14.CAO Of 05/06/20 By Andy Descoteaux And 2.CSO Of 04/15/20 By Connie Martin

Remote learning & Snow Days

[by Andy Descoteaux]: Ask the Superintendent to ask DESE if what we can develop as a plan for remote learning could be used to cover snow days; thereby eliminating the need to make up snow days at the end of the year.

Remote Learning Policy

[By Connie Martin]: Requesting that the Administration report on the roll out and

implementation of the District-wide Remote Learning Policy. The report should include the recommended benchmarks and outcome measures that the district will be using to track both short and long term effectiveness of the existing plan.

Documents:

REPORT ON REMOTE LEARNING.PDF

8.1.4. Response To Motions 12.CAO Of 04/15/20 By Michael Dillon Jr.

Athletic Director Responsibilities

[by Michael Dillon Jr.]: Request the Administration provide a report on the position of Athletic Director at Lowell HS including a job description, outline of responsibilities, number of teams/ programs, number of staff, and any other relevant information available.

Documents:

REPORT WILL BE FORTHCOMING.PDF

8.1.5. Response To Motions 9.CAO & 13.CEEO Of 04/15/20 By Jackie Doherty

Mental Health & SSS, SW Roles

[by Jackie Doherty}: motion to get a report from the administration that outlines the structures in place to support the mental health needs of our students. The report should include the roles of the Student Support Specialists and Social Workers, as well as address the delivery and oversight of mental health supports across the district.

Documents:

REPORT ON MENTAL HEALTH SUPPORTS (1).PDF

9. NEW BUSINESS

9.1. Portrait Of A Graduate Critical Participatory Action Research (CPAR) Proposal

Documents:

LPS RESEARCH REQUEST.PDF
PORTRAIT OF A GRADUATE IRB.PDF

10. PROFESSIONAL PERSONNEL

10.1. UTL: Sick Leave

The Members of the United Teachers of Lowell hereby donate twenty-eight [28] sick leave days to Kristen Colon, Lowell High School teacher.

Documents:

KRISTEN COLON.PDF

11. ADJOURNMENT

LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: May 6, 2020
Time: 6:30PM
Location: Join Zoom Meeting
https://zoom.us/j/99268957972?pwd=d21jcFkyNTFxQzJGVFFCNmJhNzVRQT09
Meeting ID: 992 6895 7972
Password: Wednesday

1. SALUTE TO FLAG

2. ROLL CALL

On a roll call at 6:34 p.m., all members were present, namely: Mayor Leahy, Ms. Martin, Ms. Clark, Mr. Descoteaux, Mr. Dillon, Ms. Doherty and Mr. Hoey.

3. SPECIAL ORDER OF BUSINESS

3.1. This Meeting Is Being Held Remotely In Accordance With The Governor Of Massachusetts' March 12, 2020 Order Suspending Certain Provisions Of The Open Meeting Law G.L. C. 30A, Section 20.

Mayor Leahy read to the public that this meeting was being held remotely in accordance with the Governor of Massachusetts' March 12, 2020 order suspending certain provisions of the Open Meeting Law G.L.C. 30A, Section 20.

3.2. 2020-2021 District Wide Strategic Plan and FY21 Level Service Line Item Budget

The following people registered and spoke about the FY21 Level Service Line Item Budget:

- ✓ Fred McOsker
- ✓ Luz Vasudevan
- ✓ Janise Rosario
- ✓ Jennifer Balala
- ✓ Gen Parasole

Superintendent Boyd addressed the Committee and stated the following:

"You will notice that the agenda item before you is not written as a recommendation. I am looking forward to the Committee's questions, guidance and advice, but this budget book should not be viewed as my recommended budget for FY21 or even my proposed budget for FY21. I am actually not recommending that the Committee take any formal action other than to receive the budget book as a

report of progress to enable continued transparent discussion and responsible fiscal planning in light of the many economic uncertainties brought about by COVID-19. We are just two months from the transition from one fiscal year to another, so having this line item budget in front of the committee tonight and using it as a basis for continued thoughtful discussion is an important step in providing complete transparency to the community as we work to meet the demands of the budget calendar. However, as the Mayor has emphasized repeatedly since we began these discussions, there remains a significant number of critical variables for which we do not have the certainty we would normally expect. There are still far too many unknowns for the Committee to responsibly adopt any type of FY21 budget at this time. The budget outlined within the book that was made public on Friday was built in a way that enables us as a district to continue to move forward with the required budgeting calendar while still remaining flexible to the evolving context we find ourselves in. It is designed based on just one of many plausible scenarios of what revenue might look like for LPS in FY21 – a scenario in which the district receives only 50% of the increase from the Governor's January proposal.

Although it is highly unlikely, it is still possible that the funding contemplated for school districts in the Governor's pre-COVID budget will remain intact. Unfortunately, there are several indications – mostly unofficial ones – that will not be the case. As Finance Chair Martin stated during our subcommittee meeting, it is quite possible that we may receive even less revenue than the $6.7 million of new money required for the line item budget in front of you tonight. One way or another we will likely need to adjust – and potentially in significant ways – as the revenue picture becomes more clear. At this point, the only guidance we have received from DESE is to be prudent, but avoid creating chaos in the community. We believe the conversation tonight reasonably strikes that balance.

A few points to keep in mind before Ms. Turner walks the Committee through this draft budget book.

1. We are expecting the grant application window to open for the K-12 provision of the federal CARES ACT this week or next. Depending on the size and stipulations of the grant, it could significantly alter our known revenue despite the larger scale uncertainties. We will keep the Committee apprised when we receive that official information.

2. All of the contracts the district currently has with its bargaining units will expire on June 30. Those conversations and negotiations remain active and this line item budget does not account for any perceived or forecasted outcomes to those negotiations. To remain consistent with past discussions, within this budget book, all of the contractually required salary increases which took place or are required to take place this fiscal year for both affiliated and non-affiliated personnel are consolidated within one line item of $5.4 million. That line should be viewed as a fixed cost increase. In future versions of the budget book, that $5.4 million will be distributed among the relevant employee salary lines.

3. There is a detailed accounting breakdown of the school based budgets within the budget book and a response to the Committee's request for a further narrative analysis of the rationale for each item within the $2 million of increases to school budgets will be provided next week.

4. There are two outstanding motions related to job descriptions which I know the Committee is interested in receiving prior to adoption of the FY21 budget, one from Committee Member Doherty and one from Committee Member Dillon. Responses to both will be provided at the next scheduled Committee meeting on the 20th. Again, no action is being recommended tonight.

5. Of some urgency for the district is the timetable before us for utilizing the FY20 cost savings resulting from the closure, largely the savings from our pre-COVID budget forecasts for transportation and substitutes – savings which are essential to purchasing much needed mobile devices for our students for next year. Ms. Turner will speak to the timeline and the options before the Committee, and the Committee should keep in mind that we may need to schedule a special session next week to encumber those funds. We are aware that there are some percolating statewide discussions regarding some type of legislative waiver allowing funds to be carried forward into the next fiscal year, but we don't currently anticipate that waiver being available to the Committee.

6. And lastly, this draft budget - as will be the case with any budget that is brought before the Committee in the future - is part of a coherent approach to funding our 28 schools and our districtwide strategic plan which defines our systemic commitment to equity and places the needs of our students at the center of every decision. This is the key part that is often lost in budgeting, which is why you see one combined item for both the strategic plan and budget in tonight's agenda. Connecting our budget to a coherent approach – namely the strategic plan – maximizes the chance that our investments are both efficient and effective. Efficient in the sense that it is easier as an organization to recognize when expenditures are somehow duplicative and effective in that by leveraging our collective organizational strength, we are better positioned to move all of our goals forward on behalf of Lowell's 14,500 students.

The budget outlined in tonight's budget book does that while adhering to a speculative scenario of 50% less new money coming into the district; an extraordinary budgetary challenge that was met in part by reducing administrative headcount in central office without requiring any furloughs or layoffs and shifting those dollars to school budgets, and also again, leveraging the operational savings realized during the closure. With that I will turn the microphone over to Ms. Turner and look forward to the Committee's continued input as we navigate these unchartered waters."

Memorials:

A moment of silence was held for the following:

Brian Dillon, LHS Class of 1974, Member of the LHS Athletic Hall of Fame, brother of Michael Dillion, Lowell Public School Courier and uncle of Michael Dillon, Jr. Lowell School Committee member.

Barbara Hodge, Retired Executive Secretary for the Lowell Public Schools

All who have passed away since our last meeting.

4. MINUTES

4.1. Approval of the Minutes of the Special Meeting of the Lowell School Committee of April 15, 2020

Mr. Hoey made a motion to approve and place on file the minutes from the Special Meeting of the Lowell School Committee of April 15, 2020, Regularly Scheduled Lowell School Committee Meeting of Wednesday, April 15, 2020 and the Special Meeting of the Lowell School Committee of Monday, April 27, 2020; seconded by Mr. Descoteaux. 7 yeas APPROVED

4.2. Approval of the Minutes of the Regularly Scheduled Lowell School Committee Meeting of Wednesday, April 15, 2020

Mr. Hoey made a motion to approve and place on file the minutes from the Special Meeting of the Lowell School Committee of April 15, 2020, Regularly Scheduled Lowell School Committee Meeting of Wednesday, April 15, 2020 and the Special Meeting of the Lowell School Committee of Monday, April 27, 2020; seconded by Mr. Descoteaux. 7 yeas APPROVED

4.3. Approval of the Minutes of the Special Meeting of the Lowell School Committee of April 27, 2020

Mr. Hoey made a motion to approve and place on file the minutes from the Special Meeting of the Lowell School Committee of April 15, 2020, Regularly Scheduled Lowell School Committee Meeting of Wednesday, April 15, 2020 and the Special Meeting of the Lowell School Committee of Monday, April 27, 2020; seconded by Mr. Descoteaux. 7 yeas APPROVED

5. PERMISSION TO ENTER

5.1. Permission to Enter: May 6, 2020

Mr. Hoey made a motion to approve the Permission to Enter; seconded by Ms. Martin. 7 yeas APPROVED

6.1. [By Andy Descoteaux]: Ask the Superintendent's staff collaborate with our teaching staff to come up with a strategic plan dealing with remote learning that will include actual learning and beyond enrichment. This should be a plan that is revisited every year to update what is potentially available for our teachers and their students.

Mayor Leahy asked if we could add collaborating with UMASS Lowell regarding remote learning.

Mr. Descoteaux made a motion to approve; seconded by Ms. Doherty. 7 yeas APPROVED

6.2. [By Andy Descoteaux]: Ask the Superintendent to ask DESE if what we can develop as a plan for remote learning could be used to cover snow days; thereby eliminating the need to make up snow days at the end of the year.

Mr. Descoteaux made a motion to approve; seconded by Ms. Martin. 7 yeas APPROVED

6.3. [By Andy Descoteaux]: Ask the Superintendent to form a committee tasked to raise funds for the purpose of obtaining enough technology for EVERY child in the LPS.

Mr. Descoteaux made a motion to approve; seconded by Mr. Hoey. 7 yeas APPROVED

7. SUBCOMMITTEES

7.1. Policy Subcommittee Meeting: Report and Approval of the Meeting of Thursday, April 23, 2020 [Jackie Doherty, Chairperson]

Both Policy Subcommittee reports were presented together.

Chairperson Doherty informed the Committee about the strategic plan and how the district is going to measure the districts success and the key factors shaping the one (1) year strategic plan. She stated that supports are necessary to mitigate academic, social and emotional gaps formed or exacerbated by the interruption to the 2019-2020 school year and at the same time continuing 2019-2020 initiatives that are currently gaining momentum in advance of the district's overarching goals and long term objectives. In addition, she stated that the district will be implementing strategies that account for potential future disruptions to traditional instructional delivery, i.e. blending learning strategies.

Ms. Doherty made a motion to recommend to the full Committee moving forward with the one (1) year Strategic Plan; seconded by Mr. Hoey. 7 yeas APPROVED

Ms. Doherty made a motion to accept the report as a report of progress; seconded by Ms. Martin. 7yeas APPROVED

7.2. Finance Subcommittee: Report and Approval of the Meeting of Wednesday, April 29, 2020 [Connie Martin, Chairperson]

Chairperson Martin spoke to the Committee about the many uncertainties the district has as we move forward. She spoke about the four (4) scenarios that were provided to the Committee in the PowerPoint presentation provided to the Subcommittee and stated that despite these variables there is a pressing need to move forward and that the Subcommittee voted on a level service budget for FY21. She then stated that the district is going with Scenario 3 that was provided in the PowerPoint which is the Governor's proposed budget with 50% less of the Student Opportunity Act (SOA) and the city cash increase.

Ms. Martin made a motion to accept the report as a report of progress; seconded by Mr. Dillon. 7 yeas APPROVED

7.3. Policy Subcommittee Meeting: Report and Approval of the Meeting of Thursday, April 30, 2020 [Jackie Doherty, Chairperson]

Both Policy Subcommittee reports were presented together.

Chairperson Doherty informed the Committee about the strategic plan and how the district is going to measure the districts success and the key factors shaping the one (1) year strategic plan. She stated that supports are necessary to mitigate academic, social and emotional gaps formed or exacerbated by the interruption to the 2019-2020 school year and at the same time continuing 2019-2020 initiatives that are currently gaining momentum in advance of the district's overarching goals and long term objectives. In addition, she stated that the district will be implementing strategies that account for potential future disruptions to traditional instructional delivery, i.e. blending learning strategies.

Ms. Doherty made a motion to recommend to the full Committee moving forward with the one (1) year Strategic Plan; seconded by Mr. Hoey. 7 yeas APPROVED

8. <u>REPORTS OF THE SUPERINTENDENT</u>

8.1. COVID-19 Response Update

Dr. Guillory, Chief Schools Officer and Ms. Desmond, Chief Academic Office provided a report to the Committee that spoke about the following:

- Remote Learning
- Device Distribution
- Senior Prom
- Graduation
- Senior Awards Night
- Report Cards (Elementary, Middle and Lowell High School)
- Staff and Student Building Checkout

Mr. Descoteaux made a motion to accept the following Reports of the Superintendent 8.1 through 8.2.1 as reports of progress; seconded by Mr. Dillon. 7 yeas APPROVED

8.2. 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.

Mayor Leahy made a motion to receive the Report on Motions monthly moving forward; seconded by Mr. Descoteaux. 7 yeas APPROVED

Mr. Descoteaux made a motion to accept the following Reports of the Superintendent 8.1 through 8.2.1 as reports of progress; seconded by Mr. Dillon. 7 yeas APPROVED

8.2.1. Response to Motions 6.COO and 7.COO of 04/18/20 by Andy Descoteaux and Jackie Doherty:

Maintenance of Schools during shutdown

[By Jackie Doherty]: Request the Superintendent develop a plan that enables custodial staff to safely clean and maintain school buildings and grounds during the shutdown, including the potential to complete projects often overlooked due to time constraints, such as inventory control and grounds.

Forward the report to Mr. Underwood

By Andy Descoteaux]: Motion to forward the report to Mr. Underwood, Facilities Director to receive his recommendation regarding the following motion: "Request the Superintendent develop a plan that enables custodial staff to safely clean and maintain school buildings and grounds during the shutdown, including the potential to complete projects often overlooked due to time constraints, such as inventory control and grounds work.

Mr. Underwood, Director of Maintenance & Operations provided a report to the Committee informing them that all custodial staff returned to work on Monday, May 4, 2020. The report stated that careful consideration of safely bringing back the staff has been a primary task. The report also included a list of work planned for the summer. The safety measures in place are as follows:

- The entire staff has been given option to work the day shift as they always do during school breaks.
- Gloves and masks will be provided for safety to all staff.
- Each custodian will work in his or her own assigned area, away from other staff, to maintain social distancing practices.
- Staff working outside on school grounds will follow the same social distancing guidelines and personal protective equipment measures as necessary.

Mr. Descoteaux made a motion to accept the following Reports of the Superintendent 8.1 through 8.2.1 as reports of progress; seconded by Mr. Dillon. 7 yeas APPROVED

9. NEW BUSINESS

9.1. Approval of Revised 2019-2020 School Calendar

The following people registered and spoke about the revised 2019-2020 School Calendar:

- ✓ Paul Georges
- ✓ Shelby Boisvert

Superintendent Boyd confirmed for the Committee that June 15, 2020 was the last day of school.

