Lowell Public School Committee

Special Meeting Agenda

Date: August 5, 2020
Time: 6:30PM
Location: City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

1. **SALUTE TO FLAG**

2. **ROLL CALL**

3. **SPECIAL ORDER OF BUSINESS**

   3.1. Communication Remote Participation:
   Members of the Public May View The Meeting Via LTC And Those Wishing To Speak Regarding A Specific Agenda Item Shall Register To Speak In Advance Of The Meeting By Sending Email To the Superintendent Indicating The Agenda Item And A Phone Number To Call So That You May Be Tele-Conferenced In To The Meeting. Email Address Is mpalazzo@lowell.k12.ma.us If No Access to Email You May Contact at 978-674-4324.

4. **PERMISSION TO ENTER**

   4.1. Permission To Enter: August 5, 2020

   Documents:

   1. PERMISSION TO ENTER AUGUST 5, 2020.PDF

5. **REPORTS OF THE SUPERINTENDENT**

   5.1. Maximizing Options For Families: Designing A Safe Reopening Plan For Students Within The Context Of COVID-19

Documents:

SCHOOL REOPENING PRESENTATION AUGUST 05, 2020.PPTX.PDF

6. NEW BUSINESS

6.1. Approval Of The School Re-Opening Plan For September 2020 As Required For Submission To The Department Of Elementary And Secondary Education

Documents:

SAFE LEARNING PLAN FOR UPLOAD 8-3 - GOOGLE DOCS.PDF

6.2. Approval Of Amendment To Policy File JCA For 2020-2021 School Year

Documents:

SCHOOL ASSIGNMENT POLICY 2020-21 8.3.PDF

7. ADJOURNMENT

LOWELL PUBLIC SCHOOLS

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

Phone: (978) 674-4325
Fax: (978) 937-7620
E-mail:bturner@lowell.k12.ma.us

PERMISSION TO ENTER

To: Dr. Joel Boyd, Superintendent of Schools

From: James P. Hall, Chief Operating Officer

Date: August 3, 2020

Subject: Permission to Enter – August 5, 2020 School Committee Meeting

PRO Institutional **$350,000.00**
PO Box 2317
Jacksonville, FL 32203-2317

Purchase 1000 PureAir 3000 air purifiers.

Funding provided by School Re-opening Grant

Pro Institutional
formerly SupplyWorks'

PRICE QUOTATION

Quote Date	08/03/20
Quote Number	19924604
Account Number	854810

PO BOX 2317
Jacksonville, FL 32203-2317

Ship To:
LOWELL PUBLIC SCHOOLS
155 MEERIMACK ST
4TH FLOOR
LOWELL MA 01852

Quoted To:
LOWELL PUBLIC SCHOOLS
155 MEERIMACK ST
4TH FLOOR
LOWELL MA 01852

For Inquiries Call:
(866) 412-6726 Fax : (877) 712-6726

www.HomeDepotPro.com/Institutional

Quote Date	Customer PO#	Writer	Salesperson
08/03/20	QUOTE	JESSICA	MICHAEL KILLI

LN.	Item No.	Description	Qty	UOM	Price	Ext Amt	T
		!CONTRACT #17-21					
NON PRODUCT CODES							
3	___ MEMO	PUREAIR 3000	1000	EA	350.00	350000.00	Y
					Quotation Sub-Total	$350,000.00	
					Tax	$0.00	
					Total	$350,000.00	

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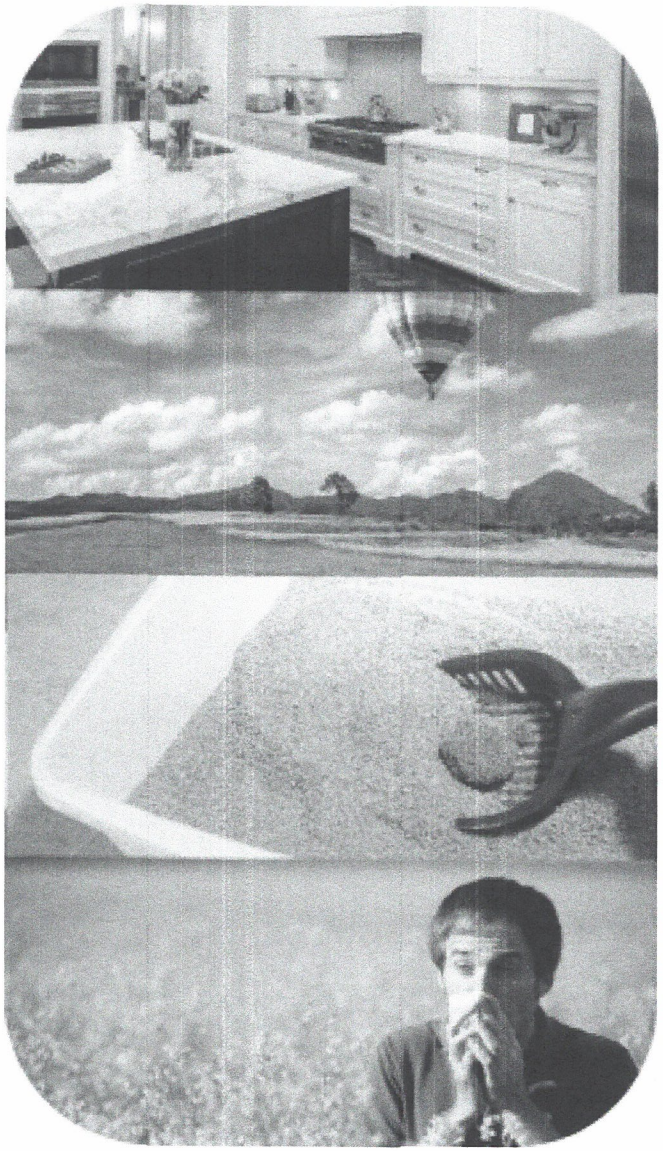
pureAir The Advantage



Cleans Air & Surfaces Throughout Your Home

Unlike filters that only affect air that passes through them, pureAir delivers powerful purification to the sources of pollution inside your home.

Brings Nature's Purification Indoors

Replicating the way Nature keeps the air clean in Earth's forests and mountains, pureAir transforms your stale indoor air into fresh, healthy air for you and your family to breathe. Enjoy the smell of freshness without expensive and toxic fragrances.

Kills Mold, Mildew, Bacteria, Viruses, and Odors

Utilizing four proven air purification technologies, pureAir significantly reduces all types of germs and fungus as well as eliminating odors of all kinds, including those from pets, cooking, and smoking.

Removes Allergens from Your Breathing Space

Your home should be a refuge from all that ails you, allergens included. The ionic power of pureAir causes allergens to clump together until they are heavy enough to fall out of the breathing space and be swept up or caught in your HVAC filter.

Easy to Set Up, Easy to Use

Comprehensive air purification need not be difficult to use. With easy to understand instructions on setup, use, and maintenance, improving the air quality of your living environment is a breeze.

Lowell Public Schools

Maximizing Options for Families

A Safe School Re-Opening Plan for Students Within the Context of COVID-19

August 05, 2020

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Required DESE Submissions

Overview of Two-Step Process for District Reopening Plan Submissions

Districts will submit their reopening plans to DESE through a two-step process:

Step 1: By July 31, districts must complete and submit a ***preliminary reopening plan summary*** to DESE. Districts will fill out an **online form** that consists of two parts, which are outlined below and detailed later in this document. This form will allow DESE to collect key summary information about districts' reopening models and other planning considerations.

- **Step 2: By August 10**, districts must finalize their ***comprehensive plan documents***, submit them to DESE, and release them publicly to their communities. This additional time will provide districts with an opportunity to incorporate any desired changes based on additional guidance DESE may release later in July, such as guidance on transportation and athletics. We strongly recommend that you work with your school committee (or equivalent board) on policy questions relevant to the final plan before submission.

“It is clear that families want to have choices when it comes to how we return to school in September. With this in mind, if the local health data continue to move in the right direction and it remains safe for our students to be on campus, ***we are prepared to offer families an option of either full-time, remote learning or full-time, in-person learning to start the school year.“***

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Finalizing Our School Re-Opening Plan

- How much space do we have for safe, in-person learning?
- What process will families use to select the option that best meets their needs?
- What amendments are needed to our school assignment policy?
- What are the strengths and challenges of the rotating, cohort hybrid model that is not currently recommended in the LPS plan?

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How much space do we have for safe, in-person learning?

The capacity for in-person learning will vary at each school facility based on an analysis of square footage and air quality in conventional and unconventional classroom spaces, following strict safety standards.

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	Bailey	Cardinal	Greenhalge	Laura Lee	Lincoln	Adie Day	McAuliffe	McAvinnue
CAMPUS SEATS SAFELY AVAILABLE								
PPE								
Disposable Nitrile Gloves								
Disposable Gowns								
Eye Protection								
Face Shields to be issued to each staff member								
Masks								
N-95 Ventiliating Masks								
FACILITY								
Windows which open								
Windows which do not open								
Filters in Building								
Filters remaining to be changed								
SAFETY EQUIPMENT								
# of foggers								
# of handwashing stations								
Air purifiers in school now								
Air purifiers anticipated by 15SEP2020s								
Dividers at Central Office								
STAFFING								
Custodians Assigned								
SAFETY TRAINING								
Hours Planned for Staff								
Hours Planned for Students								
Training Planned for distribution to parents								

What process will families use to select the option that best meets their needs?

Be informed and stay engaged!

- Make sure you sign up for email notifications, follow LPS on social media and check the LPS website
- Attend an info session about the LPS Learning Plan for the start of the 2020-2021 school year. A schedule will be shared with families once finalized.

