Lowell Public School Committee

Regular Meeting Agenda

Date: August 19, 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.

3.2. Spotlight On Excellence – Summer School Program

Documents:

2020 SPOTLIGHT SUMMER PROGRAMS.PDF
LPS SUMMER PROGRAMS 2020 W_ ENROLLMENT UPDATES.PDF

4. MINUTES

4.1. Approval Of The Minutes Of The Regularly Scheduled Lowell School Committee Meeting Of Wednesday, July 15, 2020

Documents:

LSC MINUTES - JULY 15. 2020.PDF

4.2. Approval Of The Minutes Of The Special Meeting Of The Lowell School Committee Of Thursday, July 16, 2020

Documents:

LSC SPECIAL MEETING MINUTES - JULY 16, 2020.PDF

4.3. Approval Of The Minutes Of The Special Meeting Of The Lowell School Committee Of Thursday, July 23, 2020

Documents:

LSC SPECIAL MEETING MINUTES - JULY 23, 2020.PDF

4.4. Approval Of The Minutes Of The Special Meeting Of The Lowell School Committee Of Wednesday, July 29, 2020

Documents:

LSC SPECIAL MEETING MINUTES - JULY 29, 2020.PDF

4.5. Approval Of The Minutes Of The Special Meeting Of The Lowell School Committee Of Thursday, July 30, 2020

Documents:

LSC SPECIAL MEETING MINUTES - JULY 30, 2020.PDF

4.6. Approval Of The Minutes Of The Special Meeting Of The Lowell School Committee Of Wednesday, August 5, 2020

Documents:

LSC SPECIAL MEETING MINUTES - AUGUST 5, 2020.PDF

4.7. Approval Of The Minutes Of The Special Meeting/Executive Session Of The Lowell School Committee Of Wednesday, August 12, 2020

Documents:

LSC SPECIAL MEETING MINUTES - AUGUST 12, 2020.PDF

4.8. Approval Of The Special Meeting Of The Lowell School Committee Of Wednesday, August 12, 2020

Documents:

1-LSC SPECIAL MEETING MINUTES (2) - AUGUST 12, 2020.PDF

5. PERMISSION TO ENTER

5.1. Permission To Enter: August 19, 2020

Documents:

PERMISSION TO ENTER - AUGUST 19, 2020.PDF

6. MOTIONS

6.1. [By Connie Martin And Jackie Doherty]:

Requesting that the Lowell School Committee vote to assert that Racism is a National Public Health Crisis affecting the health, safety and educational experience and outcomes of all students, especially the majority of students of color in the district. This will require immediate, on-going, and long term responses and action from the Lowell Public Schools to affirm our steadfast commitment to support efforts both nationally and locally aimed at understanding, addressing and dismantling racism in all its forms, from our public schools.

7. REPORTS OF THE SUPERINTENDENT

7.1. School Reopening Update

Documents:

REOPENING PRESENTATION 08 19 20.PPTX (2).PDF

7.2. Facilities Analysis

Documents:

FACILITIES ANALYSIS SC PRESENTATION 8-19-20.PDF

7.3. Personnel Report

Documents:

2020 AUG 10 PERSONNEL REPORT.PDF

8. NEW BUSINESS

8.1. Adoption Of 1/12 Budget For September 2020 In The Amount Of 14,948.596.00

Documents:

BUDGET - SC AUGUST 19, 2020.PDF

8.2. Approval Of UMASS Lowell Research Proposal

Documents:

RESEARCH PROPOSAL.PDF

8.3. Approval To Accept And Expend Allocated FY21 Awards

Documents:

APPROVAL TO ACCEPT ALLOCATED FY21 AWARDS.PDF

9. ADJOURNMENT

LOWELL PUBLIC SCHOOLS

Curriculum, Instruction & Assessment
155 Merrimack Street
Lowell, Massachusetts 01852

Phone: (978) 674-4323
E-mail: rdesmond@lowell.k12.ma.us

Spotlight on Excellence

TO: Dr Joel Boyd, Superintendent of Schools

FROM: Robin Desmond, Chief Academic Officer.

DATE: August 17, 2020

RE: *Spotlight on Excellence*
Lowell Public Schools Summer Programming

The *Spotlight on Excellence* presentation on will feature the 2020 Summer Program offerings. The following is an outline of the presentation:

1. Carolyn Rocheleau, Coordinator for Special Programs, will provide a brief overview of this year's summer offerings and programming and introduce a few of the summer program administrators.
2. Christine Adams, administrator of the summer Special Education program will share the highlights of the summer programs (both in person and remote learning)
3. Lisa Tenczar, administrator of the summer Early Childhood program at the Lincoln School will share her perspective on the in-person programming this summer.