Ms. Doherty made a motion to approve the revised 2019-2020 School Calendar; seconded by Mr. Hoey. 7 yeas APPROVED

9.2. Revision of the School Assignment [Registration] Policies During Covid-19 Public Health Crisis

Ms. Phillips, Chief Equity and Engagement Officer informed the Committee that due to Covid-19, the district could not initiate its in-person registration process for Pre-K, Kindergarten and new students to the district as initially planned and communicated. The Family Resource Center has developed a revised online registration process and implementation plan which has been adjusted to ensure safety for families and staff while executing a successful process. A remote registration process for Pre-K, Kindergarten and new students to the district will begin no later than May 30th. The open registration period for Pre-K and Kindergarten will end no later than June 30, 2020 and the lottery will take place at the beginning of July 2020. The lottery date will be publicized no later than May 30th.

Mr. Hoey made a motion to a request for action, pursuant to the 2020-2021 School Assignment Policy of the Lowell School Committee, to suspend all registration and lottery deadlines established within the policy and direct the Superintendent to implement a revised timeline and remote registration process for the duration of the ongoing public health emergency; seconded by Ms. Martin. 7 yeas APPROVED

9.3. Budget Transfer

Department:	**SCHOOLS**				
TRANSFER TO:					
Account #				**Description**	**Amount**
Org.	**Object**	**Project**	**DESE Function**		
99311204	541000		**2450**	Instructional Tech. Hardware	$2,281,748.39
99310301	512907		**5100**	Sick Leave Buy Back	$ 181,620.00
99330203	524008		**5300**	Central Office Rental	$ 4,560.36
99030504	544400		**3520**	LHS Student Activity Supplies	$ 57,000.00
				TOTAL	$2,524,928.75
TRANSFER FROM:					
Account #				**Description**	**Amount**
Org.	**Object**	**Project**	**DESE Function**		
99341227	570102		**1400**	Admin. Tech. - Hardware	$ 400,000.00
99341230	512151		**1400**	SCHOOL CLIMATE SPECIALIST	$ 23,756.96
99341230	512152		**1400**	HR RELATIONS ASSISTANT	$ 28,948.26
99341230	512973		**1400**	ASSISTANT HR DIRECTOR	$ 24,000.00
99300004	512153		**2100**	DIRECTOR OF SECONDARY ED	$ 52,800.00
99300004	512159		**2100**	DIRECTOR OF RESEARCH & ACCOUNT	$ 41,118.45
99313005	512146		**2100**	Coordinator of Science K-12	$ 9,931.92
99320103	512133		**2100**	Director of Special Education	$ 9,018.65

99320103	512154		**2100**	ASSISTANT SPECIAL ED DIRECTOR	$ 33,637.00
98341103	512902		**2200**	Bartlett School Clerk	$ 13,863.58
90110106	512958		**2300**	Cardinal SPED Paraprofessional	$ 20,000.00
90210104	512301		**2300**	Administrative Apprentice	$ 54,165.00
92710904	512301		**2300**	Administrative Apprentice	$ 8,150.00
93610103	512958		**2300**	Pawtucket Paraprofessional	$ 13,327.35
93610106	512958		**2300**	Pawtucket SPED Paraprofessiona	$ 11,510.58
94010803	512903		**2300**	Reilly Kindergarten Teacher	$ 9,372.18
98311503	512903		**2300**	Bartlett English Teacher	$ 9,372.53
98810606	512903		**2300**	Sullivan SPED Teacher	$ 8,163.36
98813003	512903		**2300**	Sullivan Science Teacher	$ 2,395.98
98910606	512903		**2300**	Wang SPED Teacher	$ 3,570.35
99010709	512903		**2300**	LHS R.O.T.C. Teacher	$ 29,662.74
99310103	512401		**2300**	Day-to-Day Substitute Teachers	$ 329,635.00
99310305	512963		**2300**	STIPENDS- OTHER	$ 75,600.00
99320106	512130		**2300**	Occupational Therapists	$ 11,149.98
99320106	512137		**2300**	Evaluation Team Chairpersons	$ 26,030.90
99327003	512903		**2300**	Knowledge Bowl Stipends	$ 11,089.62
99330206	512958		**2300**	Social Skills Paraprofessional	$ 14,673.57
99338003	512924		**2300**	ELL Parent Liaison	$ 11,516.66
99310008	512156		**2350**	PRINCIPAL MENTORS	$ 8,300.00
99320116	577615		**3300**	SPED Transportation	$1,149,533.00
99347103	512158		**4000**	Facilities Area Manager	$ 13,482.71
95447103	512960		**4110**	Varnum Custodian	$ 10,152.43
99030202	512302		**2300**	Pilot Night School Stipends	$ 34,505.00
99037050	530002		**2350**	LHS SA - Prof. Dev.	$ 22,495.00
				TOTAL	$2,524,928.75

Reason for Transfer:
Adjustments to expend the budget - Shifting funds to allow for purchase of 1 to 1 Chromebooks, increase amount needed for sick leave buy back payments in FY20, the central office rental to account for increased charges for parking costs and adjustment to cover senior class dues for year book, diploma, cap & possibly gown rental.

Ms. Doherty made a motion to approve the budget transfer of $2,524,928.75; seconded by Mr. Descoteaux. 7 yeas APPROVED

10. PROFESSIONAL PERSONNEL

10.1. LSAA-Donated Sick Days

The members of the Lowell School Administrator Association (LSAA) hereby request to donate twenty-two [22] sick days to Pamela Daley, School Psychologist.

Mr. Dillion made a motion to approve; seconded by Mr. Descoteaux. 7 yeas APPROVED

11. ADJOURNMENT

Mr. Dillon made a motion to adjourn at 8:56 p.m.; seconded by Mr. Descoteaux. 7 yeas APPROVED

Respectfully submitted,

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

JDB/mes

LOWELL PUBLIC SCHOOLS

Office of Finance and Operations
155 Merrimack Street
Lowell, MA 01852

Phone: (978) 674-4325
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E-mail:bturner@lowell.k12.ma.us

PERMISSION TO ENTER

To: Dr. Joel Boyd, Superintendent of Schools

From: Billie Jo Turner, Assistant Superintendent for Finance and Business

Date: May 15, 2020

Subject: Permission to Enter – May 20, 2020 School Committee Meeting

FITCHBURG STATE UNIVERSITY **$ 11,210.00**
160 Pearl Street
Fitchburg, MA 01420

To provide full tuition for 19 candidates in the CES Initial ESL Licensure Program. These two (2) courses are the remaining courses in a Plan of Study that includes six courses and a Practicum. This program is an effort to diversify LPS teaching faculty.

Funding provided by the Teacher Diversification Grant

VALLEY COMMUNICATIONS **$ 37,481.00**
20 1st Avenue
Chicopee, MA 01020

To *amend* the existing contract to provide for the repairs and installation of intercom systems at four (4) additional schools (Shaughnessy, Lincoln, Riverside and McAuliffe). The cost includes equipment and labor.

Funding provided by the COPS Grant

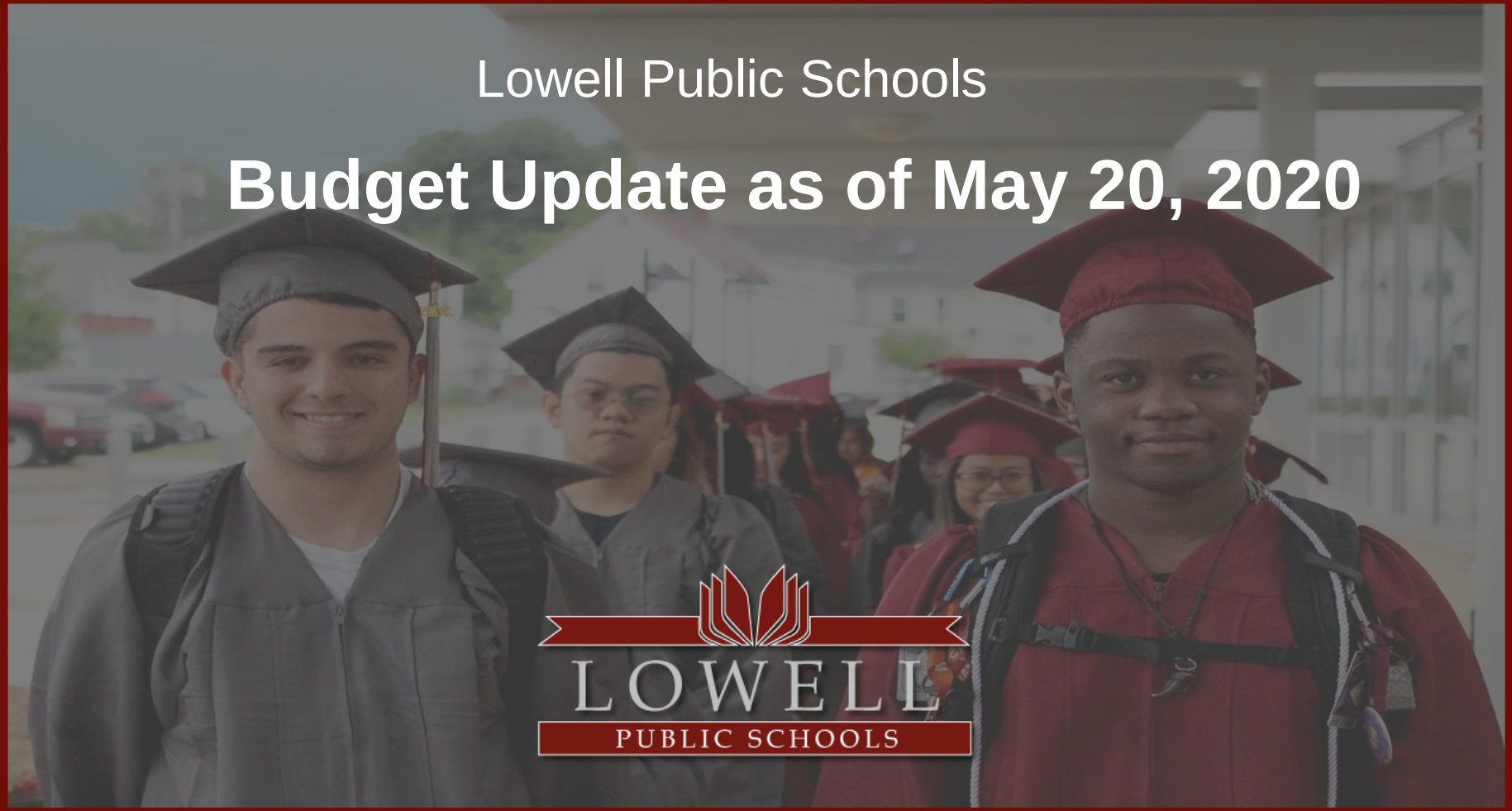
THE JUDGE ROTENBERG EDUCATION CENTER, INC. **$ 16,307.72**
250 Turnpike Street
Canton, MA 02021

To *amend* the existing contract to provide for the out-of-district additional costs for one (1) student plus one (1) addition student enrolled and receiving services as outlined in their special education IEP.

Funding provided by the School Department Budget: SPED OOD Tuition

Lowell Public Schools

Budget Update as of May 20, 2020



Unknown Variables for FY21 - Revenue

- We don’t know how much revenue we will receive. The likely timeframe of learning this won’t be until the summer.
- Consider the following: 1) impact to local revenue, 2) State aid including Ch 70, CB reimbursements and state grants, 3) ESSER Funding (CARES Act), 4) Revolving Funds

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Unknown Variables for FY21 - Expenses

- We don’t know what we are budgeting for – traditional return, virtual return or hybrid. All of these have different budget implications.
- Additional costs including PPE, Technology, Certain Staff
- Pending charter amendments (transportation and increased cap)

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FY20 Opportunities with FY21 Impact		
Current Year Savings Due to Efficiencies:		
Subs	$ 300,000.00	Due to school closure
Payroll	$ 950,000.00	Due to timing of hires & closure
Sick Leave Buy Back	$ (200,000.00)	Due to buy outs of retirees
Transportation	$ 3,700,000.00	Possible surplus since we cant pay vendor for services not performed
	$ 4,750,000.00	
Opportunities:		
Tech Investment	$ (2,000,000.00)	Pre-purchase tech for 1 to 1 necessary for remote learning
Prepurchase Supplies	$ (600,000.00)	Pre-purchase districtwide texts/supplies
Revolving Accounts	$ (1,500,000.00)	Replenish CB account (TBD)
Other	$ (650,000.00)	Fund Sped Stabilization (TBD) or pre-purchase school based materials and supplies or purchase PPE (may req SC special session)
	$ (4,750,000.00)	
*Prepay OOD tuition is an option for other districts due to being legal but this would be unlikely in our City		
*Carryforward grant revenue for spending next year if additional funds are remaining		

What is the City doing about this problem?

1/12th Budget

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Ch 44 Section 32 of Massachusetts General Laws

"The Mayor may submit to the City Council a continuing appropriation budget for said City on a month by month basis for a period not to exceed three months if said City has not approved an operating budget for the fiscal year because of circumstances beyond its control."

Continuing appropriation budget = 1/12th budget

- 1/12th of current year budget is approved for July so that we can operate despite not knowing state approved aid for Lowell.
- Once state budget is known, budget is adjusted and approved.

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PUBLIC SCHOOLS

NEW TIMELINE

- City already voted to proceed with 1/12 budget
- May 20th Present 1/12th budget option
- Special Session: contemplate any necessary reductions and adopt the 1/12th budget for July
- City presents their 1/12th budget on May 26
- June/July – state releases revenue figures (HOPEFULLY)
- Budgets are adjusted to reflect state revenue figures
- Annual budget is presented and approved

FY21 Budget Options as of May 20, 2020

Options		Pros		Cons
Level Service		Already Developed		Speculative & Risky
Level Funded		Most Conservative		Create more instability
				Draconian measure that
				may not be necessary
				Cause major layoffs
1/12th		Buys time		July not same as Sept or June
		City recommended		Costs fluctuate each month

RECOMMENDATION

Authorize Superintendent to proceed with 1/12th budget plan for FY21 for month of July 2020 including steps on Slide 8

LOWELL
PUBLIC SCHOOLS

Lowell Public Schools

REPORT ON STATUS OF OUTSTANDING MOTIONS

Report on Motions: May 20, 2020

ON-GOING REPORTS
Lowell High School Advisory: October 2nd, December 18th, March 18th, May 20th,
Recognize Retirees: Every June
Annual Report on Textbook Purchases: Every August
Quarterly Enrollment Figures: October, January, April and July

OFFICE OF THE SUPERINTENDENT

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
1. SUPT	03/04/20	*Redline Edits to Specify Changes* Request the Superintendent provide contracts, job descriptions, and other documents requiring school committee review (whether for executive session or open meeting) at least 24 hours before the meeting occurs. Also, the documents being reviewed must have redline edits that specify all changes from previous similar-type documents.	Offices of Personnel & Superintendent	Ongoing

REPORT ON STATUS OF OUTSTANDING MOTIONS

OFFICE OF EDUCATIONAL EQUITY & COMMUNITY EMPOWERMENT – CHIEF EQUITY & ENGAGEMENT OFFICER

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
1. CEEO	08/21/19	*Revise Policy School Visits, Social Media & Fundraising* [by Gerard Nutter]: Request policy subcommittee meet with the administration before the two October School committee meetings to review/revise policy on school committee visits, social media, fundraising.	Legislative Affairs	Will be raised for discussion at one of the upcoming Policy Subcommittee meetings that will be held per the availability of the Policy Subcommittee members
2. CEEO	09/04/19	*Review School Assignment Policy* [by Mayor William Samaras and Gerard Nutter]: Administration to review the JCA – School Assignment Policy and provide recommendations especially with regard to siblings and the importance of family along with the student living within the school neighborhood street directory criteria.	Welcome Services/FRC	Closed. School Assignment Policy approved at January 15, 2020 meeting
3. CEEO	09/18/19	*District Wide Recess Policy* [by Gerard Nutter And Andy Descoteaux]: Administration compile a report on the implementation of District Wide Recess Policy to see how it is being followed and consider partnering with Lowell Education Justice Alliance to form a task force for further review and recommendations on recess being taken away as punishment.	Office of Equity & Engagement	Will be discussed further at one of the upcoming Policy Subcommittee meetings that will be held per the availability of the Policy Subcommittee members
4. CEEO	10/02/19	*Training Program for School Site Council* [by Jackie Doherty]: Request the Superintendent collaborates with the Citywide Family Council to develop and implement a training/educational program for School Site Council members in preparation for school-based budgeting in Spring 2020.	Office of Equity & Engagement	**School Site Council Memo** Click link for memo In progress.

REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
5. CEEO	11/06/19	*Support Citywide Family Council* [by Jackie Doherty]: Request the Superintendent provide the committee with a plan to support the Citywide Family Council efforts to engage parents that includes regular access to school leadership, designated school contacts, assistance in promoting CFC events directly to families, school site councils, advisory councils, and parent-teacher organizations, as well as other suggestions to collaborate with CFC in support of family-school engagement.	Office of Equity & Engagement	Collaborative plan being developed to include strengthening communication and providing leadership workshops/trainings for implementation this school year.
6. CEEO	11/20/19	*Adult Education Graduation Rate* [by Gerard Nutter]: Request Superintendent provides a report on how many Lowell Parents / Adults were enrolled in Adult Education for the last 3 years, how many out of City adults are we educating? Graduation rate of both.	Adult Education Center	Closed. information provided at the December 18th School Committee meeting.
7. CEEO	02/19/20	[by Andy Descoteaux]: Ask the Superintendent to assign the responsibility to someone in the district to maintain a system-wide calendar of events that will be easy to navigate for all of our parents and staff who would attend many of these events if they knew where they could go on our website to find out.	Office of Equity & Engagement – Communications Team	In progress
8. CEEO	02/19/20	*Selection Process on SSC* [by Andy Descoteaux]: Ask the Superintendent to review whether or not some schools had administrative interference in the selection process of their SSC's. It	Office of Equity & Engagement	In progress

REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
		should involve parents only.		
9. CEEO	02/19/20	<u>*Smore newsletter software*</u> [by Hilary Clark}: Request the Superintendent provide the committee with a report on the feasibility of procuring licenses for the Smore newsletter software for use at every school in the district. Report back should include cost and plan for implementation including training. Smore is currently in use at the Pyne Arts Magnet School, Washington Elementary and Lowell High School. Benefits include translation of newsletter content into 100 languages and tracks engagement.	Office of Equity & Engagement – Communications Team	In progress. LPS purchased licenses for Smore and will begin issuing them to schools this month (May 2020)
10. CEEO	02/19/20	<u>*Funds From Student Opportunity Act*</u> [by Jackie Doherty]: Request the Superintendent develop the spending plan and timeline for informing the committee and engaging the community on how the district will use additional funds generated from the Student Opportunity Act prior to April 1, which is the deadline for submitting to DESE.	Office of Equity & Engagement	In progress

REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
11. CEEO	02/19/20	*Citywide Family Council Annual Update* [by Jackie Doherty]: *Per December 2018 motion*, request the Superintendent invite leaders from the Citywide Family Council to make their annual presentation updating the school committee on their work to engage families.	Office of Equity and Engagement – Family Engagement Team	In progress
12. CEEO	04/01/20	*United States Census* [By Mayor John Leahy]: Request the Superintendent to update the Committee on district's plan to support the 2020 United States Census.	Office of Equity & Engagement	In Progress
13. CEEO	04/15/20	*Mental Health & SSS, SW Roles* [by Jackie Doherty}: motion to get a report from the administration that outlines the structures in place to support the mental health needs of our students. The report should include the roles of the Student Support Specialists and Social Workers, as well as address the delivery and oversight of mental health supports across the district.	Office of Equity & Engagement & Office of ELearning & Teaching	Will be presented 5/20/20
14. CEEO	05/06/20	[by Andy Descoteaux]: Ask the Superintendent to form a committee tasked to raise funds for the purpose of obtaining enough technology for EVERY child in the LPS.		
15. CEEO				

REPORT ON STATUS OF OUTSTANDING MOTIONS

OFFICE OF TEACHING & LEARNING – CHIEF OF SCHOOLS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
1. CSO	02/19/20	*Recess & Schools Daily Schedules* [by Andy Descoteaux]: Ask the Superintendent to review whether or not all of our schools (save the High School) have incorporated recess into their daily schedules.	CSO	Will be presented 03/18/20
2. CSO	04/15/20	*Remote Learning Policy* [By Connie Martin]: Requesting that the Administration report on the roll out and implementation of the District-wide Remote Learning Policy. The report should include the recommended benchmarks and outcome measures that the district will be using to track both short and long term effectiveness of the existing plan.		

REPORT ON STATUS OF OUTSTANDING MOTIONS

OFFICE OF TEACHING & LEARNING – CHIEF OF ACADEMICS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
1. CAO	10/16/19	*Learning a Trade at LHS* [by Dominik Lay]: Ask the Superintendent to develop a partnership with the Greater Lowell Technical School to afford students to learn a trade while attending Lowell High School.	Office of Teaching and Learning Chief Academic Officer	Report will be prepared once grant notification from the DESE is received.
2. CAO	10/16/19	*Community Service Requirement* [by Gerard Nutter]: Request LHS Sub-Committee meet to discuss possibility of adding a Community Service Requirement for all grades to count towards Graduation.	LHS Head of Schools	Taskforce will be created to look at the feasibility
3. CAO	12/18/19	*Update on Bullying Policies* [by Andy Descoteaux]: Request the Superintendent to update us on any new policies going forward on bullying.	Office of Teaching & Learning	Referred to Policy Subcommittee
4. CAO	02/19/20	*Opioid Prevention Program* [by Mayor John Leahy]: Request that the Superintendent work with the Fire Department to establish an Opioid Prevention Program at Lowell High School.	Office of Teaching & Learning	Ongoing
5. CAO	02/19/20	*Makerspace's at LHS* [by Hilary Clark]: Request the Superintendent provide a status update on the use of the Makerspace's at Lowell High School and the Bartlett Community Partnership School.	Report will be provided at 3/18/2020 meeting	Completed 3/18/2020

REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
6. CAO	03/04/20	*IDEA Camp* [by Mayor John Leahy]: Request the Superintendent provide the committee with an update on IDEA Camp	Office of Teaching & Learning	Completed 03/18/20
7. CAO	03/04/20	*Summer School Programs* [by Mayor John Leahy]: Request the Superintendent provide the committee with an update on Summer School Programs	Office of Teaching & Learning	Completed 03/18/20
8. CAO	04/15/20	*Electronic Devices* [by Mayor John Leahy]: Requesting that the administration provide the committee with an update on internet services, the status on Chromebooks distribution and the potential purchase of additional electronic devices.	Office of Teaching & Learning	Completed 5/06/20
9. CAO	04/15/20	*Student Dropouts* [by Jackie Doherty]: Request the Superintendent provide the committee with a report that examines the factors that may have contributed to tripling the number of student dropouts over the last few years including staff reductions, discontinued actions, or program changes.	Office of Teaching & Learning	Will be presented 5/20/20
10. CAO	04/15/20	*Athletics & Budget Process* [By Michael Dillon Jr.]: Request the Superintendent ask the Athletic Director to provide a report identifying any recommendations to be considered for athletics during the current budget process.	Office of Teaching & Learning	Completed 5/06/20

REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
11. CAO	04/15/20	*Mental Health & SSS, SW Roles* [by Jackie Doherty}: motion to get a report from the administration that outlines the structures in place to support the mental health needs of our students. The report should include the roles of the Student Support Specialists and Social Workers, as well as address the delivery and oversight of mental health supports across the district.	Office of Teaching & Learning & Office of Equity & Engagement	Will be presented 5/20/20
12. CAO	04/15/20	*Athletic Director Responsibilities* [by Michael Dillon Jr.]: Request the Administration provide a report on the position of Athletic Director at Lowell HS including a job description, outline of responsibilities, number of teams/ programs, number of staff, and any other relevant information available.	Office of Teaching & Learning	Will be presented 5/20/20
13. CAO	05/06/20	*Actual Learning/Beyond Enrichment* [by Andy Descoteaux]: Ask the Superintendent's staff collaborate with our teaching staff to come up with a strategic plan dealing with remote learning that will include actual learning and beyond enrichment. This should be a plan that is revisited every year to update what is potentially available for our teachers and their students.	Office of Teaching & Learning	Will be presented 6/03/20
14. CAO	05/06/20	*Remote learning & Snow Days* [by Andy Descoteaux]: Ask the Superintendent to ask DESE if what we can develop as a plan for remote learning could be used to cover snow days; thereby eliminating the need to make up snow days at the end of the year.	Office of Teaching & Learning	Will be presented 6/03/20

OFFICE OF FINANCE & OPERATIONS – CHIEF FINANCIAL OFFICER

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
1. CFO	11/06/19	*PEG Funding* [by Gerard Nutter And Andy Descoteaux]: Request School Committee vote to direct ALL PEG funding be used to update TV Studio Equipment and NOT on Personal salaries.	In Progress Dec 2019	Report is in progress/draft
2. CFO	11/06/19	*Status of C.E.P. Program* [by Gerard Nutter]: Request Update from Administration on status of C.E.P. program (Community Eligibility Provision) specifically if Gov't funding will continue/possible cuts and date when we have to reapply.	Draft 11/15/19	Draft Memo Click link for memo Waiting for DESE response
3. CFO	04/01/20	*Expenditures by year* By Bob Hoey]: That the superintendent produce a report by April 1, 2020 meet with the following information charting out spend expenditures by year for the last 15 years (or as far as back as possible) • Number of total special education budget; l Percentage of kids receiving special location services; • Amount of money spent on out of district services; l Percentages of children utilizing out of district services; • Number of employees working in Special Education (please also provide	CFO	In Progress

REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
		their job descriptions); • Total of number of employees within the district per year.		
4. CFO	04/15/20	*Plan B for the FY21 Budget* [By Mayor John Leahy]: Request that the Superintendent provide the committee with a report showing that the administration is working on a plan B for the FY21 Budget.	CFO April 2020	Ongoing

REPORT ON STATUS OF OUTSTANDING MOTIONS

OFFICE OF FINANCE & OPERATIONS- CHIEF OPERATING OFFICER

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
1. COO	11/06/19	*Collegiate Charter School Hours* [by Gerard Nutter]: Request Update from Administration on plans to alleviate additional transportation cost caused by the change in hours at the Collegiate Charter School of Lowell.	Ongoing Transportation John Descoteaux	Transportation is in contact with CCS to addressing any proposed changes
2. COO	11/06/19	*MSBA School Repairs Update* [by Andy Descoteaux]: Request the Superintendent provides the Committee with an update on the process of MSBA school repairs.	Ongoing Facilities	Meetings occurred @ MSBA on 11/06/19 coordination with City is ongoing
3. COO	12/18/19	*Staff Evaluations* (By Jacqueline Doherty): Request the Superintendent provide the committee with a report on the staffing positions (and number of employees impacted) that were not evaluated or only partially evaluated during the 2018-2019 academic year and the reasons, if known, why those evaluations were not completed. The report also should include whether any positions are not scheduled to be evaluated during the current academic year, and if so, what plans are in place to remedy any challenges going forward.	COO	Ongoing Presented 02/05/20

REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
4. COO	3/27/20	*S.C. Authority to Act on Contracts* S.C. Authority to Act on Contracts By Bob Hoey: Superintendent to review with Solicitor the School Committee's authority to vote on paying transportation providers and other venders when services could not be performed because of COVID-19 closure of schools.	COO	See memo dated 4/13/20
5. COO	04/01/20	*Empty Judicial Building* By Andy Descoteaux]: Ask the Superintendent to ask the City Manager what the status is of the empty judicial buildings in the city. If they are available for city use, the LPS could use one or two.	COO	Will be Presented 05/20/20
6. COO	4/18/20	Motion to forward the report to Mr. Underwood, Facilities Director to receive his recommendation regarding the following motion: "Request the Superintendent develop a plan that enables custodial staff to safely clean and maintain school buildings and grounds during the shutdown, including the potential to complete projects often overlooked due to time constraints, such as inventory control and grounds work	COO	presented 05/06/20
7. COO	4/18/20	*Maintenance of Schools during shutdown* [By Jackie Doherty]: Request the Superintendent develop a plan that enables custodial staff to safely clean and maintain school buildings and grounds during the shutdown, including the potential to complete projects often overlooked due to time constraints, such as inventory control and grounds.	COO	presented 05/06/20

REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
8. COO	4/18/20	*Report to Facilities Director* [by Andy Mr. Descoteaux]: Motion to forward the report to Mr. Underwood, Facilities Director to receive his recommendation regarding the following motion: "Request the Superintendent develop a plan that enables custodial staff to safely clean and maintain school buildings and grounds during the shutdown, including the potential to complete projects often overlooked due to time constraints, such as inventory control and grounds work to forward the report to Mr. Underwood, Facilities Director to receive his recommendation regarding the following motion: "Request the Superintendent develop a plan that enables custodial staff to safely clean and maintain school buildings and grounds during the shutdown, including the potential to complete projects often overlooked due to time constraints, such as inventory control and grounds work.	COO	Presented on 05/06/20

REPORT ON STATUS OF OUTSTANDING MOTIONS

CITY COUNCIL MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
3. CSO				

LOWELL PUBLIC SCHOOLS

Chief Operating Officer
155 Merrimack Street
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E-mail: jhall@lowell.k12.ma.us

Availability of Courthouses

To: Dr. Joel Boyd, Superintendent of Schools

From: Dr. James P. Hall, Chief Operating Officer

Date: May 15, 2020

The following report is in response to the motion by Mr. Descoteaux:

[By Andy Descoteaux]: Ask the Superintendent to ask the City Manager what the status is of the empty judicial buildings in the city. If they are available for city use, the LPS could use one or two.

I have relayed this request to the City. I was provided some initial analysis that was done in the Fall of 2019 pertaining to the renovation of the District Court (see enclosure). There were parking, zoning, and historical considerations which limited uses for the District Court building on Hurd Street. A proposed use as a police facility had been reviewed in depth. It appears from the attached letter that the Hurd Street site will be temporarily used to alleviate parking needs, while a future use is studied.

I will continue to follow up with the City in regard to the old Superior Court/Registry of Deeds building on Gorham Street and in regard to the Juvenile Courthouse off of Appleton Street to see if there are opportunities for the School Department to utilize these sites in order to preserve funds. I suspect that there are parking, zoning and historical considerations that would also limit both the renovation and/or use of these buildings as office space or for schools.

The City of Lowell • Department of Planning and Development
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MEMORANDUM

Diane Nichols Tradd
Assistant City Manager/DPD Director

Craig Thomas
Deputy Director

TO: Eileen M. Donoghue, City Manager

FROM: Diane N. Tradd, Assistant City Manager/DPD Director

DATE: October 8, 2019

SUBJECT: MOTION OF 5/22/18 BY COUNCILOR CONWAY
REQUEST CITY MANAGER EXPLORE THE FEASIBILITY OF RELOCATING OUR POLICE STATION TO THE SITE OF THE DISTRICT COURT LOCATED ON HURD STREET WHEN VACATED BY THE STATE

Various City departments completed a preliminary assessment of the feasibility of repurposing the existing courthouse located at 41 Hurd Street as a new Lowell police station. A spatial needs assessment completed for the Lowell Police Department (LPD) in September 2015 estimated the total space necessary for an LPD facility for the next twenty years. The estimated total space needed for an LPD facility is approximately 138,000 square feet. The existing size of the Courthouse at 41 Hurd Street is only 47,426 square feet. Meeting the approximately 138,000 square feet would require a new building or a major renovation. Parking, zoning, and historical considerations were discussed as part of this feasibility assessment and are summarized below.

Parking
The existing Hurd Street site has the capacity for approximately 90 parking spaces. A redevelopment of the Hurd Street site would trigger bringing noncompliant curbs into zoning compliance. This would effectively reduce the amount of available parking spaces available to 40 or 50 spaces. Per current City zoning, approximately 345 spaces would be required to match the proposed floor space proposed in the spatial needs assessment for a LPD facility.

Zoning
Any addition or garage necessary on the Hurd Street site could be constructed right against the property line which can help in maximizing the available parking on the existing site. Any structures or additions would have to go through the Historic Board for review.