→ Read through "A Safe School Reopening Plan for Students"

↓ Decide whether in-person or remote learning is the best for each of your children and for your family

↓ Declare whether you want in-person learning during the opt-in period (August 19-27)

Key Dates

- **August 19 -** The opt-in form for in-person learning will be made available on this date and sent to families.
- **August 27 -** The last date for families to submit the opt-in form for in-person learning.
- **September 4 -** Starting on this date, families will be notified of their school placement.
- **September 17 -** First day of school, pending approval from the state.

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What amendments are needed to our school assignment policy?

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Assignment Lottery

- If a family would like in-person instruction on campus, they will opt-in through an application.
    - LPS will post this application on the district website and will share this form via email and on social media. The application period will be August 19 - August 27, 2020.
- Families wishing to participate in remote learning will **not** need to fill out an application.
- If more families opt-in than there are available seats (based on revised capacity numbers), a lottery will be held to determine who will be able to attend school in-person.
- A student's place in the lottery will be determined by a weighting system:
    - Students with Individualized Education Plans (IEPs)
    - Students identified with a 504 Plan (for learning related accommodations)
    - Students identified for McKinney Vento services
    - Students identified as English Learners (ELs)
    - Students in entry grades of each level (K-2; 5th grade; 9th grade)
    - Families who have more than one child enrolled in Lowell Public Schools
    - Students of Lowell Public Schools personnel

What amendments are needed to our school assignment policy?

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Kindergarten Considerations

- Families who registered their child for kindergarten between May 26-June 30 were entered into the kindergarten lottery. Families who secured a seat through the lottery will be eligible to attend that school in the **2021-2022** school year.
- This coming school year (**2020-2021**), all kindergarten students will be assigned to their neighborhood school - defined as the school which is in walkable distance to the student's home. This assignment will be for one school year only.
- There may be some exceptions (i.e. students who have older siblings in the school for which they secured a seat through the lottery will be eligible to remain in that school for the 2020-21 school year).
- Families opting for in-person instruction will be notified about their placement for the 2020-2021 school year beginning on September 4.

What amendments are needed to our school assignment policy?

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Transportation Considerations

- Transportation options will be limited this year due to safety and social distancing guidelines. Families will be encouraged to provide transportation to and from their child's school. A lottery will be held for the limited transportation seats available.
- Families who prefer an in-person learning seat at a school within walking distance to their home may make a transfer request to this school for consideration. The transfer would only be for this school year and depends upon available space at that school.
- A transfer form will be available on the district website and shared with families.

	Benefits to Students and Families	Safety Risks within the context of COVID-19
<u>Last year</u> .75 miles for Elementary 1.5 miles for Middle School	●Provide reliable means of transportation for families for elementary school students and middle-schoolers ●Busing reduces traffic at the beginning and end of school	●Risk of exposure on buses is significant ●Challenges in adequately cleaning buses ●Social distancing reduces seats on buses ●Legality and challenges of safely modifying buses to provide more seats. ●More seats would increase risk of exposure to more students ●Currently a safe option if 75% or more are enrolled in remote learning
<u>Legal Requirement</u> 2 miles or more for K-6	●Reduces risk of exposure on buses and risk of transmission to other students, staff, and students' family members ●Best to maximize number of days of in-person education we can provide	●Some families will find it difficult to find a reliable means of transportation for elementary and middle school students ●Weighing risk of some walking routes versus danger of exposure to COVID-19 to whole system

What are the strengths and challenges of the rotating, cohort hybrid model that is not currently recommended in the LPS plan?

	Opportunities	Challenges
Teaching and Learning	• Could enable more students to access in-person learning on a part-time basis	• Reduces the number of available full-time, in-person seats • Requires teachers to specialize in both in-person and remote instruction • Requires teachers to monitor student learning in both in-person and remote environments simultaneously
Operations and Management	• Could enable transportation capacity to more closely approximate on-campus availability	• Greater number of individuals accessing buildings could increase risk of exposure, requiring scheduled days off for deep cleaning • Requires coordination between cohort schedules and family routines • A third staffing model would need to be developed based on an even more complex secondary master schedule
Family and Community Engagement	• Theoretically offers a “third” enrollment option for families	• Coordination of cohort schedules with family routines nears impossible - families would have “forced choice” of a certain cohort, limiting desirability of the model • Adapting to new routine potentially requires more time than would be available prior to the health data requiring a shift in the model

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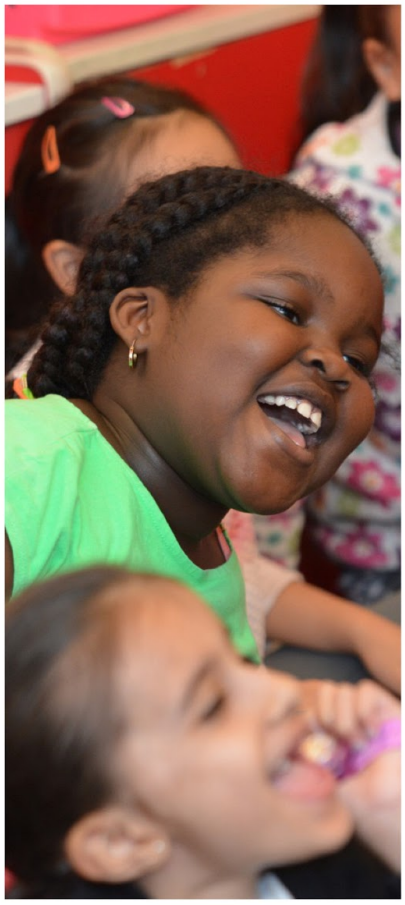
Maximizing Options for Families

A Safe School Reopening Plan for Students within the Context of COVID-19

Fall 2020 • Draft for School Committee Consideration on August 5, 2020



School Committee

Front Row: Jacqueline Doherty, Mayor John J. Leahy, Andre P. Descoteau

Back Row: Robert Hoey, Jr., Connie A. Martin, Michael Dillon, Jr., Hilary Clark

Lowell Public Schools Core Beliefs

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

Equity • Excellence • Empowerment

Lowell Public Schools Fundamental Commitments

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

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A Message from Superintendent Boyd

Dear Lowell Public Schools Community:

I am pleased to share with you this report which provides an overview of our draft plan to safely reopen schools in the fall while also improving upon our remote learning model for families who opt for at-home schooling.

Throughout this summer, Lowell Public Schools staff have been hard at work preparing for this upcoming school year, envisioning what a safe return to our buildings could look like, and examining if it would be possible to have students, teachers and staff back in the classroom. Prior to the end of last school year, we formed a task force of principals, teachers, support staff and parents from throughout the district to look at every possible model of education for the 2020-2021 academic year, so I am confident we are prepared for any scenario that we may be faced with in September and beyond.

The plan contained within this report leverages the best thinking of the task force, as well as feedback we've received from across the community - including survey responses from over 2,500 families and virtual discussions with over 1,000 parents, staff members and students during community forums. We recognize this preliminary report does not answer every question about reopening school. Please know that more details will be provided leading up to the first day of school.

Currently, the decision on how to go forward with the start of the 2020-2021 school year is a local decision. And here in Lowell, it is clear that families want to have choices when it comes to how we return to school in September. With this in mind, if the local health data continue to move in the right direction and it remains safe for our students to be on campus, **we are prepared to offer families an option of either full-time, remote learning or full-time, in-person learning to start the school year.**

COVID-19 certainly remains a concern here in Massachusetts, but this state - once a hotspot for this virus - is in better shape than much of the country as we have taken serious steps to mitigate its spread. Physically returning to school means we will continue to follow strict health guidelines - wearing masks, socially distancing and keeping our buildings clean. We can't - and won't - cut corners when it comes to the health of our students, staff or community. We are not looking for flexibility in adhering to safety protocols - we will maintain six feet of distancing at all

times. We will also be limiting the interactions one group of students has with another. We likely won't be eating lunch in the cafeteria or holding large assemblies, for instance.

While the current data suggest we can safely return to the classrooms and halls of our buildings, we know that not every family feels comfortable sending their child back right now. So, in addition to being able to physically return to our school buildings, we are also going to offer a remote learning option for our students.

This iteration of remote learning will look different than what we saw in the spring. The district has purchased enough devices that every student will receive one this coming school year. There will be a consistent technological platform for each grade level and required attendance, as well as greater feedback for students through a more typical grading scale.

Developing these two options for families and coming to a conclusion of what would be possible for our students in September wasn't an easy process. We know nothing can take the place of the daily in-person interactions that our teachers have with our students. But these in-person interactions can only happen if it is safe to return to our schools. We were all hopeful that this pandemic would be in the rearview mirror by this time, but unfortunately that is clearly not the case.

Providing options to families of in-person or remote learning is a decision backed by health data and a decision made after a thoughtful and extensive planning process. So, whether it will be by logging on remotely or by physically returning to the classroom, we are prepared to offer your child a safe and meaningful educational experience to start the 2020-2021 school year.

I am confident that 2020-2021 will be a great school year for each and every one of our more than 14,500 students. I'm looking forward to welcoming our students back to school in the fall - even if at a distance - and remain honored and humbled to serve as your superintendent.

Sincerely,

Dr. Joel D. Boyd
Superintendent of Schools

Guiding Principles for Starting the School Year

1. Our decisions will be guided by the latest health data and input from public health experts. We will be monitoring the rate of positive cases here in Lowell and statewide.

2. We will maximize options for families and will offer a remote learning option, as well as an in-person option as long as health data continue to support physically being in our buildings.

3. We make a commitment to equity, with the belief that a public education is a fundamental civil right. Families and students who have historically been underserved have had a voice in the planning process and will have their needs met.

Lessons Learned From Spring 2020

As we move forward with planning for the start of the 2020-2021 school year, it is important to look back at the lessons learned from our closure this past spring. Learning from this experience has better prepared us for remote possibilities going forward.

Instructional Model

- Consistent implementation of a district-wide instructional schedule with more live virtual lessons for students.
- Consistent learning and communication platform districtwide for remote learning environments.
- Increased social emotional learning (SEL) in all models to support student needs.