During the summer of 2002, the Lowell Public Schools provided more than 3,000 students access to free in-person, hybrid and remote learning options. <u>This is more than double the number of students served in summer 2019.</u>

Due to the COVID 19 pandemic, options for in-school, in-person learning was targeted to our high need populations. We were able to offer a 4-week special education program, a 6-week program for preschool students, and a 4-week English learning program to students at Lowell High School. In total, nearly 200 students received in-person learning experiences this summer.

We are grateful to the staff, families and students who contributed to the collective success of the summer programming. There was access to sufficient PPE materials and the custodial staff went above and beyond to ensure that classrooms were fogged several times per day.

For our remote learning programs, the summer gave LPS teachers the opportunity to establish their virtual classroom and refine their teaching strategies. Our students had a great time

zooming into live classes with LPS teachers. We were able to offer enriching programming to support both the social emotional and academic needs of our students.

Our popular IDEA Camp was able to take the curriculum on line and offered richly STEAM focused programming to students in grades 5-12. The one-week sessions on coding, microbits, drones, video game design, architect studio and more were enhanced by adding the arts with offerings such as theater and painting with perspective.

For those middle school and high school students that needed to buy back attendance hours or for those who were in need of repeating a core subject, the district teachers worked with the APEX platform to provide the required course materials.

In summary, the summer of 2020 was challenging and rewarding for our students and staff. We are confident that we were able to reach a good percentage of students and we were able to provide a strong model of in-person learning to help inform the district's return to school plan for September.

We thank the School Committee for their support and interest in summer learning and look forward to continued support for all upcoming "out of school time" initiatives.

2020 Lowell Public Schools- Summer School Programs

Program	School	Grades Served	Number of Students	Site Manager	Dates of Program
21stCCLC Summer Program	Morey	K-4	Enrollment: 80	Chris Crowley	June 16--July 24
21stCCLC Summer Program	Shaughnessy	K-4	Enrollment: 78	Sean Rogers	7/6-31
21stCCLC Summer Program	Butler	5-8	Enrollment: 80	Fernanda Lopes	7/6-31
21stCCLC Summer Program	McAuliffe	K-4	Enrollment: 65	Kristin Wade and Carl Bowden	7/6-31
21stCCLC Summer Program	Robinson	5-8	Enrollment: 103	Sue MacLeod	July 6- Aug 14
21stCCLC Summer Program	Sullivan	5-8	Enrollment: 91	Anabel DaSilva	7/6-31
21stCCLC Summer Program	Murkland	K-4	Enrollment: 65	Colleen Brown and Katelyn Walsh	July 6-31
21stCCLC Summer Program	Bartlett	K-4	Enrollment: 52	Kristin Weigold	7/6-31
21stCCLC Summer Program	McAvinnue	K-4	Enrollment: 60	Michelle Wagner and Charlene Wooster	7/6-31
21stCCLC Summer Program	Lincoln	K-4	Enrollment: 57	Jessica Gregoire and Rachael Margaglione	7/6-31

2020 Lowell Public Schools- Summer School Programs

21stCCLC Summer Program	Stoklosa	5-8	Enrollment 75	Kyle Dolliver	7/6-31
21st CCLC COMPASS	LHS Freshman Academy	Incoming 9th graders	Enrollment: 40	Kate Keefe	7/6-31
SPED Summer School	District	Prek-12	Remote: Sub Separate: 4 day remote learning using SeeSaw: **71 students** Individual Academic Services: 11 students Blended Learning: 2 days on site, 2 days SeeSaw: **131 Students** Related Service Only (SLP, OT, SW): **10 students** Vis/DHOH: **10 students**	Christine Adams Mary Ellen Kilfoyle	July 6- August 6th
Early Childhood Summer Learning Program	Lincoln Elementary	PreK	Enrollment 37	Lisa Tenczar	6/29-8/7
IDEA Camp	District	Grades 5-9	Enrollment: 175	Patti Adams	7/6-7/24