Historic
Any structures or additions would be reviewed by the Historic Board. City members that walked the existing courthouse building concurred that the existing layout is awkward and that renovations would likely be more costly than new construction. The existing MOA for the site restricted demolition of the existing structure.

The City met with DCAMM in May 2019 to discuss the City's initial feasibility assessment. A leading concern was the historical restriction in the current MOA, and especially the awkward layout and current condition of the building. The City expressed interest to DCAMM in repurposing this property for a City facility.

DCAMM reviewed this request for demolition and discussed it with DPD and Historic Board Administrator, Steve Stowell. DCAMM will need approval from the Massachusetts Historical Commission (MHC) for demolition of the existing structure. Earlier this week, Steve Stowell sent DCAMM a draft of the required MHC Project Notification Form (PNF) outlining the need for demolition, and summarizing the immediate need for public parking for submittal to MHC. Once the building is demolished, the property would be used for a municipal parking lot to help ease the parking issues in the HCID/Downtown until future development has been determined.

DCAMM will now proceed with appraisal of the property. Once the PNF is approved by MHC the City and DCAMM will discuss the appraised value and necessary amendments to the MOA.

DNT/ns
cc: Christine Clancy, PE, City Engineer
Chief Richardson, Lowell Chief of Police
Steve Stowell, Historic Board Administrator

LOWELL PUBLIC SCHOOLS

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TO: Dr. Joel D. Boyd, Superintendent

FROM: Linus J. Guillory Jr., PhD, Chief Schools Officer
Robin Desmond, Chief Academic Officer

DATE: May 13, 2020

RE: Report on Dropout Data

The following report is in response to the motion by Jackie Doherty:

Request the Superintendent provide the committee with a report that examines the factors that may have contributed to tripling the number of student dropouts over the last few years including staff reductions, discontinued actions, or program changes.

The Lowell Public School (LPS) drop-out rate for the 2016-2017 school year was 1.2%, for 2017-2018 school year the dropout rate rose to 2.8%, and for 2018-2019 school year the dropout rate increased to 3.7% This increase has been a result of a myriad of factors to include staffing, programming, policies, community resources and the student population.

LHS has weathered a number of reductions to staff over the past three years due to budget constraints. Though LHS maintained staffing within the house offices with a dean, two guidance counselors, a social worker and two clerks, other areas of the school were impacted to include teaching, administration and support positions which may have negatively affected student engagement and management. Each lost position required a reallocation of responsibilities on the remaining staff which impacted the efficiency and effectiveness of the operations.

Due to a decrease in funding, the LHS summer school programming was eliminated which has been detrimental to students engagement efforts. The more a student falls behind his/her peers, without the opportunity to recover credits over the summer, the easier it is for students to disengage, making re-engagement more challenging.

The enrollment process and interactions with community advocacy groups has also changed. Students are being enrolled at LHS that in previous years would have been redirected to other community programming based on age, educational attainment and goals. LHS is enrolling students who are not in a position to meet graduation requirements of 90 credits and pass required MCAS exams. Some of these students' primary goal is to improve their language skills and find work to support their families, and once a job becomes available, they leave school with no intention of completing high school. This makes re-engagement extremely difficult.

The enrollment process lacks a counseling component in the appropriate language that would help identify students who would be better served in programs outside the traditional comprehensive high school model. Students are enrolled and then quickly drop out before the school can make a connection, because they are misplaced and do not understand the requirements of a traditional high school. The limited availability of alternative programming within the community contributes to the problem.

Lowell Public Schools (LPS) continues to work as a school community to engage students, and when possible, re-engage students and improve attendance. During the LHS budgeting process, LHS proposed additional supports, cognizant of the fact that there are limited funds to do so. The positions requested include: Freshman Academy Student Support Specialist, Career Counselor, six teachers (English, Math, Science, Social Studies, Health and SPED transition) and reconfiguring the In-house Suspension Room to become a Learning Center with paraprofessional support.

Beyond the proposed positions at LHS, below are some additional factors, provided by the LPS Attendance Office, that may have contributed to the increase in dropouts with strategies for improvement.

1. **Database Coding and Tracking of Student Withdrawals**
   - The Attendance Officer will provide LHS staff with annual training on student database entry. Data entry will be consistent with Chapter 222 of the Acts of 2012.
   - The Attendance Team will conduct a review of the LPS Attendance Intervention Plan and Policies with leaders to highlight the importance of accurate data entry.
   - Dropout data and re-engagement strategies will be shared with LHS Head of Schools, LHS Student Support Services Coordinator and House Deans quarterly throughout the school year.

2. **Dropout Prevention Task Force**
   - In 2016, a LPS dropout task force was in place. The task force is no longer functioning. The team was composed of Central Office and LHS members.
   - The Attendance Officer will reinstate a drop-out intervention team.

3. **Outreach to High-risk Students and Dropouts**
   - The Attendance Team will utilize chronic attendance data to flag at risk students and perform on-going outreach before students dropout.
   - The Attendance Team work with LHS staff to create a graduation map and visual plan for students who only need a few credits to graduate to develop interventions.
   - The Attendance Team will work with staff to allocate time during the year to conduct home visits.
   - The Attendance Team will work with LHS staff to connect students to alternative educational programs prior to dropping-out and create scheduling to support students with substantial credit recovery needs.

We would like to thank Marianne Busteed, Head of Lowell High School, and Heather Ganley, LPS Attendance Officer, for providing the information in this report.

LOWELL PUBLIC SCHOOLS

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TO: Dr. Joel D. Boyd, Superintendent

FROM: Linus J. Guillory Jr., PhD, Chief Schools Officer
Robin Desmond, Chief Academic Officer

DATE: May 13, 2020

RE: Report on Remote Learning

The following report is in response to two School Committee motions regarding Remote Learning:

[By Connie Martin]: Requesting that the Administration report on the roll out and implementation of the District-wide Remote Learning Policy. The report should include the recommended benchmarks and outcome measures that the district will be using to track both short and long term effectiveness of the existing plan.

by Andy Descoteaux]: Ask the Superintendent's staff to collaborate with our teaching staff to come up with a strategic plan dealing with remote learning that will include actual learning and beyond enrichment. This should be a plan that is revisited every year to update what is potentially available for our teachers and their students.

Remote Learning Curriculum K-12

On Friday, April 24, new remote learning guidance was issued by DESE to carry us through the end of the school year. The document builds on the initial guidance offered on March 26, 2020, with a deeper emphasis on new learning. Now teaching and learning should include a focus on the content standards most critical for student success in the next grade level, or "prerequisite standards". Upon receiving the new information, the Curriculum Coordinators reviewed and updated the curriculum maps that had already been shared with teachers for the remainder of the school year.

Grades K-4

ELA

The new DESE ELA Standards guidance aligns with the Revised Curriculum Map that was previously shared with leaders, coaches, and teachers. During Week 7, LPS began nonfiction reading in all grade levels and informational writing or opinion writing in all grade levels. Students in grades K-4 will continue to receive Writing about Reading prompts to support opinion writing remotely. LPS will end the year with a focus on fiction reading and narrative writing. While the released standards did not explicitly state the narrative writing focus, LPS knows it is important to return to this genre as a way to connect

students to the learning that has been ongoing. As all writing standards have been addressed at each grade level, this gives us the opportunity to return to narrative writing.

Math

As with ELA, the topics identified in the adjusted curriculum map for K-4 Mathematics aligns with the prerequisite content standards identified by newly released DESE guidance documents. However, there are some standards, one or two per grade level, that had not been addressed previously this year at each grade level. These standards have been identified by grade level. Moving forward, we have a team of math resource teachers assigned to each grade level, working on developing content that will support teachers in addressing these standards. These teams are soliciting feedback and input from teachers to guide this work. While the topics identified in the adjusted curriculum map do not change significantly, we will be providing resources for teachers to use to address these standards.

Science and Social Studies

LPS will meet the prerequisite standards for K-4 through a group effort between the Science and Social Studies Coordinator, classroom teachers, and content literacy teachers. A revised curriculum map was developed by analyzing which prerequisite standards had already been addressed on the original curriculum map from before the school closure, and then mapping out a coherent plan for addressing the remaining prerequisite standards between the classroom teachers and content literacy teachers. In a few cases, the topics have changed from the previous curriculum map. Weekly packet work will address prerequisite standards in science and social studies for classroom teachers. Content literacy teachers will work together to adapt resources for their lessons.

Grades 5-8

ELA

The new DESE guidance aligns with the Revised Curriculum Map that was previously shared with leaders, coaches, and teachers. During Week 7, LPS began informational reading and writing in all grades 5 & 6. In grades 7 & 8, students will return to memoir reading and writing. Students will engage in reading narrative nonfiction, as well as writing memoirs. Memoir writing is a hybrid genre that incorporates informational writing about the person, narrative writing as the structure, and argument writing about why the moments, memories, etc., are important. Students in all grades 5-8 will continue to receive Writing about Reading prompts to support opinion/argument writing remotely. LPS will end the year with a focus on fiction reading and narrative writing across various genres. These include, mystery, personal narrative, historical fiction, and science fiction. While the released standards did not explicitly state the narrative writing focus, we know it is important to return to this genre as a way to connect students to the learning that has been ongoing. As all writing standards have been addressed at each grade level, this gives us the opportunity to return to narrative writing in different genres.

Math

As with ELA, the topics identified in the adjusted curriculum map for 5-8 Mathematics aligns with the prerequisite content standards identified by newly released DESE guidance documents. However, there are some standards in grades 6 and 8 that had not been addressed previously this year at each grade level. In grade 6, there are only two standards that will require us to make some changes to the curriculum map, but grade 8 has many more so the changes to the map will be more substantial. The Math Coordinator and math resource teachers have begun discussing these changes with a group of math resource teachers and 8th grade math teachers. A team of math resource teachers at each grade level are developing content that will support teachers in their efforts. The map will remain the same for grades 5 and 7, but grades 6 and 8

will include content to address the standards recommended by the DESE guiding document where appropriate.

Science and Social Studies

Many of the prerequisite standards have been met in topics taught September through March, and the remaining prerequisite standards will be addressed in the last units. A revised curriculum map was developed by analyzing which prerequisite standards had already been addressed on the original curriculum map from before the school closure, and then mapping out a coherent plan for addressing the remaining prerequisite standards. (The only exception is fifth grade social studies, where the prerequisite standards represent curriculum new to LPS which will be addressed when we are not in a remote learning environment.) Weekly packet work will continue to address prerequisite standards in science and social studies, and can be an additional resource for teachers.

Grades 9-12

Lowell High School's remote learning plan is designed to provide opportunities for students to feel connected and to deepen their learning during our time away from the LHS campus. Students will engage with course content and practice key academic skills through a combination of teacher directed and student self-directed learning activities. LHS faculty will provide students with assignments that reinforce and expand upon key academic skills. Students will be expected to complete these assignments and to regularly communicate with their teachers to share their learning and to receive feedback and support.

Metrics

In alignment with DESE guidance issued March 26th and updated April 24th, our school staff continue to work to engage students in meaningful remote learning experiences as well as provide students with feedback on their work; the manner in which this is done is ever-evolving and refined so that it is best suited for the classroom/family. The following metrics are being utilized to track the implementation of the remote learning plan:

- Percentage of Student /Family Communication
- Percentage of Student engagement/participation
- Student progress reports/grading

The first metric we sought, and continue to improve upon, is the number of students/families that have engaged in two-way dialogue with the school/classroom teacher. As reflected in the chart below, you will be able to see the number of schools and to what degree (percentage) they have reached their families.

Chart 1: What percentage of students have been reached? (Confirmed two-way communication)

%	April 23rd	May 14th
100	9	19
97-99	18	9
94-96	0	0
90-95	1	0

As we worked to establish two-way communication with students and families, schools continue to assess the degree to which students are participating in remote learning as well as set goals for increasing engagement. Each school continues to account for student participation through the various media: online platforms, packets, virtual classrooms, etc. School leaders have reported average ranges of 50-88% of students participating on a daily and/or weekly basis. Each school is accounting for the various ranges of participation for their students and continues to reach out to families to encourage their engagement as well as understand any needs and challenges.

Chart 2: *What percentage of students are engaging on a daily/weekly basis?*

%	April 23rd	May 14th
90-100		
80-89	1	12
70-79	3	6
60-69	14	7
50-59	9	3
40-49	6	0

The Lowell Public Schools continues our commitment to supporting students and families during this period of remote learning. We understand that the needs of our community are consistently evolving, and the plans for remote learning and grading are designed with this in mind. Remote learning is not expected to recreate the same learning experiences that students would have in a traditional school day. Therefore, grading during this period of remote learning is not intended to replicate our traditional approach to grading.

In the elementary grades, student ratings from the first two trimesters prior to the school closure will remain final. Families received report cards from the winter trimester, and at the close of school, and families will receive their final report card based on their students' progress this year that includes ways they have demonstrated growth during remote learning. At the middle level, students' grades from the first and second quarter will remain final and used to create the numerical final grade. Additionally, families will receive a progress report, and a final report card that includes student progress from the period just prior to the school closure and remote learning.

All schools that serve grades K-8 in Lowell will follow the Department of Elementary and Secondary Education guidance to award students "credit" or "no credit" for their work during remote learning in the form of a "credit" or "incomplete" rating. Student ratings will be determined based on evidence of students' engagement in learning experiences, including, but not limited to, the degree to which students complete learning assignments to the best of their ability, and the degree to which students and families communicate with educators. Schools understand that families are facing a range of challenges, so schools will make considerations regarding equitable access to learning experiences including technology,

health, and learning needs for students with disabilities and English Language Learners when determining student ratings.

For high school students in the Lowell Public schools, student ratings for semester one will be used to calculate student Grade Point Averages for the 19-20 school year. For Semester Two, in alignment with the K-8 levels and the recommendations of DESE, students will also earn a "credit" or "no credit" rating based on the degree to which students meet the learning expectations in their courses. Students' work prior to the school closure on March 13th will determine their grade for Quarter Three. Quarter Four represents the work completed during remote learning. Similarly, educators understand the range of challenges that students may face accessing learning and are committed to flexibility to support students including no penalties for late work and continuous opportunities to work with their teachers to resubmit and revise work. Students who are not able to earn credit during remote learning will have opportunities for credit recovery in Summer and Fall 2020.

We encourage families to connect with the Lowell Public School educators supporting their students when there are barriers and challenges that are impacting students ability to engage in learning, so we can work in partnership with our community to support access to these valuable learning experiences. We will continue to provide updates as the Department of Elementary and Secondary Education updates guidance and recommendations to school districts.

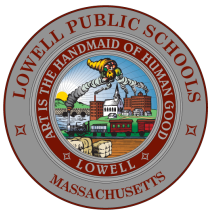
Long-term, the goal is to compare student learning from the spring to the fall in K-8. The essential question and goal is: *were we able to sustain student learning during the COVID-19 closure?* At the High School level, student course credit acquisition will be the primary measure used to track student progress.

Report will be Forthcoming

LOWELL PUBLIC SCHOOLS

Central Office
155 Merrimack Street
Lowell, Massachusetts 01852

Phone: (978) 674-4000



TO: Dr. Joel D. Boyd, Superintendent

FROM: Robin Desmond, Chief Academic Officer
Latifah Phillips, Chief Equity and Engagement Officer

DATE: May 13, 2020

RE: Report on Mental Health Supports

The following report is in response to the motion by Jackie Doherty:

Motion to get a report from the administration that outlines the structures in place to support the mental health needs of our students. The report should include the roles of the Student Support Specialists and Social Workers, as well as address the delivery and oversight of mental health supports across the District.

Below please find a narrative response to the first part of the motion, including structures in place to support the mental health needs of our students as well as delivery and oversight. Attached please also find the job descriptions that relate to the roles of District Support Specialist and Social Worker as requested within the second part of the motion.

Lowell Public Schools Mental Health Supports:
The District currently has 43 social workers. There are 29 building based social workers and 14 special education social workers. Between them they service all of the school buildings in Lowell. The social workers provide direct support for the mental health needs of our students across the District. Social workers maintain communication and partnership with the community agencies that our students most frequently interface with such as Lowell Community Health Center, Greater Lowell Pediatrics, Lahey Crisis, Department of Children and Families, etc. In the past, one social worker was assigned to the central office and functioned as a "District Social Worker" to provide support and professional development to school-based social workers. During the 2018-2019 fiscal year, the central office social worker position was eliminated and the incumbent assumed the new grant-funded position of Safety Coordinator. A Social Emotional Learning Coordinator was hired at the end of January 2020. The SEL Coordinator position will support social workers within the district moving forward.