Equity For All

- Provide technology and connectivity to families demonstrating a need so that all students can participate equitably in remote learning environments.
- Account for COVID-19 and how this affects students' ability to equitably participate in online learning, potentially widening achievement gaps.

Communication

- Provide opportunities for two-way communication with all stakeholders to support the development of plans and monitoring implementation.
- Frequent and consistent messaging from the school department to stakeholders.
- Verbal interpretations and written translations must be available for all families in need.

Instructional Practices

- Provide time for staff to plan and work in collaborative teams.
- Ongoing professional development to strengthen remote learning.
- Grading, participation and attendance policies should be carefully crafted to ensure consistent student engagement.

Technology and Infrastructure

- Distribution of laptops to every student and hotspots to families in need to support student access to online instruction.
- Consistent learning platforms for students and staff in each grade.

Staff Support

Sustained professional development for administrators, teachers, and support staff.

Considering Your Options for 2020-2021

Be informed and stay engaged!

- Make sure you sign up for email notifications, follow LPS on social media and check the LPS website
- Attend an info session about the LPS Learning Plan for the start of the 2020-2021 school year. A schedule will be shared with families once finalized.

→

Read through this document (A Safe School Reopening Plan for Students)

↓

Decide whether in-person or remote learning is the best for each of your children and for your family

↓

Declare whether you want in-person learning during the opt-in period (August 19-27)

Key Dates

- **August 19 -** The opt-in form for in-person learning will be made available on this date and sent to families.
- **August 27 -** The last date for families to submit the opt-in form for in-person learning.
- **September 4 -** Starting on this date, families will be notified of their school placement.
- **September 17 -** First day of school, pending approval from the state.
- **TBD -** Attend an info session about the LPS Learning Plan

Considering Your Options for 2020-2021

The Lowell Public Schools reopening plan is about safely maximizing options for families. LPS will offer a remote learning option, as well as an in-person option as long as health data continue to support physically being in our buildings. This report will help provide families with the information necessary to make this decision. As you consider your options for the start of the school year, please keep the following in mind:

- Every student will be able to participate in remote learning. There is no limit on remote learning enrollment. However, due to following strict social distancing guidelines, typical school capacity for in-person learning will be reduced. Therefore, not every student will be able to attend school on campus. If more students sign up for attending in-person than the number of seats available, we will have a lottery to determine who will be able to attend school on campus. For more information on this process, see pages 10-11.

- We are encouraging students to walk or drive to school rather than take a school bus, in order to maximize safety and minimize exposure to other students on the way to and from school each day. School bus transportation will be available for those with no other means of getting to school. For more information on transportation, see page 21.

- Your decision for the 2020-2021 school year will not impact your child's school placement in future school years. Your child will still have the seat at the school they were attending in 2019-2020, or in the case of an elementary student transitioning to middle school, a seat at the middle school into which they were going to feed.

Some other considerations to help you make the best decision for your child and your family:

- What are your child's individual learning needs? Can those needs be met in either an in-person or remote environment?

- Will your child have adult supervision during the day to support the remote learning process or will your child be in need of childcare?

- Will you need bus transportation to school in order to attend in-person? Bus capacity will be limited and students will not be guaranteed transportation. Families may need to be responsible for transporting their own children to school each day. For more information about transportation, see pages 20-21.

- Are there any health concerns for your child or members of your members of your immediate household?

How to Select Your School Placement

- The default option for all students is remote learning.

- If a family would like in-person instruction on campus, they need to opt-in through an application. LPS will post this application form on the district website and will share this form via email and on social media. The application period will be August 19 - August 27, 2020. Families wishing to participate in remote learning do not need to fill out an application. It's important that families review the options, attend an information session and contact the Family Resource Center with any questions prior to submitting their forms, as we are asking that forms only be submitted once per child attending Lowell Public Schools.

- If more families opt-in than there are available seats (based on revised capacity numbers), a lottery will be held to determine who will be able to attend school in-person.

- A student's place in the lottery will be determined by a weighting system:
    - Students with Individualized Education Plans (IEPs)
    - Students identified with a 504 Plan (for learning related accommodations)
    - Students identified for McKinney Vento services
    - Students identified as English Learners (ELs)
    - Students in entry grades of each level (K-2; 5th grade; 9th grade)
    - Families who have more than one child enrolled in Lowell Public Schools
    - Students of Lowell Public Schools personnel

- We are encouraging students to walk or drive to school rather than take a school bus, in order to maximize safety and minimize exposure to other students on the way to and from school each day. In most cases, families will be responsible for providing transportation to and from their child's school. School bus transportation will be available for those with no other means of getting to school.. A lottery will be held for the limited transportation seats available. For more information about transportation, see pages 20-21.

- Families who prefer an in-person learning seat at a school within walking distance to their home may make a transfer request to this school for consideration. The transfer

would only be for this school year and depends upon available space at that school. A transfer form will be available on the district website and shared with families.

- Families who registered their child for kindergarten between May 26-June 30 were entered into the kindergarten lottery. Families who secured a seat through the lottery will be eligible to attend that school in the 2021-2022 school year. This coming school year (2020-2021), all kindergarten students will be assigned to their neighborhood school - defined as the school which is in walkable distance to the student's home. This assignment will be for one school year only. There may be some exceptions (i.e. students who have older siblings in the school for which they secured a seat through the lottery will be eligible to remain in that school for the 2020-21 school year).

- Families opting for in-person instruction will be notified about their placement for the 2020-2021 school year beginning on September 4.

- If a family requests a different placement based on an extenuating health or safety reason or a change in family circumstances resulting in the need for a different placement, they can submit an appeal with the Chief Equity Officer.

- Your initial choice for where to start the school year (remote or in-person) is not locked in for the entire school year. Families will be given the opportunity to select a different option at to-be-determined intervals during the school year (i.e. monthly or quarterly).

- Any changes to where a student attends school in 2020-2021 is for the 2020-2021 school year only. Students will revert to their 2019-2020 placement, or in the case of an elementary student transitioning to middle school, the middle school they were going to feed into during the 2021-2022 school year.

Two Full-Time Models To Meet the Needs of Students

	Full Remote	Full, In-Person
Classroom	• 1:1 devices - every student will receive a device • Set school schedule with clear attendance and participation requirements. Students graded on a typical scale. • Mix of live virtual lessons & independent learning across multiple subject areas • Project-based assessment and secure online testing	• Typical schedule and curriculum with slight instructional changes to account for safety/social distancing • Students stay with same cohort/class • Standard assessment & grading • 1:1 devices - every student will receive a device
Operations	• Address hotspots/WiFi access • Coordinate delivery or pickup of supplementary materials (i.e. assistive technology) • Can still participate in sports or extracurriculars if available	• Social distancing/different interactions • Students and staff must wear PPE (i.e. masks) • More limited transportation than previous years
Meal Service	• Grab and go meal sites	• Students eat meals in classroom

Remote Learning Option

The LPS Remote Learning Task Force - composed of principals, teachers, staff and parents from across the district - worked together to develop a plan designed to provide a robust learning environment for students across multiple subject areas.

The remote plan is designed to establish consistent online platforms creating bridges between the educators and the families with regard to instruction, assignments, and communication to make learning and school completely virtual and able to be done in a remote setting through both live teaching lessons and independent work.

This is not the same remote learning plan used during the emergency closure last school year. The key to instituting an improved remote learning plan is the district being able to provide every student with their own device. Considerations will also be made for students with IEPs or with 504 plans needing adaptive technology.

In addition to a consistent technological platform for each grade level, there will be required attendance, as well as greater feedback for students through a more typical grading scale. LPS remote learning will follow grade-level instruction and Massachusetts Curriculum Frameworks.

Students can expect a consistent schedule of instruction, including set hours for live teaching and consultation with teachers. Staff will also have time available for collaboration, training, and parent meetings as needed.

Adults may need to support students in setting up the technology in a place conducive to school work and work with school staff to ensure student attendance and participation, but overall, this remote learning model will not require the same amount of adult involvement as during the emergency closure.

Much of the work is anticipated to be a blend of daily teacher-directed instruction and student independent work following a predictable and structured schedule of instructional delivery. Remote learning for the 2020-2021school year will utilize an online platform that was specifically designed for remote learning, including built-in learning activities and assignments that are aligned with grade-level learning standards and learning goals.

While students in PreK-4 who select remote learning will be assigned to a remote program within their assigned school, students in grades 5-12 who participate in remote learning will be assigned to a newly created online school within the district. By focusing on a new online school for the secondary schools, we will be able to focus on providing the best online learning experience for our students, utilizing best practices and technology platforms for delivering remote learning instruction. All students participating in the 5-12 remote school will return to the school they were attending in the 2019-2020 school year for the subsequent school year. If extracurricular activities are available, students would be able to participate at the school building to which they would have been assigned.

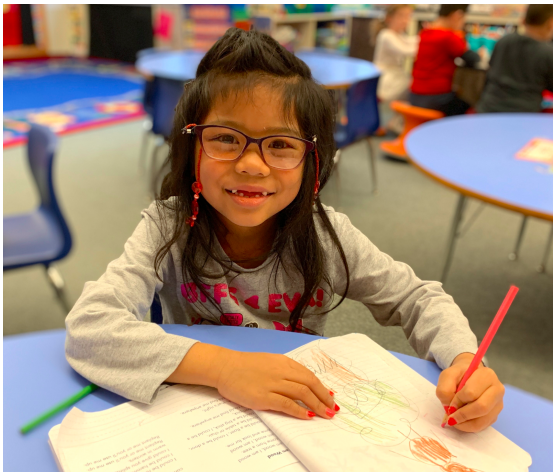
LPS Food Services will continue with its grab and go meal distribution sites to support students in our remote learning program. Once finalized, the meal site schedule will be shared with families via the district website, as well as by phone call and email.