2020 Lowell Public Schools- Summer School Programs

English Language Learner – High School Academy	Lowell High School	Grades 8-12	Enrollment: 55	Paula Whalen	7/6-31
ASOST grant Summer Learning Program	Reilly	Grades K-5	Enrollment: 60	Joanne George	7/6-31
ASOST grant Summer Learning Program	Pyne Arts	TBD	Enrollment: 68	Kathryn Pelton, Lori Lang	7/6-31
Middle Intervention	District	Grades 5-8	Enrollment: 994 913 Grade 6/7 on APEX 81 Grade 5	Matt Lee	7/6-31
LHS Credit Recovery	District	Grades 9-12	Enrollment: JumpStart 8/9: 157 Grades 9-12: 200 students Health A: 36	Jill Rothschild	7/6-31
Career Academy- Full Service Learning	Career Academy	Grades 9-12	Enrollment: 38 An additional 18 students are participating in the Bike Academy	Lauren Campion	7/6-31

LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: July 15, 2020
Time: 6:30PM
Location: City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

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.

1. SALUTE TO FLAG

2. ROLL CALL

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

3. MINUTES

3.1. Approval of the Minutes of the Special Meeting of the Lowell School Committee of Wednesday, June 17, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Special Meeting of the Lowell School Committee of June 17, 2020, Minutes of the Regularly Scheduled Lowell School Committee Meeting of Wednesday, June 17, 2020, Minutes of the Special Meeting of the Lowell School Committee of June 25, 2020, Minutes of the Special Meeting of the Lowell School Committee of June 29, 2020, Minutes of the Special Meeting of the Lowell School Committee of July 1, 2020 and Minutes of the Special Meeting of the Lowell School Committee of July 9, 2020; seconded by Mr. Descoteaux. 6 yeas, 1 absent (Ms. Martin) APPROVED

3.2. Approval of the Minutes of the Regularly Scheduled Lowell School Committee Meeting of Wednesday, June 17, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Special Meeting of the Lowell School Committee of June 17, 2020, Minutes of the Regularly Scheduled Lowell School Committee Meeting of Wednesday, June 17, 2020, Minutes of the Special Meeting of the Lowell School Committee of June 25, 2020, Minutes of the Special Meeting of the Lowell School Committee of June 29, 2020, Minutes of the Special Meeting of the Lowell School Committee of July 1, 2020 and Minutes of the Special Meeting of the Lowell School Committee of July 9, 2020; seconded by Mr. Descoteaux. 6 yeas, 1 absent (Ms. Martin) APPROVED

3.3. Approval of the Minutes of the Special Meeting of the Lowell School Committee of Thursday, June 25, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Special Meeting of the Lowell School Committee of June 17, 2020, Minutes of the Regularly Scheduled Lowell School Committee Meeting of Wednesday, June 17, 2020, Minutes of the Special Meeting of the Lowell School Committee of June 25, 2020, Minutes of the Special Meeting of the Lowell School Committee of June 29, 2020, Minutes of the Special Meeting of the Lowell School Committee of July 1, 2020 and Minutes of the Special Meeting of the Lowell School Committee of July 9, 2020; seconded by Mr. Descoteaux. 6 yeas, 1 absent (Ms. Martin) APPROVED

3.4. Approval of the Minutes of the Special Meeting of the Lowell School Committee of Monday, June 29, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Special Meeting of the Lowell School Committee of June 17, 2020, Minutes of the Regularly Scheduled Lowell School Committee Meeting of Wednesday, June 17, 2020, Minutes of the Special Meeting of the Lowell School Committee of June 25, 2020, Minutes of the Special Meeting of the Lowell School Committee of June 29, 2020, Minutes of the Special Meeting of the Lowell School Committee of July 1, 2020 and Minutes of the Special Meeting of the Lowell School Committee of July 9, 2020; seconded by Mr. Descoteaux. 6 yeas, 1 absent (Ms. Martin) APPROVED

3.5. Approval of the Minutes of the Special Meeting of the Lowell School Committee of Wednesday, July 1, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Special Meeting of the Lowell School Committee of June 17, 2020, Minutes of the Regularly Scheduled Lowell School Committee Meeting of Wednesday, June 17, 2020, Minutes of the Special Meeting of the Lowell School Committee of June 25, 2020, Minutes of the Special Meeting of the Lowell School Committee of June 29, 2020, Minutes of the Special Meeting of the Lowell School Committee of July 1, 2020 and Minutes of the Special Meeting of the Lowell School Committee of July 9, 2020; seconded by Mr. Descoteaux. 6 yeas, 1 absent (Ms. Martin) APPROVED