The building based social workers generally provide:

- Crisis assessment and management
- Individual and group treatment
- In-Class SEL lessons (i.e. - Second Step, Open Circle)

- Case management (referrals to and ongoing communication with community services)
- Parent outreach and consultation
- Teacher consultation and support
- Schoolwide special projects/programming (SEL, Attendance, Community Service)
- Administrative duties (Teacher Assistance Teams, 504s, SPED Mtgs., Committees, Coverage)
- Professional development for staff and education for parents.

The SPED Social Workers generally provide:

- Assessment of students in need of mental health/social skills supports
- Social Histories as assigned by Special Education team
- Functional behavioral assessments as assigned by Special Education team
- Provide on-going SW services as listed on a student's Individual Educational Plans (group or individual treatment)
- Case management of students on their caseload
- Parent outreach and consultation
- Staff consultation and support
- Team and building based meetings.

Mental Health Supports Across the District:

1. **Clinical Supervision of Social Workers:** Up until this year the District Social Worker provided ongoing clinical supervision to the social work staff. This included regular meetings with the newer social workers, group supervision with the more established social workers and ongoing consultation. With the loss of the central office Social Worker position in March 2019, the Safety Coordinator -who previously served as the "District Social Worker" - was leveraged to continue to support the needs of school-based social workers.

2. **Crisis Intervention Response Teams:** The social work staff is broken into 6 groups with 2 leaders (Ingrid Markman and Kristin Kirby) who are available to respond to a major crisis in one of our schools. This includes the death of a student/staff, or other major critical event. Each group is scheduled to be on call seven weeks out of the year. Upon arrival at a building, the leader provides support to the administration, and the remaining social workers provide counseling for the students and staff.

3. **Mental Health Professional Development:** The former District Social Worker (now the Safety Coordinator) has provided ongoing professional development for all LPS clinical staff (Social Workers, Psychologists, Guidance, BCBAs). Most of these staff are required to earn credits each year to maintain their DESE/State licenses. Our professional Development provides those credits. Keeping it in the District allows us to focus on mental health areas that apply to the specific needs of Lowell students. Professional development coordination relating to mental health will be transitioned to the Social Emotional Learning Coordinator.

4. **Building Support and Special Projects**: The District Support Specialists provide support and consultation to school leaders around elevated parent conflicts. This support includes meeting with parents, staff or students, providing mediation where needed and resolution of the issue. In July of 2019, the Chief Schools Officer position was designated to take the lead on these school-based issues.

Mental Health Supports During Covid-19:

As the teaching staff has gone through tremendous changes in order to educate our students on-line, the social work staff has as well. The social work staff has developed strategies using on-line platforms to assess and intervene as needed with our students/parents. Initially this meant tracking students who were not engaging, making sure families had the resources they needed, and checking on student's mental health. At this time the social workers have developed more routine functions such as groups for students and parents, regular check-ins with fragile students, making referrals and attending meetings.

Through a DESE Mental Health Access Grant, the Safety Coordinator, who is a licensed social worker, has recently provided a Mental Health Professional Development 5-part webinar series for teachers, a webinar program for parents and additional professional development for the LPS clinical staff. In addition, using grant funds the SEL Coordinator and District Support Specialists are working to put together mental health kits for middle school students that can be used now and, in the fall, when we return.

District Support Specialist

Job Posting Information

Posting ID:	POS20190612000002	**Posting Start Date:**	6/11/2019
Name:	District Support Specialist	**Posting End Date:**	6/24/2019
Location:	Central Office, Lowell Public Schools		

Overview:

GENERAL SCOPE OF RESPONSIBILITIES

The District Support Specialist will serve as support staff to the Assistant Superintendent for Student Support Services.

It is the responsibility of the District Support Specialist, under the guidance of the Assistant Superintendent for Student Support Services to help implement the Student Support Services goals for the district that ensure that school environments are conducive to a quality education for all students.

The primary focus of the District Support Specialist is to promote collaboration between the various student services in order to support the Superintendent's goal of high level learning for all students. The District Support Specialist will seek and maintain initiatives that support a safe and respectful school climate, strong community and family partnerships, participatory goal setting, planning and problem solving takes place that will benefit and sustain student learning.

PERFORMANCE RESPONSIBILITIES may include:

1. Assist and guide school personnel in:

a. The planning and writing of the Unified District Improvement Plan in collaboration with other central office staff to meet the guidelines of Massachusetts State Department of Elementary and Secondary Education.

b. The planning and supporting of innovative initiatives (ELE programs, alternative programs, extended time activities, community partnership programs, adult education programs, and guidance programs) that promote student achievement, foster school improvement, and support the integration of minority, non-minority children and students with disabilities.

c. The development and expansion of programs that promote a climate that develops and deepens the delivery of learning activities that encourage the academic growth of Lowell's diverse student body, including Special Education and Section 504 services.

d. The planning, monitoring, and evaluating of various student support service programs to ensure that district goals and objectives are accomplished.

e. The planning, participating, facilitating, and presenting of staff development workshops to implement district programs and promote professional growth opportunities for teachers.

2. Serve as a resource person for the district and schools by:

a. Attending and disseminating information regarding professional meetings, conferences, and seminars as well as providing quality district and school-wide models of effective professional development.

b. Providing resources to enhance district, programmatic and individual school efforts by establishing networking opportunities with state, regional and local agencies, consultants and program specialists.

c. Assisting the Assistant Superintendent for Student Support Services with the planning and development of activities that foster both student and teacher growth.

3. **Attend meetings with the Assistant Superintendent for Student Support Services** to review, discuss and make recommendations regarding the progress of various student support services programs.

4. **To perform such other tasks** and assume responsibilities as the Assistant Superintendent for Student Support Services may deem appropriate.

Qualification:

REPORTS TO: **Assistant Superintendent for Student Support Services**

SALARY: **As per LSAA contract**

EFFECTIVE DATE OF EMPLOYMENT: **start of the SY 19/20**

REQUIREMENTS:

1. A master's degree in Education from an accredited college or university.
2. Licensure valid for service as a teacher or related service provider in the Commonwealth of Massachusetts.
3. Licensure valid for service or eligible to apply as a supervisor/director in the Commonwealth of Massachusetts.
4. A minimum of five years successful teaching or related service experience at the elementary or secondary school level within the Lowell Public Schools.
5. Experience in an administrative role in the Lowell Public Schools.
6. Ability to design, implement and support innovative programs to accomplish the Superintendent's goals linked to the goals of the Office of the Assistant Superintendent for Student Support Services.

Preference May Be Given To Applicants With:

1. Demonstrated ability to develop positive interpersonal relationships with staff members.
2. Demonstrated writing skills necessary to produce and assist with reports and program evaluations.
3. Demonstrated experience in designing, implementing, and conducting quality staff development opportunities.
4. Demonstrated ability in working effectively with parents.
5. Demonstrated knowledge of processes involved in 504 Accommodation plans and Special Education Process.
6. Demonstrated knowledge of Alternative Education programs and models.

Required Certificate(s):
(All listed items are required to qualify for this position.)

Additional/Optional Certificate(s):
(All listed items are optional and not required to qualify for this position.)

Supervisor /Director 9-12
Supervisor/ Director, 5-8
Supervisor/ Director 1-6

Assignments

Hiring Manager: Robin Desmond

Hiring Manager View: View Applicants
View Transfer Applicants
View Qualified Candidates
View Forwarded Candidates

HR Staff: Debbie Jarvis
BillieJo Turner
James hall

Email Group:

Salary and Benefit

Salary: Salary

Benefit: Standard Employee Benefit

Salary Range: per LSAA contract

Additional Questions

There are currently no additional questions.

Unified Talent
SchoolSpring

SOCIAL WORKER

Kathryn P. Stoklosa Middle School
Lowell Public Schools
Lowell, Massachusetts

Job Details

Job ID: 3258474
Application Deadline: April 28, 2020
Posted : April 11, 2020
Starting Date: August 24, 2020

Job Description

PERFORMANCE RESPONSIBILITIES:

1. To perform casework service with individual students to correct those personal, social, or emotional adjustments to their education and social progress.

2. To complete home assessments as needed for Special Education Team Evaluations or Central Intake Team Evaluators.

3. To perform group therapy on a selective basis for students needing this format.

4. To perform casework service with parents as an integral part of the task of helping students: to increase the parents understanding, their constructive participation in resolving their child's problems, and their knowledge and use of appropriate resources available.

5. To consult and collaborate with other school personnel in gathering and giving information of a case, and in establishing and planning for respective roles in the modification of the student's behavior.

6. To supervise the referral of students to various out-of-school agencies as necessary.

7. To maintain case records and files.

8. To perform such other tasks as related to the objectives of the District and the Title One Program.

9. To perform other duties related to parent involvement as directed by the Principal

Effective Date of Employment: August 19, 2019

Position Type: Full-time

Positions Available: 1

- Job Category : Student Services > Social Worker

Equal Opportunity Employer

Lowell Public Schools is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

Job Requirements

- Qualification: REPORTS TO: Principal SALARY: As per LSAA contract REQUIREMENTS: 1. A Master's of Social Work Degree from an accredited college or university (MSW). 2. Massachusetts Certification as School Social Worker or School Adjustment Counselor. 3. Massachusetts Licensure as Social Worker.
- At least 2 years of relevant experience preferred
- Master degree preferred
- Citizenship, residency or work visa required

Contact Information

james Cardaci , Principal
560 Broadway St
Lowell, Massachusetts 01854

Phone: (978) 275-6330

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

Latifah Phillips
Chief Equity and Engagement Officer

Tel: 978-674-4326
Fax: 978-674-2142
Email:lphillips@lowell.k12.ma.us

To: Dr. Joel Boyd, Superintendent of Schools
From: Latifah Phillips, Chief Equity and Engagement Officer
RE: Portrait of a Graduate – Lowell Public Schools Critical Participatory Research Request, with Training and Support Lead by a Research Team at Harvard's Graduate School of Education
Date: May 15, 2020

Over the coming year, through the Portrait of a Graduate grant, the Lowell Public Schools will bring together our students, families, educators, employers, and community partners to create a bold new vision for Lowell's graduate. The "portrait" will define success for Lowell students, including the values, knowledge, skills, and work habits they will need to thrive as learners, workers, and leaders in the 21st century.

To ensure that this process is community-driven and equitable, the district will use the Critical Participatory Act Research (CPAR) approach and partner with community organizations to conduct authentic community engagement that connects communities in Lowell to the Portrait of a Graduate Initiative.

CPAR is an approach to research where a university researcher partners with community members to investigate questions of interest to these local community members. In this case, the CPAR project will look at how different community members visualize and imagine what they dream for graduates of their district.

The findings of the CPAR project will help the Portrait of a Graduate design team to present a final "portrait" that truly reflects the voice and input of our students, families and community members.

RESEARCHER INFORMATION

Principal Investigator Name	Gretchen Brion-Meisels
Affiliation (check all that apply)	☒Faculty ☐Graduate Student ☐Post-Doc ☐Undergraduate ☐Extension School Student ☐Staff ☐Visiting Scholar ☐Other (specify):
Faculty Sponsor (if PI is not PI Eligible)	
Other Advisor Name (if applicable)	

STUDY INFORMATION

Study Title	A study in engaging youth, school and community in participatory action research in Lowell, MA in support of the Portrait of a Graduate initiative.
ESTR Number	
Version Number	May 7, 2020
Is this a re-submission of a previous Harvard IRB-approved study that has been closed?	☐Yes - Include previous IRB submission # here: ☒No

1. FUNDING INFORMATION

1.1 Is your study funded (either directly or through a sub-award) by a Federal Agency (i.e., NIH, NSF, DOD, DOE, DOJ, or EPA, etc.)?

☐Yes
☒No

1.2 Is your study funded (or will it be) by the National Institutes of Health (NIH)?

☐Yes
☒No ***(please go to next section)***

1.3 Does your study meet the NIH definition of a "Clinical Trial"?

☐Yes
☒No

2. RESEARCH COLLABORATIONS AND LOCATIONS

LOCATIONS

Locations refer to the geographic location where the research will take place, not to the people or institutions that you may be collaborating with. Knowing the location helps the IRB determine the local context of the research as well as if there are additional laws, regulations, and policies researchers need to adhere to. If conducting online studies, please indicate the location of the researcher who is hosting.

DRAFT

2.1 Where will this study take place?

☒Harvard University
☒At another location in Massachusetts
☐In another US state ***(see below)***
☐Internationally ***(see below)***

If you chose "in another US state" or "Internationally" describe the laws that will need to be considered:

Please ensure that what you have marked above matches what has been indicated in the ESTR SmartForm, section "Research Locations."

2.2 Do you plan to obtain data from individuals located in the European Economic Area (EEA)*?

☐Yes – *Please go to next question*
☒No – *Skip to #2.4*

If "YES" the data you obtain may be subject to the E.U. General Data Protection Regulation (GDPR). Click here for more information.

**** The EEA includes the 28 states of the European Union and four additional countries: Iceland, Liechtenstein, Norway, and Switzerland. Note that this regulation may also apply to data obtained over the internet.***

2.3 Will data collected from individuals located in the EEA include any of the following? (mark all that apply)

☐Racial or Ethnic Origin
☐Political Opinions
☐Religious or Philosophical Beliefs
☐Trade Union Membership
☐Sexual Orientation
☐Data concerning a person's sex life
☐Biometric Data
☐Genetic Data

2.4 Are there any U.S. state laws, international laws, or other laws that the IRB will need to consider when reviewing this study?

☒Yes ***(see below)***
☐No

If "Yes" describe the laws that will need to be considered:

Laws that apply to public schools (e.g., FERPA) would apply here. We will also have to follow mandated reporting guidelines, as outlined by the state of Massachusetts.

2.5 Thinking about the locations where this study will take place, are there any permissions that must be obtained from cooperating institutions, community leaders, government officials? *This may include a review by a local ethics board, school district, Ministry of Health, or other institutional approval process, whether domestic or international. A statement that formal review is not required along with your source*

DRAFT

of information that the proposed research is in accordance with local laws, regulations, and customs is also acceptable.

☒Yes ***(see below)***
☐No

If "Yes" describe and if available, upload any permission documents to the ESTR SmartForm section "Local Site Documents."

Permission will need to be obtained from the Lowell Public School's superintendent's office and school committee before we collect any data. A partnership letter is attached, to indicate their interest in this work.

2.6 Are there any community or cultural differences for the local population of participants that require consideration? *For example, cultural or gender dynamics or social structure considerations.*

☐Yes ***(see below)***
☒No

If "Yes" describe:

COLLABORATIONS/SITES

Collaborations, known as "sites" in ESTR, refer to people or institutions that are also taking part in the research study. An important part of knowing about these collaborations is knowing what each person/institution is doing in the research in order to determine the scope of IRB review.

2.7 Will you be collaborating with any researchers not affiliated with Harvard University Area to carry out this study? *HMS, HSPH, and HSDM are not part of Harvard University Area.*

☒Yes
☐No ***(skip to next section)***

2.8 Will the actions of these collaborators include any of the following: Have contact with human subjects; Have access to data that is identifiable; OR Are responsible for the design, conduct, or reporting of the research?

☒Yes
☐No ***(skip to next section)***

2.9 Will these collaborators receive their own IRB review?

☒Yes, all will receive their own IRB review (skip to next section)
☐No, none will receive their own IRB review
☐Some will receive their own IRB review and some will not

2.10 Is another institution and/or researcher requesting that the Harvard University Area IRB act as the IRB of record ("Reviewing IRB") for that institution's or that researcher's activities on the study?

☐Yes
☒No ***(see below)***

If you chose "No" describe the compliance/ethical oversight that this researcher will have in place:

2.11 If the Harvard University Area IRB will be providing review for the non-Harvard affiliated collaborating researchers, indicate which institutions they are affiliated with and their role and activities on this study (are they involved in recruitment, data collection, analyzing data, etc.) Add additional lines as necessary.