In-Person Learning Option

The LPS In-Person Task Force developed a plan that calls for the most stringent health and safety standards for our school spaces while shifting our instructional practices to use more technology.

The District has made significant investments in devices, digital platforms, and individual materials so that students will not have to share materials while in school. All students - remote or in-person - will be receiving their own devices. The use of technology will reduce the use of student-shared materials making it easier for staff to keep spaces clean and sanitized.

LPS will still follow current attendance, assessment, and grading policies, as well as all grade-level instruction and Massachusetts Curriculum Frameworks. Social emotional learning will be emphasized.

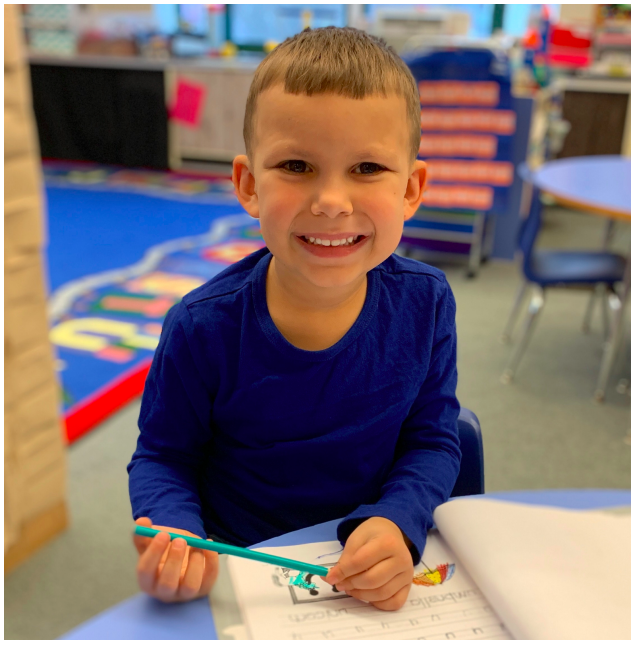


Since we will be following strict guidelines for health and safety, it is important to understand that the in-person learning option will not replicate what the school experience was like prior to the emergency closure last school year.

Students will be required to wear a mask each day in school. Schedules will mandate regular, outdoor mask breaks.

Schools will map out learning spaces to calculate six feet of distance between student desks with all students facing the same direction. Students will still be able to interact

In-Person Learning Option



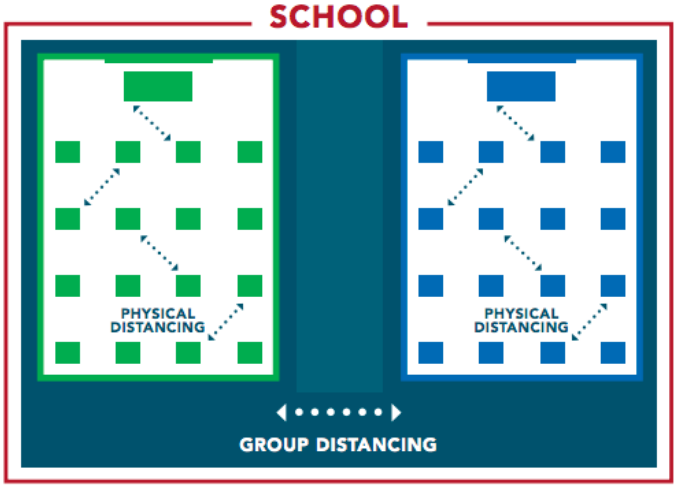
and work together, but will use technology in order to do so safely. Our investment in technology will also help us more easily pivot to a remote learning scenario later in the year if the medical data call for it.

Our in-person plan calls for extensive safety procedures. Signage and floor markers will be posted to remind students about physical distancing. We have fogging machines to spray disinfectant in every building, and LPS is developing schedules to ensure the sanitation of rooms on a regular basis. The plan also includes recommendations for cleaning frequently touched items, such as handrails, knobs, bathroom fixtures, etc.

Students will eat all meals in their classrooms, and staff will employ class or cohort scheduling, minimizing the interactions one group has with another in order to mitigate cross-contamination. Allied arts classes will be on a longer rotation schedule and will be held in the classroom for younger students. We will purposefully schedule English learner and special education students in cohorts to minimize exposure.

Student Capacity Per School[1]

We will always choose to maximize safety over maximizing student capacity, so we will adhere to maintaining 6 feet of distancing in our school buildings. In addition to distancing in each classroom, there will be strict guidelines in place for common spaces like hallways, the cafeteria, gymnasium or auditorium to limit contact between different groups of students.



Operations staff have run an analysis to determine a revised capacity for each of our school buildings providing for 6 feet of social distancing factoring in classroom space as well as breakout areas or labs that could also be used for instruction. The chart on the next page shows the enrollment data for last school year compared to how many students can safely attend each building this school year.

Based on data from the Return to School Parent/Guardian Survey, 70.8% of families indicated that If their child's school is open, they would plan to send them to school. So using that number as a benchmark, any school that can accommodate more than 70% of the 2019-2020 enrollment is shaded in green; schools that can accommodate between 60-70% are shaded in yellow; and schools that can accommodate less than 60% are shaded in red.

If demand for the in-person model exceeds capacity at a given school, we will implement the lottery process as described on pages 10-11.

[1] *Illustration from the Harvard School of Public Health "Healthy Buildings" report.*

Student Capacity Per School

As an example, the Bailey Elementary School had 481 students enrolled last school year. There are 21 conventional classrooms that can fit an average of 12 students per room following new social distancing protocols (252 total students). Additionally, there are three breakout rooms that can fit an average of five students (15 total students). So, the Bailey's adjusted capacity is 267, or roughly 56% of what its enrollment was in 2019-2020. A full breakdown of the number of classrooms and labs/breakout rooms in each building can be found here.

School	2019/2020 Enrollment	Total Estimated Student Capacity Per School at 6' Distancing	% of SY19/20 Enrollment That Can Be On Campus w/ 6' Social Distancing
Adult Ed			
Bailey	481	267	**55.51%**
Bartlett	486	352	**72.43%**
Butler	566	272	**48.06%**
Cardinal O'Connell	119	58	**48.74%**
Daley	690	370	**53.62%**
Day School	55	0	**0.00%**
Greenhalge	496	294	**59.27%**
Laura Lee	26	24	**92.31%**
Leblanc	30	105	**350.00%**
Malloy	62	77	**124.19%**
Lincoln	504	340	**67.46%**
LHS	3004	2158	**71.84%**

Student Capacity Per School

School	2019/2020 Enrollment	Total Estimated Student Capacity Per School at 6' Distancing	% of SY19/20 Enrollment That Can Be On Campus w/ 6' Social Distancing
McAuliffe	505	300	**59.41%**
McAvinnue	488	375	**76.84%**
Moody	237	165	**69.62%**
Morey	507	312	**61.54%**
Murkland	496	303	**61.09%**
Pawtucketville	504	387	**76.79%**
Pyne /Arts	519	414	**79.77%**
Reilly	494	297	**60.12%**
Riverside	46	56	**121.74%**
Robinson	665	977	**149.92%**
Shaughnessy	486	285	**58.64%**
Stem Academy	845	531	**62.84%**
Stoklosa	670	384	**57.31%**
Sullivan	682	377	**55.28%**
Wang	710	380	**53.52%**
Washington	254	231	**90.94%**
TOTALS	**14627**	**10091**	**68.99%**

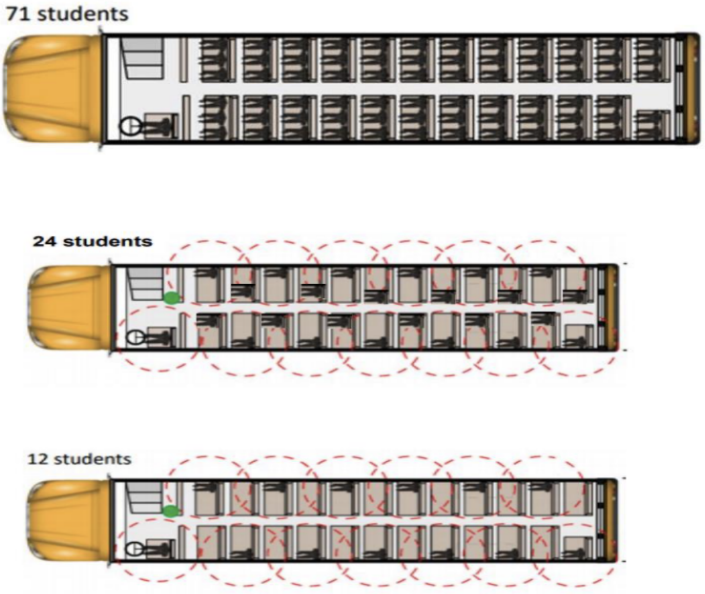
Transportation

Transportation is typically available for LPS students in grades K-8 - approximately 7,100 Lowell students (about 5,500 from LPS) utilized transportation services during the 2019-2020 school year. This fall, we are encouraging students to walk or drive to school rather than take a school bus, in order to maximize safety and minimize exposure to other students on the way to and from school each day. School bus transportation will be available for those with no other means of getting to school.

In 2019-2020, 66 buses were used for general transportation. These buses could hold up to 52 middle school students or 77 elementary school students.

With current CDC guidelines in place, only 25 would be able to ride a bus, which means we would need approximately 180 buses. We simply cannot acquire that many buses.

The following illustration shows what various distancing scenarios looks like on a bus:



Process of Requesting Transportation

- Once transportation capacity numbers have been determined, LPS will begin the process of assigning available seats to students who have selected and been assigned for in-person learning and have indicated they need transportation.

- If students attend a school outside of the walk zone designated by school policy and state law, they may have to choose family-provided transportation or opt to transfer to a school within walkable distance to their home.