DRAFT

Name	Institution	Role on Study	Description of Activities that They will be Conducting

3. STUDY TEAM QUALIFICATIONS AND TRAINING

3.1 Describe the Principal Investigator's experience with the proposed research procedures, population, and local context.

I have experience both as an educator working with middle school students and a researcher in urban schools. I worked as a middle school humanities teacher in the cities of Baltimore, MD, Cambridge, MA, and Berkeley, CA, between 1999 and 2007. In this capacity, I communicated daily with middle school students of multiple cultural, socioeconomic and familial backgrounds. In addition, as a teacher I was involved in student support processes regularly, often working to connect with school-based mental health practitioners and staff members to support the complex needs of my students. Between 2005 and 2007, I was also involved in organizing a case-management system for a middle school in Berkeley, CA; in this capacity, I worked with students across the school in need of universal learning supports.

Over the past 12 years I have engaged in educational research at the Harvard Graduate School of Education. I have conducted research in many different elementary, middle and high schools around the topics of teacher-student relationships, school culture/climate, student supports, learning supports, bullying prevention and social emotional learning. These studies have been related to both student support/success and organizational equity/inequity. In 2009, I conducted a small photovoice study with middle school students at two urban middle schools; here, I looked at the learning supports that students identified as helpful with school, and then conducted interviews with a subset of students to better understand what "worked" in terms of adult support. In 2011, I conducted a collaborative project with a group of adolescents in a nearby city, looking at the same topic. This project mirrored Youth Participatory Action Research, in that the students and I collaborated in the study design, data collection and data analysis. My dissertation involved a secondary analysis of this data, where I also interviewed the youth researchers about the process itself.

Between 2015-2019, I collaborated with an educator working with over-age and under-credited youth at a local public high school. Between 2018 and 2020, I have been working with educators from three districts in the Boston area, collaborated with educators who are conducting their own CPAR projects. As such, I have already done three years of work with youth similar to that which I am proposing here.

DRAFT

3.2 Describe how the study staff are trained to ensure that they are adequately informed about this study and study-related duties.

There are two groups of people who will be working on this critical participatory action project (CPAR): educators and community partners. For the purpose of my research, I consider both groups to be "participants" because I am collecting data on their experiences with the project. With that said, these folks are also study staff, to some degree, because they will be trained in research methods and they will be implementing their own research studies. As a part of our work, I will be providing some basic training in research ethics for both groups of people.

Educators will ultimately bound by the ethical code of the teaching profession, as well as the rules of their organization, but they will work together to balance these requirements with the ethics of being a researcher.

Community partners will ultimately be bound by the ethical rules set out in their organizational policies; but, again, they will work together with me to balance these requirements with the ethics of being a researcher.

Both me and two members of my research team (TBD) will be looking at data collected from the teacher and youth researchers, which are the data of concern in this study of the process of CPAR. However, if any of the educator or community partners want to collaborate on this part of the project, they will be invited to do so. **In that case, I would de-identify the data before sharing it with them.**

3.3 Are there any other additional study staff whose role in this study requires special qualifications in addition to ethics training (e.g., licensed clinical psychologist, phlebotomist, etc.)?

☐Yes ***(see below)***
☒No

If "Yes" describe:

4. RESEARCH PURPOSE

4.1 Provide a brief, non-technical description of the purpose of the research, including the research questions that you hope to answer.

The purpose of this research is to amplify the voices of marginalized youth, parents and educators in a small, urban school district in the Northeast. The project will engage community partners (educators, adults & youth) in the process of critical participatory action research (CPAR). CPAR is an approach to research where a university researcher partners with community members to investigate questions of interest to these local community members. In this case, the CPAR project will look at how different community members visualize and imagine what they dream for graduates of their district.

Critical participatory action research (CPAR) is a form of critical, collective inquiry that provides youth and adults with opportunities to identify problems affecting their lives, to gather and analyze data about these problems, and to determine actions that will begin to rectify these problems (Cammarota & Fine, 2008; Cahill & Torre, 2007; Mirra, Garcia & Morrell, 2016; Torre, 2005, 2008, 2012). Typically, a researcher partners with a group of community members to investigate questions that are of significance to their lives. Once a question has been chosen, the researcher trains team members in a variety of methods, often including: interviewing, surveying, conducting focus groups, and using photovoice or other visual methods. Team members then practice these methodological approaches, discuss research ethics, and think through the strengths and weaknesses of each approach. Then, together with their research partner, they design and execute research projects.

CPAR projects are rooted in histories of popular education, critical theory, and participatory research. Epistemologically, projects are built on the assumption that what is seen as real has been shaped by social, political, cultural economic, ethnic and gender values. As such, CPAR

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projects do not seek to discover immutable truths; rather, projects investigate the social patterns which function as truths in peoples' everyday lives. Unlike traditional post-positive approaches which seek to control for bias or mitigating factors, CPAR researchers strive to name and explore the different ways in which positionality, context, and power impact their findings. To be valid, findings must be situated, participatory, transformative and authentic for the local context.

The purpose of this CPAR project, specifically, is to amplify the voices of educators, parents and youth in a small urban school districts, particularly in terms of what they want from their school-based experiences. What is the portrait of the graduate that they imagine emerging from their public schools?

As such, the purpose of this research is best described in two parts.

(PART A) Part A of this study, which is the part submitted for review by the Harvard University IRB, is an exploration of the CPAR process that the Lowell Public Schools and Dr. Brion-Meisels will undergo, together. Part A seeks to investigate the process of critical participatory research with educators, parents and youth in a small, urban school districts and the extent to which such research might: (a) shift relationships between school-based educators and community members, including parents and youth; (b) shift feelings of agency or the desire to advocate for educational change among community members; and, (c) shift understandings of purpose and approach on the part of educators. In addition, this study seeks to understand how, if at all, CPAR can help illuminate and address inequities within a community or school system. In this first part of the study, where Dr. Brion-Meisels will be the PI, we ask: How, if at all, does partnering with educators and community member (including parents & youth) in studying their multiple "portraits of a graduate" shift relationships, understandings, or feelings of agency/motivation among participants? How do the community members involved in this project make meaning of their involvement? And how, if at all, do district leaders take-up the ideas generated by their research?

(PART B) Part B of this study, which will be reviewed by the Lowell Public School district office of research and evaluation, will collect data to support the development of the *Portrait of a Graduate Project.* This part of the study seeks to answer the questions: *How would we reimagine success for graduates from our district, including the values, knowledge, skills, and work habits they will need to thrive as learners, workers, and leaders in the 21st century? How might this re-envisioning impact our work moving forward?*

To answer this question, the school district is partnering with a set of local organizations to engage in research that will collect data about this question from local communities and sub-communities. The individual methods conducted by community-based partners will be determined by those community partners, and the school district will review each of these study designs as a part of their "continual improvement process."

Below is a description of Part B, as articulated by the school district and community partners:

Over the coming year, Lowell Public Schools will bring together our students, families, educators, employers, and community partners to create a bold new vision for Lowell's

graduates: *Portrait of a Graduate 2020* will emerge from a community-driven process that redefines success for Lowell students, including the values, knowledge, skills, and work habits they will need to thrive as learners, workers, and leaders in the 21st century.

To ensure that this process is community-driven and equitable, the Office of Equity & Engagement of the Lowell Public Schools is seeking trusted community organizations to conduct authentic community engagement that will connect communities in Lowell to the Portrait of a Graduate Initiative. The Community Engagement service providers will provide outreach and engagement, facilitate community circles/focus groups, interview community members and engage in other forms of data collection inspired by the Critical Participatory Act Research approach.

Critical participatory action research (CPAR) is a form of research that relies on both traditional and next-generation methodological approaches; CPAR projects typically investigate questions of interest to local communities, including an explicit analysis of how systems of power may be influencing everyday people. Although it is an approach to research, CPAR is also a form of youth and adult development. The individuals involved in CPAR projects typically benefit from feelings of connection, motivation, and empowerment as they work collaboratively to create positive change in their school or community contexts (e.g., Cammarota & Fine, 2010).

The goal of the Portrait of a Graduate initiative is to engage the community and ensure that diverse voices are included in this important visioning process, as well as future decision-making processes, within the Lowell Public Schools. The Lowell Public Schools also views this as an opportunity to grow the capacity of our community partners by providing training for and increasing the use of a relevant form of authentic engagement in educational systems.

4.2 Describe the scientific background, rationale for the study, and importance of this research in adding to existing knowledge.

Over the last fifty years, one of the most persistent and harmful aspects of public schooling in the United States has been the existence of achievement or opportunity gaps across racial, gender, linguistic and socio-economic lines. Countless research has taken up this issue, providing much insight into the strategies that schools and teachers can use to improve their curriculum, build positive teacher student relationships, address holistic student needs, and provide equal access. However, despite this, public school districts continue to underserve their low-income, racial, linguistic and gender minority students. One possible explanation for why existing research has failed to make a significant difference in addressing this problem is that it has failed to include the voices of those most impacted: educators, parents, community members and youth.

CPAR is a form of research that relies on both traditional and next-generation methodological approaches; but it is also a form of youth and adult development. The individuals involved in CPAR and YPAR projects typically benefit from feelings of connection, motivation, and empowerment as they work collaboratively to create positive change in their school or community contexts (e.g., Cammarota & Fine, 2010). Prior examples of CPAR projects in the U.S. context have included: efforts to halt discriminatory policing, explorations of implicit bias,

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explorations of the effects of documentation status, and explorations of segregated schooling, among others. Prior examples of YPAR projects in the U.S. context have included: efforts to launch and evaluate an ethnic studies program, efforts to raise awareness about stereotypes of youth, efforts to address police-youth relationships, and school reform efforts.[1]

There is a growing body of evidence that schools, community-based organizations, educators and adolescents themselves benefit from initiatives that authentically engage the perspectives of local stakeholders. Schools benefit when they fully integrate teachers', parents' and students' voices into their decision-making processes (e.g., Mitra, 2008). By collaborating with stakeholders at multiple levels, educators can better understand the ways in which teachers and students are make-meaning of the relationships, experiences, and contexts of school. Because meaning-making influences both the uptake of support services and the effect of these services on developmental outcomes (Aubery & Dahl, 2006; Buston, 2002; Davies & Wright, 2008; Masten & Wright, 2009; Mitchell & Sloper, 2001), understanding the experiences of teachers, parents and students who experience oppression and/or marginalization may be particularly important to address root causes of inequity within US school districts.

For all of these reasons, CPAR is a great fit for the *Portrait of a Graduate 2020 project*, which seeks to engage a community-driven process that will redefine success for Lowell students, including the values, knowledge, skills, and work habits they will need to thrive as learners, workers, and leaders in the 21st century. In particular, CPAR will empower teachers, parents, community members, and students in this district to help frame the types of questions and modes of analysis that get used in this investigation. At the same time, CPAR is an approach that ensures that those most effected by the current structures of schooling will have a say in helping to shift and reform these structures.

Therefore, this study has the potential to contribute to several critical fields of study in education including understandings of structural inequality in integrated school districts, community-driven school reform processes, authentic partnership between school districts and community-based partners, and the field of critical participatory action research. Most importantly, the findings from each research study have the potential to improve the everyday experiences of marginalized youth, parents and educators in schools.

5. STUDY PROCEDURES

5.1 Provide a complete overview of the study:

- Describe the procedures participants will be asked to complete or undergo.
- Explain step by step what participants will be asked to do
- Include how long the procedures will take.

If your study includes multiple variations of the procedures, please make clear which procedures are included in the variations.

The procedures below are for Part A of this study, which is the focus of this IRB. Part A of the study seeks to collect information about the CPAR process, which represents a partnership between the Lowell Public Schools, Dr. Brion-Meisels, and local community partners. **In this case, "participants" refer to those involved in the project, such as the community partners**

and representatives of the Lowell Public Schools.

At this time, there is a leadership team that guides the *Portrait of a Graduate* work. This is the team that chose to hire Dr. Brion-Meisels and invite her to conduct this research. This team will work in partnership with Dr. Brion-Meisels on all study-based decisions related to Part A. However, **the leadership team will not have access to identifiable data**. Dr. Brion-Meisels and her team will be responsible for collecting and analyzing all data.

Recruitment:
The leadership team already existed at the point when Dr. Brion-Meisels began this project.

Community partners will be recruited by this project leadership team, which will put out a call for proposals (Appendix A) and choose partner organizations from the applications received. Each community partner will determine their own research team, which will likely include both adults and youth, to engage with this project.

Community partners will attend a series of workshops with Dr. Brion-Meisels that will help them to learn about Critical Participatory Action Research (CPAR), study design, research methods, analytic methods, and the ethical questions that arise throughout the research process. During this time, community partners will be trained in basic research methods; they will create their study protocols, pilot these protocols, tweak these protocols, and collect data. Then, they will analyze the data and draft their findings. While all community partners will engage in this training and research process, individual participants will have the opportunity to "opt out" of the research at any point. In other words, participants may choose to engage in the *Portrait of a Graduate* project, but not participate in Dr. Brion-Meisels study of this process.

Dr. Brion-Meisels' research team will collect information from the community partners at the start of the study, via a survey, and at the end of the study, via a survey and an exit interview or exit focus group. **(Drafted protocols for these are attached but may change as the leadership team weighs in on what they most want to know.)** In addition, Dr. Brion-Meisels will collect ethnographic data throughout the process. These data will be used to analyze the process itself, as well as cross-study and/or cross-district findings. Currently, only members of Dr. Brion-Meisels' research team will be looking at the data; however, if members of the leadership team want to collaborate as co-researchers, they will be allowed to do so. In this case, Dr. Brion-Meisels will de-identify all process-related data before sharing it with others.

The specific research projects designed and implemented by each of the community partners (Part B) will be considered their own; the PI will not have permission to look at identifiable data or to use raw data as a part of her study, unless it has been de-identified and included in a research product created by the educator or youth researcher. The PI will have permission to look across the de-identified data, shared as a part of these study findings, in order to look for patterns across studies that the community partners conduct.

The below sections contain additional questions depending on the type of research that you are conducting and is meant to supplement the study overview. Please complete each section, as applicable.

SURVEYS/ QUESTIONNAIRES/PSYCHOMETRIC TESTING

Skip this section if not applicable.

5.2 List the names of all surveys/questionnaires/psychometric tests to be used in this study and a description of any that are not standard/formally named (such as study-specific questionnaires).

Community partners will be given a pre and post survey to explore their experience on the research team. A draft of this survey is attached as Appendix B, however the specific questions may change based on the desires of the leadership team. The survey will take approximately 30 minutes. Given the current requirement of social distancing, all surveys will be given via a Qualtrics link, online. Should we return to meeting in person, we will use Qualtrics regardless.

5.3 How often will participants be asked to complete the surveys/questionnaires/psychometric tests and how long will it take to complete?

Participants will be asked to take the survey once at the start of the project and once at the end of the project. The survey will take approximately 30 minutes to complete.

5.4 Will you be using any survey software (such as Qualtrics)?

☒Yes (see question below)
☐No

If "Yes" which survey software will you be using? :

Qualtrics

INTERVIEWS/ORAL HISTORY/FOCUS GROUPS

Skip this section if not applicable.

5.5 Explain where interviews/focus groups will take place (including possible online venues such as Skype, online chat rooms, etc.)

Interviews and/or focus groups will take place at the end of the research process, in a semi-private space chosen by the community partners. (As of March 2020, social distancing regulations would require that we collect these online via Zoom, Google Hangouts, or FaceTime.) The drafted protocol for interviews and/or focus groups is attached as Appendix C, but again may change based on leadership team input.

5.6 Describe any steps you will take to protect the participant's privacy during the interview/focus group.

By the time we do the focus group/interviews, participants will have worked with each other for over six months – in addition, participants will likely be interviewed individually or as a part of a focus group with members of their community-based team. In addition to setting group norms, we will be careful not to ask questions that will make folks feel vulnerable in the presence of their colleagues/peers.

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As long as the COVID-19 social distancing restrictions persist, interviews or focus groups will be conducted via Zoom, Google Meets or FaceTime. They will be audio-recorded (via the Zoom cloud or a separate, digital device placed next to the computer) and only audio files will be sent out for transcription.

5.7 Describe the number of interviews/focus group sessions you anticipate for each participant and approximately how long you expect each interview/focus group to last.

We anticipate conducting interview or focus group data from a subset of the community partners. Interviews/focus groups will take approximately 60-90 minutes. Our current drafted protocol is attached but may change based on leadership team feedback (Appendix C).

Interviews and focus groups will be conducted via Zoom, Google Meets or FaceTime. They will be audio-recorded (via the Zoom cloud or a separate, digital device placed next to the computer) and only audio files will be sent out for transcription.

OBSERVATIONAL/ETHNOGRAPHIC RESEARCH

Skip this section if not applicable.

5.8 If you will be actively participating in the field (as in participant-observation), describe what this will entail.

As the PI on this project, Dr. Brion-Meisels will be participating in all of the research training and planning. She will also be responsible for supporting the community partners with their study design and analysis. The ethnographic data for Study A will come from this participation in the project, and the learning that she does along the way. Community partners will be told that I am taking fieldnotes on my own experiences as a part of the project.

5.9 Describe what and who will be observed and in what settings (such as public events, religious ceremonies, household activities, work meetings, internet chatrooms and social media sites, etc.)

All parts of the training process will be observed. These will include research team meetings (large and small), meetings with district personnel during the project, public meetings held by the researchers, and other public meetings. All participants will have the option of having "off the record" meetings with Dr. Brion-Meisels, as requested, when I will refrain from taking notes about our dialogue.

5.10 Will any observational data be considered private, according to the standards of that community?

☒Yes ***(see below)***
☐No

If "Yes" describe the information that would be private.

Because most of these discussions will happen within the context of a classroom, office, or virtual conference calls, they would be considered private. All data will be de-identified before being analyzed and before being written about. Although districts/organizations will be analyzed within- and across-cases, district and organization names will also be de-identified before any publication.

5.11 Will the data you collect contain any information that identifies specific individuals?

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☒Yes
☐No

5.12 Do you plan to quote the remarks of participants in your study?

☒Yes
☐No

5.13 Will you notify participants that they are being observed?

☒Yes
☐No ***(see below)***

If "No" explain the circumstances why you would not be able to let participants know they are being observed.

5.14 If permission to observe participants is obtained, how will you ascertain whether there are individuals who do not want to participate, and how you will manage such a situation?

If community partners do not want to participate in the ethnographic portion of this study, they will be allowed to "opt out." In this case, I would not use any of their individual data in my analysis. This is not difficult to do, given the small number of participants. Any notes taken about incidents that involve those folks will be marked as such, so that they are excluded from analysis.

AUDIO-RECORDING/VIDEO-RECORDING/PHOTOGRAPHS

Skip this section if not applicable.

5.15 What type of recording will take place? (check all that apply)

☒Audio-Recording
☐Video-Recording
☐Photography
☐Other ***(see below)***

If "Other" describe:

Zoom may require us to use both audio and video recording, but we will delete the video recording immediately and only send the audio recording out for transcription. If we use a different online conference platform, we will plan to audio record with a separate device next to the computer.

5.16 Explain what types of data will be recorded or photographed.

Interviews will be audio-recorded or recorded to the Zoom cloud using the Zoom platform and only audio files will be sent out for transcription.

5.17 If you will be collecting sensitive data, will you use any procedures to de-identify or anonymize the recordings or photographs?

Data will be transcribed by a professional service that has signed an NDA. Audio-recordings will be transcribed on a rolling basis, so as to limit the amount of time that the audio record

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itself exists. All recordings will be deleted after they are transcribed. All names will be removed from the transcriptions immediately.

5.18 Explain what will happen to the recordings/photographs at the end of the study.

All recordings will be deleted after transcription is complete and files have been cross-checked.

DECEPTION AND INCOMPLETE DISCLOSURE

Skip this section if not applicable.

Deception is the intentional misleading of a subject about the nature of the study. While withholding of full information is known as incomplete disclosure.

5.19 Describe what information will be withheld from participants or what misinformation will be provided to participants.

5.20 Explain why this research involves no more than minimal risk to participants and why it would be impracticable to carry out the research without the use of deception or incomplete disclosure.

5.21 Describe the plans for debriefing participants after their participation. If you do not plan to debrief participants, explain why.

Please be sure to attach a copy of the debriefing script (if applicable) to the "Local Sites Documents" section in the ESTR SmartForm.

USING PREVIOUSLY COLLECTED DATA

Please complete this section if you are receiving data that has already been collected. This section does not pertain to data that is being collected through interaction or intervention as part of this study. Skip this section if not applicable.

5.22 Indicate the identifiability of the data:

☐Will not contain any direct or indirect identifiers; will be anonymous.

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☐Will not be directly identifiable, but there will be a code held by the data source that links to the identities; will be coded.
☐Will contain direct or indirect identifiers, but this research team will remove them upon receipt; will be de-identified data.
☐Will contain direct identifiers; will be identifiable.

5.23 Describe which data sets you plan to analyze, who is providing the data to you, and whether the data are public use data sets, restricted access datasets, or another type of dataset.

5.24 Provide an overview of the types of variables that are contained in the dataset (for example, identifiable data such as names, dates of birth, addresses, or any data that are considered sensitive).

5.25 Was the data you plan to analyze collected in a previous research study?
☐Yes ***(see below)***
☐No

If "Yes" provide the title/name of the previous research study and which institution and researcher collected the data for the previous study. If the data were collected in a previous Harvard University research study, provide the ESTR number assigned to that study.

5.26 Will any of your data be obtained from internet sites (including data mining and data scraping activities)?
☐Yes ***(see question below)***
☐No

If "Yes" what websites will you access to obtain the data?

Please know that it is your responsibility to check the terms of service of any websites from which you plan to collect data to determine whether your planned data collection is compatible with the terms of service.

5.27 Is the data publicly available on the internet (i.e., freely available without permission, sign-in, or other restrictions)?
☐Yes
☐No

5.28 Do you plan to access any data that is Protected Health Information (PHI) under the HIPAA law (for example, data held by a hospital or other healthcare provider or insurer)?
☐Yes
☐No ***(skip to question #5.31)***

5.29 Which organization will provide the HIPAA PHI to you?

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5.30 How will permission to allow the use/disclosure of individual's protected health information (PHI) be obtained?

HRP-330 WORKSHEET: HIPAA, which may be found in the ESTR library, provides an overview of items pertaining to HIPAA that may be helpful to the study team.

5.31 Do you plan to access any data that is FERPA protected (data that are held as education records by an educational institution)?

☐Yes
☐No

HRP-331 WORKSHEET: FERPA COMPLIANCE which may be found in the ESTR library provides an overview of items pertaining to FERPA that may be helpful to the study team.

USING PREVIOUSLY COLLECTED BIOLOGICAL MATERIALS

Please complete this section if you are receiving biological material that has already been collected. This section does not pertain to biological material that is being collected through interaction or intervention as part of this study. Skip this section if not applicable.

5.32Indicate the identifiability of the biological materials:

☐Will not contain any direct or indirect identifiers; will be anonymous.
☐Will not be identifiable, but there will be a code held by the data source that links to the identities; will be coded.
☐Will contain direct or indirect identifiers, but this research team will remove them upon receipt; will be de-identified data.
☐Will contain direct identifiers; will be identifiable.

5.33How will you obtain the material? (check all that apply)

☐Residual clinical material
☐Material obtained from a vendor
☐Material that was collected as part of another research study ***(please see below)***
☐Other – ***(see below)***

If you chose "another research study" provide the title/name of the previous research study and which institution and researcher collected the specimens for the previous study. If the specimens were collected in a previous Harvard University research study, provide the ESTR number assigned to that study.

If "another research study" or "Other" please specify:

5.34 Will the material consist of any of the following? (check all that apply)

☐Embryonic tissue
☐Embryonic stem cells
☐Stem cells
☐Fresh human fetal tissue
☐None of the above

5.35 Provide an overview of the types of variables that will accompany the biological materials (for example, identifiable data such as names, date of birth, addresses, or any data that are considered sensitive).

DEVICES

Skip this section if not applicable.

5.36 List the device(s) that you plan to use in this study (add additional lines as necessary):

Device Brand Name	Generic/Common Name	Manufacturer	Purpose	Function/Operation

5.37 Is the device(s) that you plan to use FDA-approved/cleared?

☐Yes
☐No

5.38 If any of the devices that you plan to use require a certified professional to operate, please explain who is certified to operate this device and whether they are on your study team.

Please complete HRP-307 WORKSHEET: DEVICES which may be found in the ESTR library and attach to the "Local Site Documents" section in the ESTR SmartForm.

DRUGS

Skip this section if not applicable.

5.39 List the drug(s) or biologic(s) that you plan to use in this study (add additional lines as necessary):

Drug/Biologic Brand Name	Generic/Common Name	Manufacturer	Purpose	Function/Operation

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5.40 Is the drug(s)/biologic(s) that you plan to use FDA-approved/cleared?

☐Yes

☐No

5.41 Please explain who is qualified to dispense this drug/biologic and whether they are on your study team.

Please complete HRP-306 WORKSHEET: DRUGS which may be found in the ESTR library and attach to the "Local Site Documents" section in the ESTR SmartForm.

6. RISK AND BENEFIT ASSESSMENT

6.1 Describe the foreseeable risks associated with your study. Please include discussion of any physical risks and non-physical risks, such as economic, psychological, social, and legal harms.

There is a slight risk associated with participating as a community partner.

The risks listed below are a part of daily life for most educators, parents, community members, and adolescents and are necessary since this project involves social interaction and dialogue. It is not anticipated that the level of psychological or social discomfort will exceed that experienced by most of the participants in their daily lives.

<u>Risks for Community Partners:</u>

There is a very small possibility that community partners will feel some risk to their psychological or social wellbeing by participating as researchers; although, the intention of the project is quite the opposite. Community partners may find it difficult to conduct research or may become frustrated with the district/organizational-based policies and practices that their research reveals. Community partners may also dislike other members of the group or feel frustrated with the university-researcher. Finally, community partners may worry that their supervisors or district/organizational leadership will become angry about their involvement in the project.

To address these risks, the community partners will meet with Dr. Brion-Meisels regularly to review and debrief the process. Also, individual community partners will be allowed to "opt out" of the research process when their academic or emotional needs make this necessary. Finally, we will be careful to make decisions as a group, such that we can protect those members of our team who feel most vulnerable.

Community partners will always have the option to use a self-identified pseudonym rather than their own name on research products.

Finally, community partners may experience some level of discomfort or risk from the surveys that they are asked to take, as a part of this project. To protect community partners against these risks, all surveys will be taken online and community partners will be allowed to use a numerical identifier if they do not want their names on the survey information.

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6.2 Describe the steps that you will take to minimize risks to your participants (for example, using pseudonyms or a coding system, etc.)

In addition to meeting regularly and setting norms, we will be sure to check in with folks both individually and collectively about their experiences. We will work to buffer the community partners from any pushback that comes from district or school leadership, by placing our own names on the project as necessary/desired by them. In addition, community partners will be able to opt to include their names or self-identified pseudonyms, such that they can choose when and how to reveal their involvement in the project.

6.3 Are provisions needed for medical and/or psychological support resources (for example, in the event of research-related distress or incidental findings)?

☐Yes

☒No

6.4 If applicable, what steps will you take if a participant becomes distressed during your study or reports intent to harm themselves or others?

If the need arises for psychological support, we will work to connect the participant to a trusted resource. The leadership team will help with this connection.

6.5 Describe any potential direct benefits to participants in the study. If there are no individual benefits, indicate as such.

Community partners will be given a stipend to support their participation in the project, but this stipend will go to the organization not the individuals involved. In addition, experience suggests that participants may benefit from feeling a sense of efficacy about their engagement in this project, which often results in those with power listening more carefully to their life experiences and insights.

6.6 Describe any potential benefits to society.

This project has the potential to benefit society by helping to amplify the voices of marginalized educators and youth, such that integrated, urban school districts and organizations can more effectively serve the needs of *all* students by creating more equitable and inclusive systems.

7. CHARACTERISTICS OF THE STUDY POPULATION

7.1 Indicate the estimated number of participants, by subgroup if applicable. *If it is not possible to estimate the number of participants (e.g., open online survey), please indicate that it is not possible and provide an explanation of why it is not possible.*

The participants will be community partners drawn from the Lowell community. It is unclear exactly how many participants will join from each community partner organization, but we

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anticipate it will be between 5 and 50 individual partners. These partners will be the participants in Study A.

7.2 Describe the criteria for enrollment – Will you be limiting your enrollment to a certain age range, gender, people with certain health conditions, etc.? Please also describe any criteria that will exclude people from enrollment.

Community partners will apply in response to a call for proposals put out by the district and leadership team in May 2020 (Appendix A). Once community partners are chosen, all individuals involved in the *Portrait of a Graduate Project* (Part B) will be invited to participate in Part A, Dr. Brion-Meisels' study.

7.3 Are there any potential vulnerable populations or individuals proposed for involvement in the research? (check all that apply)

- ☒ Children
- ☐ Wards of the State
- ☐ Prisoners/Detainees
- ☐ Pregnant Women
- ☐ Adults not Competent to Consent
- ☐ Non-English Speaking
- ☐ Employees of Harvard University (as a focus of the study)
- ☐ Undergraduate Students of Harvard University (as a focus of the study)
- ☐ Staff or students that are part of your lab or for whom you provide oversight
- ☐ Other – ***(see below):***

If "Other" please specify:

CHILDREN

Skip this section if not applicable.

7.4 What is the age range of children participating in your study?

12-17

7.5 Are there any special considerations that need to be taken into account? For example, do the children have a learning disability?

Although there may be some youth with learning disabilities who participate as members of the research teams (participants of Study A), we will not ask for that information. Given the content of this project and the existing scaffolding, we do not believe that there are any special considerations (other than translating the survey into relevant languages) that need to be considered.

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PRISONERS

Skip this section if not applicable.

7.6 Describe any advantages that prisoners may accrue through their participation in the research, especially in comparison to the general living conditions, medical care, quality of food, amenities, and earning opportunities in the prison.

7.7 Explain whether the risks of the research are commensurate with risks that would be accepted by non-prisoner research participants.

EMPLOYEES OR STUDENTS OF HARVARD UNIVERSITY

Skip this section if not applicable.

7.8 Explain how you will minimize the potential for employees and/or students of Harvard University to feel coerced or experience undue influence to participate in the research.

8. RECRUITMENT

8.1 Will potential participants be provided with information about the study?

☒Yes ***(see below)***
☐No ***(skip to next section)***

If "Yes" indicate how, when, where, and by whom participants will be recruited. If you are recruiting from a Harvard University Study Pool, describe how you meet their requirements.

Community partner participants will be recruited for Study A after they have applied (Appendix A) and been chosen to participate in the larger *Portrait of a Graduate* Study. The RFP to participate in the larger study will be sent out through local channels, including the Lowell Public Schools, to potential partners. Recruitment for this study will take place in the context of the program; all community partners will be invited to participate in Study A.

8.2 Are there any materials that will be used to recruit participants (e.g., websites, emails, posters, oral scripts)?

☒Yes ***(see below)***

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☐No

If yes, list the materials by document name here, and be sure to attach copies to the "Consent and Recruitment Materials" portion of the "Local Site Documents" section in the ESTR SmartForm.

HRP-315 WORKSHEET: ADVERTISEMENTS which may be found in the ESTR library provides an overview of items pertaining to advertisements that may be helpful to the study team.

9. SCREENING

9.1 Will you be screening participants for eligibility?

☐Yes

☒No ***(skip to next section)***

9.2 Explain what your screening criteria will be and how you will conduct the screening process.

9.3 Do you plan to destroy the data from people who participate in the screening process and do not qualify to be in the study as soon as the screening process is over?

☐Yes

☐No ***(see below)***

If "No" explain why you will keep the data collected in the screening process for people who are not eligible to participate in this study.

10. INFORMED CONSENT PROCESS

If you plan on having more than one consent process (such as signed, written consent for one population and use of an online "click" consent script for another population), please explain which variations of the study will use which types of consent process with each of these questions.

ADULT PARTICIPANTS

If you will not include adults in your study, please skip this section.

10.1 Will you be obtaining informed consent or an agreement to participate (for Exempt studies) from participants that take part in your study?

☒ Yes, I will be obtaining informed consent or an agreement to participate.