- If demand for transportation exceeds the number of available seats, LPS will conduct a lottery for available seats using a weighted formula which accounts for legal rights of protected student populations and equity considerations. Examples of Weighting Considerations:
    - Students with Individualized Education Plans (IEPs)
    - Students identified with a 504 Plan (for learning related accommodations)
    - Students identified for McKinney Vento services
    - Students identified as English Learners (ELs)
    - Students in entry grades of each level (K-2; 5th grade; 9th grade)
    - Families who have more than one child enrolled in Lowell Public Schools
    - Students of Lowell Public Schools personnel

Face Coverings

Masks or face coverings are mandatory for all staff. Masks are also mandatory for students in all grade levels, preschool through grade 12.

Student masks will be provided by families, although masks will be available for students if they do not have them. Face shields may be used for students who are unable to wear masks due to medical, behavioral, or sensory issues.

Personal Protective Equipment & Cleaning Supplies

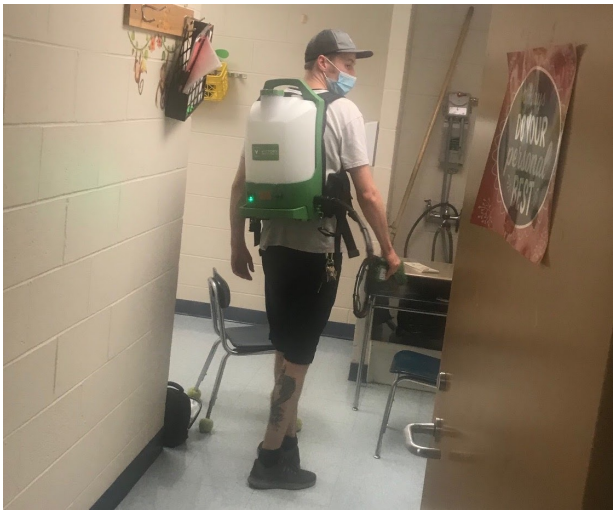
Personal protective equipment and cleaning supplies for each of our schools will be secured, including:

- Hand sanitizer
- Hand washing
- Sanitizing wipes
- Masks
- Gowns
- Face shields
- Gloves
- Fogging schedule within building/classrooms (already acquired fogger for each school)

This represents a significant cost for the district, but one that is necessary in order to safely operate our schools.

Sanitizing & Disinfecting Our Buildings

Our custodial staff will continue deploying additional disinfecting treatments in our buildings, such as using a disinfecting fogging/sprayer machines (pictured here).



The chart below provides details as to how often high touch surfaces (like door handles) will be cleaned, in addition to furniture and other items found in classrooms.

Cleaning Frequency	Examples
Daily	• Classroom desks, tables, and chairs • Shared spaces
Multiple times per day	• Door handles • Light switches • Handrails • Sink handles • Restroom surfaces • Cafeteria surfaces • Elevator buttons
Between uses	• Toys, games, art supplies, instructional materials • Keyboards, phones, printers, copy machines • Seats on bus

Revised School Calendar for 2020-2021

Given the unique set of circumstances districts across Massachusetts are facing as we head back to school, the state has authorized districts to push the start date of the school year back by two weeks in order to provide staff with professional development opportunities, as well as additional preparation time to accommodate changes due to COVID-19. The following is a revised school calendar with staff returning on August 31 and students in grades 1-12 starting on September 17.

Monday, August 31, 2020	Staff Return to School to Begin 10 days of Professional Development
Friday, September 4, 2020	No School Labor Day Recess
Monday, September 7, 2020 *	No School – Labor Day
Thursday, September 17, 2020	First Day of School – Grades 1-12
Friday, September 18, 2020	First Day of School – Pre-Kindergarten & Kindergarten
Wednesday, October 7, 2020	**Wednesday - ½ Day Early Release for grades PreK-12**
Monday, October 12, 2020 *	No School – Columbus Day
Tuesday, November 3, 2020	No School for Students -Election Day -Professional Day for Staff
Wednesday, November 11, 2020 *	No School - Veterans' Day Observed
Wednesday, November 25, 2020	**Early Dismissal – Thanksgiving Recess**
Thursday, November 26, 2020 *	No School - Thanksgiving Day
Friday, November 27, 2020 *	No School – Thanksgiving Recess
Monday, November 30, 2020	Schools Re-Open
Wednesday, December 9, 2020	**Wednesday -½ Day Early Release for grades PreK-12**
Wednesday, December 23, 2020	Holiday Vacation Begins at the Close of Day
Thursday, December 24, 2020 *	Christmas Eve
Friday, December 25, 2020 *	Christmas Day [Holiday Break: Thursday, December 24th – Friday, January 1, 2021]

*** Central Administration, Family Resource Center will be closed in observance of a holiday**

Revised School Calendar for 2020-2021

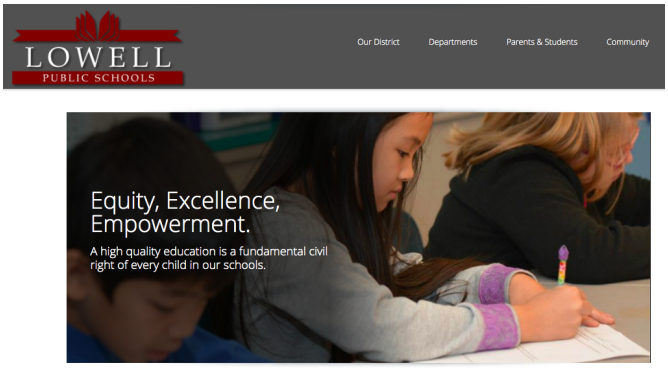
Friday, January 1, 2021*	New Year's Day
Monday, January 4, 2021	Schools Re-Open
Wednesday, January 13, 2021	**Wednesday - ½ Day Early Release for grades PreK-12**
Monday, January 18, 2021 *	No School – Martin Luther King, Jr. Day
Wednesday, February 10, 2021	**Wednesday - ½ Day Early Release for grades PreK-12**
Friday, February 12, 2021	Mid-Winter Vacation Begins at the Close of School
Monday, February 15, 2021 *	President's Day -[Mid-Winter Vacation: Monday, February 15 – Friday, February 19, 2021]
Monday, February 22, 2021	Monday - Schools Re-Open
Wednesday, March 10, 2021	**Wednesday - ½ Day Early Release for grades PreK-12**
Friday, April 2, 2021 *	No School – Good Friday
Friday, April 16, 2021	Spring Vacation Begins at the Close of School
Monday, April 19, 2021 *	Patriot's Day - [Spring Break: Monday, April 19th – Friday, April 23, 2021]
Monday, April 26, 2021	Schools Re-Open
Wednesday, May 12, 2021	**Wednesday - ½ Day Early Release for grades PreK-12**
Monday, May 31, 2021 *	No School – Memorial Day
June 2021 **(TBD)** Will be on the last day of School	**TBD- ½ Day Early Release for grades PreK-12**
Wednesday, June 16, 2021	170th School Day
Wednesday, June 23, 2021	175th School Day [Includes five (5) Snow Days]

*** Central Administration, Family Resource Center will be closed in observance of a holiday**

Additional Resources

Stay Connected

Families are encouraged to stay up-to-date with the latest school information by visiting the district website, following the district Facebook and Twitter pages, and by making sure your contact information is up-to-date so you can receive phone calls and email notifications from LPS.



Family Resource Center

Families may contact our Family Resource Center (FRC) with any questions or concerns.

- Family Resource Center 978-674-4321 (English)
- Family Resource Center 978-674-2073 (Khmer)
- Family Resource Center 978-674-2072 (Spanish)

The FRC website is: www.lowell.k12.ma.us/frc. Families may also submit questions using our online form. Please do not submit your preference for the 2020-2021 school year using this form. This form is for inquiries only.

Special Education Services

LPS is committed to providing students with disabilities access to curriculum and general education programs. Special education support and services should not be viewed as a separate model, but instead as part of the continuum of supports, services and interventions created to ensure that the educational environment is responsive to the diverse learning needs of all students. Working together staff can ensure equal opportunity, full participation and increased outcomes for all learners, including students with disabilities.

Families can reach the Special Education department by calling 978-674-4322.

Central Office Bilingual Family Liaison Team

If families of English learner students have any questions or concerns, they can contact the Bilingual Family Liaison team for support. To contact the team, please reach out to Vannak Khin or contact a Bilingual Family Liaison directly via email. You may also call the Family Resource Center to connect with the Bilingual Family Liaison team at 978-674-4321.

Vannak Khin **Bilingual Family Liaison Lead** vkhin@lowell.k12.ma.us	**Katerynne Patino** **Bilingual Family Liaison - Spanish** kpatino@lowell.k12.ma.us	**Navey Nuon** **Bilingual Family Liaison - Khmer** nnuon@lowell.k12.ma.us
	Carmen Fontes **Bilingual Family Liaison - Portuguese** cfontes@lowell.k12.ma.us	**Patron Yemery** **Bilingual Family Liaison - Swahili, French** pyemery@lowell.k12.ma.us

We speak your language! We have resources to communicate with you in your language.

¡Hablamos tu idioma! Tenemos recursos para comunicarnos con usted en su idioma.

Nós falamos sua língua! Temos recursos para se comunicar com você no seu idioma.

เรามีสามารถพูดภาษาของคุณ! เรามีทรัพยากรในการสื่อสารกับคุณในภาษาของคุณ

Chúng tôi có thể nói tiếng Việt! Chúng tôi có tài nguyên để nói tiếng Việt với bạn

يمكننا التحدث بالعربية يمكننا التحدث باللغة العربية مع مواردنا

Tunaweza kuongea kiswahili! Tunaweza kuwasiliana nawe kwa lugha yako

ພວກເຮົາສາມາດເວົ້າພາສາລາວ! ພວກເຮົາມີຊັບພະຍາກອນທີ່ຈະເວົ້າກັບທ່ານເປັນພາສາລາວ!