☒ No, I will not be obtaining consent or an agreement to participate **(skip to next section after answering below)**

If you will not be obtaining consent or an agreement to participate, please explain:

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- ***why this research involves no more than minimal risk to participants and***
- ***why it would be impracticable to carry out the research with consent or an agreement to participate***

All community partners who agree to participate in Study A will be asked to sign consent forms. Participants under 18 will be asked to have their guardian sign consent and will be asked to assent themselves.

As a result of social distancing requirements, community partners will be asked to consent orally via video conference (Appendix F). If they are 18 or over, participants will consent orally for themselves. If they are under 18, participants will be asked to have a parent/guardian come onto the screen for the consent process. They will then assent.

10.2 Will the consenting or an agreement to participate process involve obtaining a signature?

☒ Yes
☐ No ***(see below)***

If a signature is not obtained, explain why:

10.3 Where will the consent or an agreement to participate process take place?

☒In-person
☒Online
☐Over the telephone
☐Other ***(see below)***

If other, please describe::

10.4 Who will obtain consent or an agreement to participate from participants? *Will the Principal Investigator, other members of the Harvard University research team, collaborating researchers from other institutions, or another third party (such as a survey firm) obtain consent?*

Consent will be obtained by either Dr. Brion-Meisels (the PI) or one of her research assistants.

10.5 Describe the process that will be used to obtain consent or an agreement to participate.

During our first meetings, Dr. Brion-Meisels will share the consent forms and orally describe the project and Study A. Dr. Brion-Meisels will then set up a time to speak with each individual participant to answer questions and obtain oral consent. Participants under 18 will be asked to have a parent on the video conference for this consent/assent conversation.

10.6 Describe how you will assess comprehension of the research and what it means to participate, including understanding of the voluntary nature of participating.

We will ask all adult participants whether they have questions or points of clarification that they would like us to make, both in the large group and in our one-on-one conversations.

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CHILDREN PARTICIPANTS

If you will not include children in your study, please skip this section.

If you are including children in your research study, know that consenting or requesting an agreement to participate from a child is comprised of two parts: child assent and parent permission.

10.7 Will you be obtaining assent or an agreement to participate (for Exempt studies) from child participants that take part in your study?

☒ Yes, I will be obtaining assent or an agreement to participate.
☐ No, I will not be obtaining assent or an agreement to participate ***(skip to next section after answering below)***

If you will not be obtaining assent or an agreement to participate, please explain:

- ***Why this research involves no more than minimal risk to participants and***
- ***Why it would be impracticable to carry out the research with assent or an agreement to participate:***

10.8 Will the assenting or an agreement to participate process involve obtaining a signature?

☐ Yes
☒ No ***(see below)***

If a signature is not obtained, explain why:

10.9 Where will the assent or an agreement to participate process take place?

☐In-person
☒Online
☐Over the telephone
☐Other ***(see below)***

If other, please describe:

10.10 Who will obtain assent or an agreement to participate from child participants? *Will the Principal Investigator, other members of the Harvard University research team, collaborating researchers from other institutions, or another third party (such as a survey firm) obtain the assent?*

The Principal Investigator or one of her research assistants will obtain consent from all community partners and, as required, parents/guardians.

10.11 Describe the process that will be used to obtain assent or an agreement to participate from children.

Youth researchers will be asked to assent to their participation in Study A, at the same time as their parent/guardian is asked to provide oral consent for their participation in the project. This will occur via video conferencing.

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10.12 Describe how you will assess comprehension of the research and what it means to participate, including understanding of the voluntary nature of participating.

During this conversation, we will ask for clarification questions.

PARENT PERMISSION

If you will not be including children in your research, please skip this section.

10.13 Will you be obtaining parent permission or an agreement to participate (for Exempt studies) from parents whose child takes part in your study?

☒ Yes, I will be obtaining parent permission or an agreement to participate.

☐ No, I will not be obtaining parent permission or an agreement to participate ***(skip to next section after answering below)***

If you will not be obtaining parent permission or an agreement to participate, please explain:

- ***Why this research involves no more than minimal risk to participants and***
- ***Why it would be impracticable to carry out the research with parent permission or an agreement to participate:***

We will obtain parent permission from the community partners (participants in Study A) under 18 years of age. Although students will be allowed to participate in the *Portrait of a Graduate* project without parental permission, their data will not be included in any analysis.

10.14 Will the parent permission or an agreement to participate process involve obtaining a signature?

☐ Yes

☒ No (see below)

If a signature is not obtained, explain why:

10.15 Where will the parent permission or an agreement to participate process take place?

☐In-person

☒Online

☐Over the telephone

☐Other ***(see below)***

If other, please describe:

Parents or guardians will grant permission for youth to participate in Study A online, via a video conferencing platform.

10.16 Who will obtain parent permission or an agreement to participate from the parents? *Will the Principal Investigator, other members of the Harvard University research team, collaborating researchers from other institutions, or another third party (such as a survey firm) obtain the permission?*

No consent forms will be collected. Dr. Brion-Meisels or a member of her research team will collect assent and consent.

10.17 Describe the process that will be used to obtain parent permission or an agreement to participate from parents.

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Caregivers will be emailed or texted a copy of the consent form (Appendix I) explaining the project and asking for their permission to have their child participate. Then will then consent orally via a video conferencing platform.

10.18 Describe how you will assess comprehension of the research and what it means to participate, including understanding of the voluntary nature of participating.

Caregivers will be invited to call, text or email the PI if they have any questions or concerns.

OTHER TYPES OF PARTICIPANTS

If this section is not applicable, skip to next section.

10.19 If you will be including **Wards of the State**, explain how consent of legal guardian(s) of ward(s) will be obtained. How will you ensure that the appropriate person granted permission for each ward to participate?

It is possible that some of the participants will be Wards of the State. In this case, we will use each child's **court appointed advocate**, who is different than their case worker, to provide permission for their participation. Advocates in Massachusetts are not employees of the Department of Children and Families; rather, they are lawyers or other adults who are instructed to act in the benefit of the youth and follow their guidance, as long as its legal.

10.20 If you will be obtaining consent from special populations such as **non-English speaking participants**, **illiterate participants**, or **adults not competent to consent**, please explain how you will obtain consent from those individuals.

All participants will speak English. If necessary, we will translate consent forms for parents.

10.21 Describe how you will assess comprehension of the research and what it means to participate, including understanding of the voluntary nature of participating.

In both cases, we will use standard procedures (e.g., offering to answer questions, provide additional information) as needed.

Please be sure to attach copies of all informed consent/parent permission/assent materials to the "Local Site Documents" section in the ESTR SmartForm.

11. PARTICIPANT COMPENSATION AND FINANCIAL OBLIGATION

11.1 Will your study offer any compensation/incentive to participants (including cash, gift cards, course credit, etc.)? *Please refer to the Harvard University Financial Policy on Human Subject Payments.*

☐Yes
☒No ***(skip to next section)***

11.2 What type of compensation will you provide to participants?

☐Cash
☐Check
☐Gift Card/Gift Certificate
☐Course Credit
☐Lottery/Raffle

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☐Other ***(see below)***

If you chose "Other" please specify:

11.3 What amount will the compensation be worth?

11.4 Describe which participants will receive compensation and when the compensation will be given.

11.5 Will you provide partial compensation for participants who do not complete all the study procedures?

☒Yes **(see below)**
☐No

If "Yes" please explain how partial compensation will be managed:

HRP-316 WORKSHEET: PAYMENT which may be found in the ESTR library provides an overview of items pertaining to payment that may be helpful to the study team.

11.6 Will participants incur any financial costs by taking part in this study?

☐Yes ***(see below)***
☒No

If "Yes" please explain.

12. DATA SECURITY AND MANAGEMENT

12.1 Describe the identifiability of the data when first obtained/collected:

☐Will not contain any direct or indirect identifiers (Anonymous) **(PART B)**
☐Will not be directly identifiable but there will be a code held by the data source that links to the identities (Coded) – *i.e., if receiving data from another site* **(PART A)**
☒Will contain direct identifiers (Identifiable)

12.2 Describe the identifiability of the data when stored:

☒Will be directly labeled with personal identifying information (identifiable)
☐Will be labeled with a code that the research team can link to personal identifying information (Coded)
☐Will not be labeled with any personal identifying information, nor with a code that the research team can link to personal identifying information (Anonymous or De-identified)
☐Other - explain here:

12.3Which category of information best describes the data according to the Harvard Research Data Security Policy? ***Please know that it is the researcher's responsibility to ensure compliance with the Harvard University Data Security Policy at all times.***

☐LEVEL 1 - Data that is publicly available or not identifiable. Examples:

- Research data that has been de-identified in accordance with applicable rules;
- Published research data; published information about the University;
- Course catalogs;
- Directory information about students who have not requested a FERPA block;
- Faculty and staff directory information.

☒LEVEL 2 - Information the University has chosen to keep confidential but the disclosure of which would not cause material harm. Examples:

- Research data that is identifiable but is not considered sensitive;
- Patent applications and work papers, drafts of research papers;
- Building plans and information about the University physical plant.

☐LEVEL 3 - Information that could cause risk of material harm to individuals or the University if disclosed. Examples:

- Information protected by the Family Educational Rights and Privacy Act (FERPA) to the extent it is not covered under Level 4 including non-directory student information and directory information about students who have requested a FERPA block;
- HUIDs associated with names or any other information that could identify individuals;
- Harvard personnel records (employees may discuss terms and conditions of employment with each other and third parties);
- Institutional financial records;
- Individual donor information;
- Other personal information protected under state, federal and foreign privacy laws not classified as Level 4 or 5.

☐LEVEL 4 - Information that would likely cause serious harm to individuals or the University if disclosed. Examples:

- High Risk Confidential Information (HRCI) and research information classified as Level 4 by an IRB;
- Personally identifiable financial or medical information;
- Information commonly used to establish identity that is protected by state, federal, or foreign privacy laws and regulations;
- Individually identifiable genetic information that is not Level 5;
- National security information (subject to specific government requirements);
- Passwords and Harvard PINs that can be used to access confidential information.

☐LEVEL 5 - Information that would cause severe harm to individuals or the University if disclosed. Examples:

- Research information classified as Level 5 by an IRB or otherwise required to be stored or processed in a high security environment and on a computer not connected to the Harvard data networks;
- Certain individually identifiable medical records and genetic information, categorized as extremely sensitive.

12.4 In what format will the research data be **collected**?

☐Paper
☒Electronic
☐Other – ***(see below)***

If "Other" please specify:.

12.5 In what format will the research data be **stored**?

☐Paper

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☒Electronic
☐Other – ***(see below)***

If "Other" please specify:.

12.6 Explain **where** the research data will be stored while the study is active (e.g., personal laptop, thumb drive, departmental computer server, office file cabinet, etc.).

Data for Study A will be stored on Dr. Brion-Meisels' locked hard drive. Online data will be stored in a Qualtrics account associated with Harvard. Zoom recordings will be saved in the Zoom cloud temporarily, and then quickly deleted and used for transcription purposes.

12.7 Will the data be managed by Harvard researchers either remotely or housed at Harvard (e.g., physically or Harvard Cloud Storage)?
☒Yes
☐No

12.8 Do you anticipate that the research data will be transferred or transported from your possession to another at any time?
☐Yes
☒No ***(skip to question #12.10)***

12.9 Explain what methods you will use to transfer/transport the data and how you will minimize the risks of a data breach during the transmission process.

12.10 Will data be transferred from the EEA* to Harvard or another non-EEA location?
☐Yes
☒No
**** The EEA includes the 28 states of the European Union and four additional countries: Iceland, Liechtenstein, Norway and Switzerland.***

12.11 Will (or has) a Certificate of Confidentiality (CoC) be (been) obtained for this study? *If your study meets the definition of a clinical trial according to the NIH, a CoC will be automatically issued with your funding.*
☐Yes
☒No

12.12 What will happen to the data at the conclusion of the study? (check all that apply)
☒Direct identifiers* and/or the key to the codes will be destroyed upon completion of the research (all data will be stripped of identifying information and/or the key to codes destroyed, identifiable paper documents shredded, identifiable electronic files purged, Identifiable electronic media securely erased).
☐Retained for study record keeping purposes per institutional policy.
☐Retained by the investigator for future research use.
☐Retained for future research use (create repository/bank).
☐Restricted use data will be destroyed or will be returned to the source.

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☐No direct or indirect identifiers* are being collected. This anonymous data will be retained at the discretion of the investigator.
☐This research is a clinical trial conducted under FDA regulations. Direct identifiers* and/or the key to the codes will be destroyed as directed by the sponsor (IND/IDE holder) in accordance with FDA regulations.
☐Other – ***(see below)***

**** Direct identifiers.*** *These are variables that point explicitly to particular individuals or units. Examples include: names, addresses, including ZIP and other postal codes, telephone numbers, including area codes, Social Security numbers, other linkable numbers such as driver's license numbers, certification numbers, etc.*

Indirect identifiers. *These are variables that can be problematic as they may be used together or in conjunction with other information to identify individual respondents. Examples include: detailed geographic information (e.g., state, county, province, or census tract of residence), organizations to which the respondent belongs, educational institutions (from which the respondent graduated and year of graduation), detailed occupational titles, place where respondent grew up, exact dates of events (birth, death, marriage, divorce), detailed income, offices or posts held by respondent.*

If "Other" please specify:.

13. SHARING DATA WITH OTHERS

13.1 Will the data be released to anyone who is not on the Harvard University Area research team?
☒Yes
☐No ***(skip to question #13.4)***

13.2 Other than the Harvard University Area research team, who will have access to the data?
☐Colleagues/Collaborators at other institutions
☒Transcribers/coders hired by the research team
☐Sponsor/Funding Agency
☐Other ***(see below)***

If "Other" please specify:.

13.3 How will the data be shared/disclosed beyond the Harvard University Area research team?
☐Without any identifiers
☐Coded
☒With Identifiers

13.4 Will you be sharing research findings with study participants?
☒Yes ***(see below)***
☐No

If "Yes" please describe which findings will be shared, when they will be shared, and how they will be shared with participants (in-person, over the telephone, etc.):

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Findings from Study A will be shared with community partners and district partners at several key points, including during the analysis.

13.5 Does the study include establishing a repository for sharing data or specimens with other researchers?

☐Yes ***(If so, please know that a separate IRB submission will be needed if a data or specimen repository will be created)***

☒No

GENOMIC DATA SHARING

13.6 Will you be submitting data to a national data repository (dbGaP, GEO, etc.) or other type of repository for broad sharing of data?

☐Yes

☒No ***(skip to next section)***

13.7 Will you require a Genomic Data Sharing (GDS) Institutional Certification per NIH GDS policy?

☐Yes

☐No

13.8 Include a description of all fields to be submitted to the repository:

13.9 Describe the plan for de-identifying data for inclusion in the repository, including how the key linking the identity of participants will be maintained and who will have access:

If data will be prospectively collected, specific elements are required to be included in the informed consent form that you will be using in this study. Please see the NIH guidance document.

If data that will be submitted have already been collected under another IRB or other collection protocol, please be sure to attach a copy of the IRB approval and approved consent form(s) used to collect the underlying data/specimens to the "Local Site Documents" section in the ESTR SmartForm.

DRAFT

United Teachers of Lowell

AFTMA/AFT/AFL-CIO
LOCAL 495

169 Merrimack St.
Lowell, MA 01852
Tel: 978.937.9039
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May 11, 2020

Dr. Joel Boyd, Superintendent
Lowell Public Schools
155 Merrimack Street
Lowell, MA 01852

Dear Superintendent Boyd:

The members of the United Teachers of Lowell hereby request to donate sick leave days to the following member:

Kristen Colon, Teacher	Lowell High School	28 days

Thank you for your attention to this matter.

Sincerely,

Paul Georges
President

PG:ng
xc: Deb Jarvis
Minerva Palazzo

WE, THE UNDERSIGNED, MEMBERS OF THE PROFESSIONAL STAFF – UNIT "A" OF THE LOWELL SCHOOL DEPARTMENT, WISH TO DONATE ONE OR MORE OF OUR ACCUMULATED SICK LEAVE DAYS TO KRISTEN COLON A TEACHER AT LOWELL HIGH SCHOOL.

NAME	NO. OF DAYS	SCHOOL
Kristen Schultz	28	LHS