Lowell Public Schools - Language Services

We can help you in your language!

If you want to call your school, the Family Resource Center, or the central office, here is how you can get help in your language.

STEP 1: Call Us!
School - Use the School Directory List
Family Resource Center - 978-674-4321
Central Office - 978-674-4320

STEP 2: Leave your information!
Please tell us your information, such as:
Your Language
Your Phone Number
Your Name
Your Student's Name
Your Student's ID Number

STEP 3: We will call you back!
We will use our Language Line interpreters to call you back in your language.

McKinney-Vento

The McKinney-Vento Act covers children and youth who don't have a fixed, adequate, and regular nighttime residence, including living:

- in a shelter
- in a motel, hotel, or campground
- in a car, bus, or train station, or some other inadequate accommodations OR
- with other people due to loss of housing, economic hardship or similar reason (also known as doubled up)
- This includes migrant and unaccompanied youth living in any of the above situations

Who are unaccompanied youth?
Youth who are out of physical custody of a parent or legal guardian and lack fixed, regular, and adequate housing have all the rights of other homeless students.

Frequently Asked Questions

We live with another family. We cannot provide the required proof of address. What can we do?

- If you are living with a Lowell resident, you will need to complete a third party affidavit. Both of you (child's parent/guardian and the Lowell resident with whom you are living) must fill out the form and have it notarized. The Lowell resident will need to have a photo id and a current utility bill. The Family Resource Center has a Notary Public on staff.

I live in a shelter. I want to enroll my child in school and do not have all the required documents.

- Families who are identified under McKinney-Vento do not need to have any documents to start registration. The Family Resource Center will enroll your child and our McKinney-Vento Family Specialists will help you obtain the missing documents.

My family qualifies for McKinney-Vento services. Will my child receive free lunch?

- All children in the Lowell Public Schools receive free breakfast and lunch.

We recently lost our home due to a fire. Can you help me?

- Yes. The Family Resource Center has McKinney-Vento Family Specialists on hand to help families who have lost their homes due to fire, eviction, domestic violence, unemployment, etc.

If we are placed in a new shelter, does my child need to change schools?

- No. Your child is entitled to remain in their "school of origin." The school of origin is the school the child was attending when the family became homeless.

For further questions regarding McKinney-Vento, please call 978-674-4321.

Military Interstate Children's Compact Commission

The Military Interstate Children's Compact Commission (MIC3) is designed to help children of military families deal with the transition to a new school district due to a parent's reassignment or deployment. Families must be provided the opportunity to self-report. Children are eligible under MIC3 if they fall into 1 of 3 categories:

- Child of active duty member
- Child of member who died on active duty
- Child of members or veterans who are medically discharged or retired within the last year, or within 1 year

Families must self-report to the school district. At the time of enrollment, families are provided a questionnaire asking if they fall in one of the above categories. The form is also available here.

For more information on rights provided to military families under MIC3, please visit: www.mic3.net/ or www.doe.mass.edu/sfs/mic3/.

Questions? Please call the Family Resource Center at 978-674-4321.

Return to School Task Force

Superintendent Boyd formed task forces back on May 26 in an effort to develop scenario plans for three back-to-school options - full, in person; hybrid; and full remote learning. Chief Schools Officer Dr. Linus Guillory and Chief Academic Officer Robin Desmond immediately coordinated with principals to bring teachers, parents, school-based administrators, and Central Office staff together to begin Phase 1 of this important work. Dr. Boyd officially launched the Return to School Task Force on June 2.

Phase 1 Task Force Members

K-8 Convener: Dr. Kate McLaughlin (Morey)
LHS Convener: Dr. Roxane Howe

Full In-Person Subgroup PK-8

Wendy Crocker-Roberge, Pyne Arts Principal (Group Leader)	Anabel DaSilva, Sullivan Teacher
Meredith Kay, Bailey & Daley Parent	Jeff Gwiazda, Mathematics Coordinator
Maria Perez, McAuliffe & Robinson Parent	Christine Adams, Adie Day School Coordinator
Haley King, McAuliffe Teacher	Art Santos, Technology Integration Specialist
Kerryann Coppinger, Shaughnessy Teacher	Carl DeRubeis, Robinson Assistant Principal
Molly Kelly-Muon, Butler Teacher & UTL Middle School Vice President	Jeffrey Pickette, Community Outreach Specialist

Full In-Person Subgroup LHS

Angela Lawler-Brennan, Student Support Specialist (Group Leader)	Meghan Tesini
Nate Kraft	Boyd Bertrand
Amanda Ernst	Jessica Daviso
Alsion Montemurro	Colleen Winn
Margaret Kennedy	Maria Vejar
Patricia Adams	Dorian Popescu
Charles Bolianites	Kathy Doughty, LHS Parent

Hybrid Subgroup PK-8

Liam Skinner, Daley Principal (Group Leader)	Christina Pappalardo, Butler Teacher
Beth Gaspar, Lincoln & Daley Parent	Melissa Newell, ELA Coordinator
Vuoch Sabandith, Reilly & Sullivan Parent	Michael Lovato, Special Education Director
Lisa Hogan, Cardinal Teacher	Vero Roberts, Technology Integration Specialist
Tricia Pappathan, Moody Teacher	Colleen Parrington, Washington Teacher
Rachel Crawford, Bartlett Teacher	Ann Whitney, Academic Coach

Hybrid Subgroup LHS

Dr. Stephanie Selvaggio, Science Chair (Group Leader)	Sharon Bisantz, Leblanc Teacher
Scott Ouellet	Allyson Carbone
Amanda Perrin	Wayne Taylor
Cailin Stearns	Suzanne Riley
Robert DeLossa	Megan O'Loughlin, Career Academy Coordinator
Bopha Boutselis	Sherley Blood Thom
Emily Steinberg	Stacy Nelson, LHS Parent

Full Remote Learning Subgroup PK-8

Dr. Matt Stahl, Wang Principal (Group Leader)	Kerien Driscoll, STEM Academy Teacher
Zeilika Henry, Murkland Parent	Elaine Santelmann, Science Coordinator
Nancy Gomez, Laura Lee & Washington Parent	David Anderson, McAuliffe Principal
Beth Welch, Reilly Teacher	Kara Wilkins, Technology Integration Specialist
Cheryl Pollard, Stoklosa Teacher	Donna Maluccio, Assistant Special Education Director
Susan Uvanni, Morey Teacher & UTL Elementary Vice President	Katie Mahoney, Wang Teacher

Full Remote Learning Subgroup LHS

Dr. Libby Often, Mathematics Chair (Group Leader)	Marcia Fernsten
Liz Gilrealth, LHS Parent	Ari Sullivan
Barbara Beaton	Tricia Gabor
Robin Boots	Malinda Pires
Gina Martel	Amy Woo
Stephen Gervais	Donna Newcomb
Thomas Heywosz	Jaya Sinha
Deanna Stanford	

The Phase 1 framework for our three scenarios was completed by early July. Concurrently, LPS conducted a two-part survey of parents to ascertain their preferences and concerns about returning to school in the fall, as well as to reflect on the learning during our emergency closure in Spring 2020. Based on how the families responded, and what the Phase 1 subgroups recommended for further study, we entered Phase 2 planning with 14 district-based subgroups and a planning group for every individual school (with LHS having more than one subgroup based on the size of the school). All staff and School Site Council parents who responded to the invitation to participate were placed on a subgroup which was one of their top three choices.

Health Protocols

Subgroup Leader: Jason McCrevan, Washington Principal (Group Leader)	Christine Adams, Adie Day School Coordinator
Michelle Vicente, Special Education Nurse	Bopha Boutselis, LHS Teacher
Beth Moffett, Nurse Manager, Lowell Health Department	Nancy Gomez, Washington & Laura Lee Parent
Molly Kelley-Muon, Butler Teacher & UTL Middle School Vice President	Lea Foley, Special Education Nurse
Kimberly Vespo Tower, McAvinnue Teacher	Brigette Beauchesne, LHS Teacher
Kerry Marshall, Pawtucketville Teacher	

PK-8 Science and Social Studies

Elaine Santelmann, Science & Social Studies Coordinator (Group Leader)	Amanda Paquette, Greenhalge Teacher
Charlene Wooster, McAvinnue Teacher	Rebecca Cox, Stoklosa Teacher
Anabel DaSilva, Sullivan Teacher	Carl Foss, Bartlett Teacher
Erin Hebert, Pyne Arts Teacher	Patti Adams, LHS Teacher & IDEA Camp Coordinator
Ann Whitney, Academic Coach	

PK-8 Literacy

Melissa Newell, ELA Coordinator (Group Leader)	Bridget McNulty Davila, Butler Teacher
Cheryl Pollard, Stoklosa Teacher	Susan Uvanni, Morey Teacher & UTL Elementary Vice President
Katie Mahoney, Wang Teacher	Cate Hugo, Washington Literacy Specialist
Sue Rabias, Shaughnessy Literacy Specialist	Heather DeLucia, Bailey Teacher
Maghan Hickok, Bartlett Literacy Specialist	Katie Larocque, Morey Teacher
Siobhan McKenna, Robinson Teacher	

PK-8 Math

Jeff Gwiazda, Math Coordinator (Group Leader)	Melissa Alonardo, STEM Academy Teacher
Matt Santy, Wang Assistant Principal	Erin Costello, Stoklosa Tutor
Christina Pappalardo, Butler Teacher	Ann Early, Butler Teacher
Bethanne Welch, Reilly Teacher	Dr. Libby Often, LHS Mathematics Chair
Kerry Marshall, Pawtucketville Teacher	Ellen Conklin, Shaughnessy Teacher
Amy Guerreiro, Butler Teacher	Fernanda Lopes, Butler Math Resource Teacher
Barbara Smith, Murkland Teacher	

ESL

Dr. Phala Chea, ESL Coordinator (Group Leader)	Elaine Williamson, Greenhalge Teacher
Sean Carabatsos, Reilly Principal (Group Leader)	Marcia Fernsten, LHS Teacher
Kara Wilkins, Technology Integration Specialist (Group Leader)	Melinda Kellett, Greenhalge Teacher
Tricia Pappathan, Moody Teacher	Stephen Gervais, LHS EL/World Language Chair
Vannak Theng, Robinson Teacher	Gordon Halm, Community Representative & Parent
John Rolfe, STEM Academy Teacher	Audrey Levin, McAuliffe Teacher
Teresa Morrison, Pawtucketville Teacher	Katerynne Patino, Parent Liaison
Amy Woo, LHS Teacher	Julie Peal, McAuliffe Teacher

Technology (Ongoing since March)

K.C. Nelson, IT Coordinator (Group Leader)	Dr. Matt Stahl, Wang Principal
Michael Hoppe, Help Desk Coordinator	Malinda Pires, LHS Instructional Specialist
David Nehme, Technology Support Liaison	Robin Desmond, Chief Academic Officer
Sean Carabastos, Reilly Principal	Dr. Roxane Howe, LHS Discipline & Operations Specialist
Dr. Mathew McLean, Pawtucketville Principal	Carolyn Rocheleau, Special Programs Coordinator
Teresa Soares-Pena, Butler Principal	Kara Wilkins, Technology Integration Specialist

Special Education

Dr. Matt Stahl, Wang Principal (Group Leader)	Donna Newcomb, LHS Teacher
Michael Lovato, Special Education Director	Christina Welch, Wang Teacher
Lisa Simpson, Morey Teacher	Lisa Morgan, Wang Teacher
Colleen Parrington, Washington Teacher	Deena Meli, ETC
Paula Peters, Laura Lee Coordinator	Debra Janas, Speech Language Pathologist
Michelle Rhoads, Robinson Teacher	Carolyn Cuneo, Leblanc Coordinator
Casey Bettencourt, Adie Day School Teacher	Nicole Fox, Washington Parent
Allyson Carbone, LHS Special Education Chair	Crystal Mello, Adie Day School Parent
Lori Conlon, Greenhalge Teacher	Karen Walton, Shaughnessy Teacher
Hayley Blatus, Adie Day School Paraprofessional	Alison Gervais, Pyne Arts Teacher
Laura Katz, Washington Teacher	Barbara Beaton, LHS Teacher
Phakdey Yous, School Psychologist	

Enrollment, Assignment & Transportation

Dr. Rebecca Duda, FRC Coordinator (Group Leader)	Scott Ouellet, LHS Teacher
John Descoteaux, Transportation Director	Tara Oslan, McAuliffe & Wang Parent
Kristen Crotty, STEM Academy Teacher	Abby Phillips, Greenhalge Parent
Donna Maluccio, Asst. Special Education Director	Elizabeth Kulesza, Greenhalge Teacher
Stephen Gervais, LHS ESL/Foreign Language Chair	

Facilities Planning & Infrastructure Assessment

Ginger Coleman, Lincoln Principal (Group Leader)	Abbie Garcia, Bailey Teacher
Dr. Greg Passeri, Shaughnessy Principal (Group Leader)	Alison Montemurro, LHS Teacher
Rick Underwood, Operations & Maintenance Director	Margaret Kennedy, LHS Teacher
Paul St. Cyr, Facilities Manager	Ray Lafortune, Morey Senior Custodian
Dennis Ferreira, Wang Senior Custodian	Tina Novo, Wang Parent
Michael Sheehan, LHS Senior Custodian	Jessica Williams, Lincoln Teacher
Carl DeRubeis, Robinson Assistant Principal	Susan Brassard, LHS Teacher
Sharon Perry, Lincoln Teacher	

Communications to Families

Jeffrey Pickette, Community Outreach Specialist (Group Leader)	Rachel Crawford, Bartlett Teacher
John Overton, District Webmaster	Wendy Zyla, Adie Day School Admin. Assistant
Vannak Khin, Parent Liaison Coordinator	Robert DeLossa, LHS Social Studies Chair
Meredith Kay, Bailey & Daley Parent	Joseph Alcaraz, McAvinnue Assistant Principal
Dr. Jeff Wilson, Reilly Parent	Dr. Jennifer Scarpati, Greenhalge Principal
Lisa Caten, Bailey & Daley Parent	

Social Emotional Learning & Responding to Student Trauma

Mike Domina, McAvinnue Principal (Group Leader)	Rachel Margaglione, Lincoln Teacher
Frank Vicente, Lincoln Assistant Principal (Group Leader)	Greg Pastrick, LHS Teacher
Amanda Delworth, Bailey Social Worker	Dr. Kimberlee Henry, STEM Academy Principal
Jen Beland, Lincoln Social Worker	Yvette Cheeks, LHS Mediation Coordinator
Debbie Costello, Robinson Social Worker	Abraham Osario, District Climate Specialist
Lyndsey Killilea, SEL Coordinator	Christa Murphy, Bartlett Teacher
Mary Payne, Student Support Specialist	Renee Espinola, Shaughessy Social Worker
Petra Farias, LHS Student Support Specialist	Katie Jones, Cardinal Parent
Dr. Stephanie Selvaggio, LHS Science Chair	Pete Sylvain, Murkland Parent
Kate Burgess-MacIntosh, McAvinnue Teacher	Rithy Uong, LHS Guidance Counselor
Kelly Leary, Stoklosa Teacher	Carla Correa, LHS Social Worker
Sarah Brooks, Sullivan Social Worker	Amy Ventre, STEM Academy Social Worker

Individual School Planning

Elementary Leaders: David Anderson (McAuliffe) & Kevin Andriolo (Murkland)
K-8 & Middle School Leaders: Wendy Crocker-Roberge (Pyne Arts) & Liam Skinner (Daley)
LHS Leaders: Dr. Roxane Howe, Dr. Stephanie Selvaggio, Dr. Libby Often, & Angela Lawler-Brennan

Assessment, Grading, and Reporting to Parents

Abbie Anderson, Director of Research and Accountability (Group Leader)	Dr. Libby Often, LHS Mathematics Coordinator
Kerien Driscoll, STEM Academy Teacher (Group Leader)	Rob DeLossa, LHS Social Studies Chair
Susan MacLeod, Robinson Instructional Specialist	Maria Perez, McAuliffe & Robinson Parent
Jeff Todd, Daley Teacher	Rebecca Starcevic, Pyne Arts Parent
Peter Holtz, Bartlett Principal	Diane Cahill-Zdon, Washington Teacher
Katie Urbine, Pyne Arts Teacher	Megan Tesini, LHS Teacher

LHS 9-12 Curriculum & Assessment

Mike Fiato, LHS Head of School (Group Leader)	Dr. Roxane Howe, Business/Culinary Chair
Dr. Libby Often, Mathematics Chair	Stephen Gervais, EL/World Language Chair
Dr. Stephanie Selvaggio, Science Chair	Allyson Carbone, Special Education Chair
Robert DeLossa, Social Studies Chair	Dave Lezenski, Physical Education Chair
Suzanne Keefe, ELA Chair	Jessica Daviso, Fine Arts Chair

Early Childhood

Lisa Van Thiel, Early Childhood Coordinator (Group Leader)	Sarah Bowlen, Murkland Teacher
Lisa Tenczar, Cardinal Teacher (Group Leader)	Brianne LeMay, Murkland Teacher
Keliann Woodlock, Morey Assistant Principal	Beth Gaspar, Lincoln & Daley Parent
Jen Stack, Bartlett Teacher	Hannah Donovan, Cardinal Teacher
Kerryann Coppinger, Shaughnessy Teacher	Tricia Dolan, Lincoln Teacher
Erin Hillman, Morey Teacher	Sue McCoy, Washington Teacher
Lynn McKelvie, Morey Teacher	Kelly Ash, Cardinal Paraprofessional
Shelagh Gallagher, Moody Teacher	Shannon Green, Shaughnessy Teacher
Karen Tyros, Adie Day School Teacher	Lisa Hogan, Cardinal Teacher

Additionally, the convener and/or the superintendent's cabinet consulted with the following people to include their areas of expertise:

Heather Ganley, Attendance Supervisor
Sharon Lagasse, General Manager, Aramark
Alysia Spooner-Gomez, Food Service Manager, Aramark
Dr. James Hall, Chief Operating Officer
Billie Jo Turner, Chief Financial Officer
Kerry Kearns, Deputy Chief Financial Officer

School Assignment Policy 2020-21 Addendum FILE: JCA

I. Overview

a. For the 2020-21 school year, due to COVID-19 related safety-requirements, Lowell Public Schools will operate two (2) full time school models - an in-person model and a remote learning model.

b. Lowell Public Schools students in grades 1-12 will attend the school to which they were assigned in the 2019-20 school year and engage in a remote learning platform for the 2020-21 school year. Students who were in grade 4 in 2019-20 will be considered students in the middle school to which their grade 4 school feeds.

c. The District recognizes that some families may prefer in-person instruction for their children. There will be opportunities available for in-person instruction under this policy based on the capacity that has been assessed for each school building and grade levels within the school building.

d. This policy addendum is for the 2020-21 school year only.

II. Kindergarten

This section of the policy will discuss how kindergarten placements will be determined in the 2020-21 school year.

a. Kindergarten: Lottery

Families who pre-registered their child for kindergarten between May 26th-June 30th (noon) were entered into the kindergarten lottery. Families who secured a seat through the lottery will be eligible to attend that school in the ***2021-22*** school year.

b. Kindergarten: School Assignment 2020-21 due to COVID-19 Safety Requirements

Due to COVID-19 safety and health requirements, there will be limited in-person enrollment. During the 2020-21 school year, all kindergarten students will be assigned to the school closest in distance to their home for the following reasons: equitable access to options, transportation limitations and safety. This will help to ensure that families have the same access to options and avoid online from becoming the default option for families who do not have or cannot afford their own means of transportation. It also eliminates time on the bus and reducing long travel times decreases safety and health risks.

The school closest to a family's home will be assigned by the Transportation Office. Street listings would be posted along with schools attached to those streets. This

assignment will be for one (1) year only, and will only apply to incoming Kindergarteners.

For incoming Kindergarten students who have older siblings in the school for which they secured a seat through the lottery, they will have the choice of selecting the school where their sibling is located or selecting the assigned school closest to them for the 2020-21 school year. Additionally, families may opt to submit a transfer request for the older sibling to attend the school that the Kindergarten sibling has been assigned to as the closest school to their home. Transfers for this circumstance are still subject to availability of space within the school (See section III D).

III. In-person Instruction

Families who wish to attend their school for in-person instruction (defined as the regular school hours of their school, 5 days per week) will be afforded the opportunity to do so by affirmatively selecting this option and receiving an in-person seat assignment by the Family Resource Center. This part of the policy will outline the processes for selecting in-person instruction.

a. In-person Instruction: District Application

The District will make available to families an application for those who wish to select in-person instruction for their child(ren). The application will be posted on the district's website and social media. It will also be sent to parents of currently enrolled students through email. The information gathered from this application will be used in running the lottery, should there be a need to lottery available seats for in-person instruction.

b. In-person Instruction: Health and Safety

The availability of in-person instruction and the district's in-person health and safety implementation guidelines will be determined and continually assessed using up-to-date data and guidelines provided by the Centers for Disease Control (CDC), Department of Elementary and Secondary Education (DESE), the Massachusetts Department of Health and the Lowell Department of Health.

When families select in-person instruction, they agree to and understand the health and safety expectations as outlined by the district including but not limited to wearing a mask and abiding by social distance guidelines.

c. In-person Instruction: Lottery

Schools will have reduced capacity during the 2020-21 school year due to social distancing guidelines. If the number of family requests for in-person instruction exceeds the number of seats available, a lottery will be held to fill all available seats.

To ensure compliance with federal and state laws and to fulfill the district's commitment to equity and access, seats will be filled utilizing a weighted formula.

Weighting Criteria

- Students with Individualized Education Plans (IEPs)
- Students identified with a 504 Plan (for learning related accommodations)
- Students identified for McKinney Vento services
- Students identified as English Learners (ELs)
- Students in entry grades of each level (K-2; 5th grade; 9th grade)
- Families who have more than one child enrolled in Lowell Public Schools
- Students of Lowell Public Schools personnel

Criteria will be assigned weights through guidelines which will be published prior to the lottery and developed by a cross-departmental team and reviewed by staff counsel.

Available seats for in-person instruction will be assigned based on a lottery using weighted criteria that will take place each month during the 2020-21 school year.

d. In-person Instruction: Transportation

In order to mitigate safety and health concerns, families who opt for in-person learning may be responsible for providing transportation to and from their child's school. Some transportation seats may be available; however, due to limited seats, a lottery will be conducted for the assignment of available seats.

The lottery weights will follow the priorities outlined for the school assignment lottery:

- Students with Individualized Education Plans (IEPs)
- Students identified with a 504 Plan (for learning related accommodations)
- Students identified for McKinney Vento services
- Students identified as English Learners (ELs)
- Students in entry grades of each level (K-2; 5th grade; 9th grade)
- Families who have more than one child enrolled in Lowell Public Schools
- Students of Lowell Public Schools personnel

While we continue to work to reduce risks of exposure during busing, we will only provide busing to students which we are legally required to transport, i.e.K-6 students who are assigned to schools 2 miles or more from their residence as determined by the Transportation Office.

Furthermore, per the guidelines of state and federal law, transportation will be available for those individual students who qualify for transportation e.g. Special Education, 504s, or McKinney-Vento.

e. In-person Instruction: Transfer Due to Lack of Transportation

Families who prefer an in-person learning seat at a school within walking distance to their home - as defined by a school within two miles of their residence as determined by the Transportation Office - may make a transfer request to this school for consideration. The transfer should be requested prior to the lottery for in-person seats. The student will be assigned to that school provided that there are no students on the waitlist for that grade. Families who are granted a transfer under these circumstances understand that this is a one year only placement.

f. In-person Instruction: Transfer Request

If a family decides that they would prefer online instruction after securing a seat in the lottery, they may choose this option and their seat will be given to the next person on the waitlist. Once a student has begun attending school in-person, they must request a transfer to remote learning and wait to be assigned a transfer approval and starting date. Transfers will be reviewed and approved regularly, and the issuance of a new assignment will be determined by the Family Resource Center.

g. In-person Instruction: Illness and Absence

If a student must quarantine due to COVID, their seat will be held for one (1) month until they return. If the student chooses to continue with online learning at the end of their quarantine period, they may do so and their in-person seat will become available for another student.

If a family secures a seat for in-person learning through the lottery and the child has chronic absenteeism as defined by the Attendance Office, they will forfeit their seat and resume their schooling through the online platform and their in-person seat will become available for another student.

h. In-person Instruction: Timeline

August 19: Survey made public so families may opt into in person instruction.
August 27: Survey closes
September 4: Lottery held for in person instruction
September 4 - School Opening: Families notified

i. In-person Instruction: Appeals Process

If a family requests a different placement based on an extenuating health or safety reason or a change in family circumstances resulting in the need for a different placement, they can submit an appeal to the office of the Chief Equity Officer. The Chief

Equity Officer has been designated by the Superintendent to hear all appeals and make all decisions. There is no further appeal.

IV. Transfers

This section of the policy will discuss transfer situations which are not related to the above section (In-person instruction)

a. Transfers: Change of Address

If a family moves and their new address is now out of zone, they must select a new school. When they move and select a new school, a family will be provided the opportunity to complete a survey if they would like in-person instruction. Their request for in-person instruction will follow the guidelines as outlined above.

b. Transfers: Waitlist

Students who were placed on the waitlist during the 2019-20 school year will remain on the waitlist until the following school year (2021-22). The only students who will be moved from the waitlist, if there is space availability, during the current school year, will be siblings.

c. Transfers: General requests

Under the current school assignment policy, families may request transfers from one school to another for various reasons. Families are allowed one of these transfer requests per year. **No general transfer requests will be honored during the 2020-21 school year.** The only transfer requests honored during the current school year will be those as related to in-person instruction (see above).

V. Students new to the district

a. Students who move into the District after the start of the school year will be afforded the same opportunities as those already enrolled in the District. They will be immediately enrolled into remote learning and then will have the opportunity to select in-person instruction as those students already enrolled in the District. At the time of enrollment they will be allowed to complete the application for in person instruction and their name will be part of the monthly lottery for in-person instruction seats.

VI. Preschool School

This part of the policy will outline the preschool assignment policy for the 2020-21 school year.

a. Families entering children in the preschool lottery will have the opportunity to participate in remote learning.
b. The District recognizes that some families may prefer in-person instruction for their children. There will be opportunities available for in-person instruction based on the capacity of preschool classrooms within our school buildings.
c. This policy is for the 2020 -21-school year only.
d. Returning and new students: with Individualized Education Programs (IEPs) will have the opportunity to determine preference for in-person or remote learning.

VII. Preschool Lottery Assignment

a. Pre-registered students will be assigned to one of their selected schools based on available space and randomly assigned lottery numbers from lowest to highest.
b. Families must confirm acceptance of preschool school assignment within 72 hours.
c. At time of acceptance, please select your preference for either in person learning or remote learning.
d. The District recognizes that some families may prefer in-person instruction for their children. In-person instruction under this policy is based on lottery number and building capacity.

VIII. Preschool--in-person instruction

a. Priority will be given to families that took part in the lottery process and have requested to be included on the waitlist.
b. The following considerations for additional in-person seats will then be used based on date registered:

- Students with Individualized Education Plans (IEPs) in order to ensure access to required services and special education educators. Classroom placements are made in accordance with IEPs.
- Students identified with a 504 Plan (for learning related accommodations)
- Students identified for McKinney Vento services
- Students identified as Dual Language Learners
- Students in entry grades of each level (K-2; 5th grade; 9th grade)
- Families who have more than one child enrolled in Lowell Public Schools
- Students of Lowell Public Schools personnel

c. Preschool placements for peer models are only for one year.
d. If a family secures a seat for in-person learning through the lottery and the child does not attend during the first three days of school, the family will be contacted and the student may be unenrolled, and the next student on the waitlist for in-person learning will be called for that seat.

e. If a family secures a seat for in-person learning through the lottery and the child has unexcused absences of more than 10% of the total number of days of school,the family will be provided written notice, the family contacted, and may be unenrolled. If unenrollment occurs, the next student on the waitlist for in-person learning will be called for that seat.
f. If a student must quarantine due to COVID, their in-person seat will be held for the period of one (1) month. Alternatively, a family may choose to move their child to online learning permanently and give up their in-person seat for the remainder of the school year.
g. If a family decides after securing an in-person seat in the lottery wishes to opt out they may consider the on-line options but will forfeit their in person seat. Transfers requests will be reviewed and approved on a monthly basis. Transfer requests based on required quarantine and/or documented health related matters shall be communicated to building principals and forward to the Early Childhood Department.
h. Families who opt for in-person learning will be responsible for providing transportation to and from their child's school. Transportation is only provided to Special Education students Students with 504 Accommodation Plans and McKinney Vento students who are eligible for transportation in accordance with state and federal laws.

VIIII. Preschool: Health and Safety

a. The availability of in-person instruction and the district's in-person health and safety implementation guidelines will be determined and continually assessed using up-to-date data and guidelines provided by the Centers for Disease Control (CDC), Department of Elementary and Secondary Education (DESE), the Massachusetts Department of Health and the Lowell Department of Health. When families select in person instruction, they agree to and understand the health and safety expectations as outlined by the district including but not limited to wearing a mask and abiding by social distance guidelines.