3.6. Approval of the Minutes of the Special Meeting of the Lowell School Committee of Thursday, July 9, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Special Meeting of the Lowell School Committee of June 17, 2020, Minutes of the Regularly Scheduled Lowell School Committee Meeting of Wednesday, June 17, 2020, Minutes of the Special Meeting of the Lowell School Committee of June 25, 2020, Minutes of the Special Meeting of the Lowell School Committee of June 29, 2020, Minutes of the Special Meeting of the Lowell School Committee of July 1, 2020 and Minutes of the Special Meeting of the Lowell School Committee of July 9, 2020; seconded by Mr. Descoteaux. 6 yeas, 1 absent (Ms. Martin) APPROVED

4. PERMISSION TO ENTER

4.1. Permission to Enter: July 15, 2020

Mr. Hoey made a motion to approve all items on the Permission to Enter with the exception of Dattzo in the amount of $2,610,000; seconded by Mr. Descoteaux. 6 yeas, 1 absent (Ms. Martin) APPROVED

5. MOTIONS

5.1. [By Hilary Clark]: Mandate school committee members participate in anti-racism, unconscious attitudes and implicit bias training provided to district level administrators.

The following people registered and spoke on the above motion:

Monica Lundberg
Olu Ibrahim
Phitsamay S. Uy
Andres Lopez
Darcie Boyer

The maker of the motion amended the motion the read as follows:

Mandate school committee members participate in anti-racism, unconscious attitudes and awareness of implicit bias training provided to district level administrators.

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

6. REPORTS OF THE SUPERINTENDENT

6.1. Budget Update

Superintendent Boyd and Ms. Turner, Chief Financial Officer provided an update to the Committee on the budget. The following areas were addressed and discussed:

- FY21 Revenue
- Important Benchmarks
- Next Steps
- Recommendations

Ms. Doherty made a motion to accept the following Reports of the Superintendent 6.1 through 6.4 as reports of progress; seconded by Mr. Dillon. 6 yeas, 1 absent (Ms. Martin) APPROVED

6.2. COVID-19 Response Update and Planning for School Re-Opening

Ms. Desmond, Chief Academic Officer, Dr. Guillory, Chief Schools Officer and Ms. Phillips provided a COVID-19 Response Update and Planning for School Re-Opening report to the Committee. The report included the following:

- Student Enrollment
- Building Capacity and Social Distancing
- Transportation and Social Distancing
- Summer Remediation & Curriculum Realignment
- Scenario-Based Planning for Re-Opening
- School Opening Dashboard
- Next Steps

The following people registered and spoke on the report:

Monica Lundberg
Molly Kelly-Muon
Paul Georges
David Grenier

Ms. Doherty made a motion to accept the following Reports of the Superintendent 6.1 through 6.4 as reports of progress; seconded by Mr. Dillon. 6 yeas, 1 absent (Ms. Martin) APPROVED

6.3. Report on Motions

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

Ms. Doherty made a motion to accept the following Reports of the Superintendent 6.1 through 6.4 as reports of progress; seconded by Mr. Dillon. 6 yeas, 1 absent (Ms. Martin) APPROVED

6.3.1. Response to Motions 3.CFO of 04/01/20 By Bob Hoey

[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 their job descriptions);
- Total of number of employees within the district per year.

Ms. Turner, Chief Financial Officer provided a report to the Committee that included nine (9) years of data and have disclosed the following:

- Total Special Education spending has increased from $22.6 million in 2011 to $43.3 million in 2019.
- Special Education spending has increased from 15% of total budget in 2011 to 21.9% in 2019.
- Special Education spending totals includes approximately 70% on in district spending and 30% out of district spending year to year.
- Special Education out of district spending rose from $7.9 million in 2011 to $13 million in 2018. This amount decreased to $11.8 million in 2019 due to the opening of the Janice Adie Day School.
- Students receiving out of district Special Education services rose from 98 in 2011 to 140 in 2018. This amount decreased from 140 to 114 in 2019.
- Total enrollment has increased from 13,708 in 2011 to 14,663 in 2019.
- 2105 students in 2011 received Special Education services which represents 15% of total enrollment. In 2019, 2543 students received Special Education services which represent 17% of total enrollment.
- Special Education staff increased from 324 in 2011 to 493 in 2019. In 2011, Special Education staff represented 18.8% of total staff (1723). This rose to 23.4% of total staff (2110) in 2019.

Ms. Doherty made a motion to accept the following Reports of the Superintendent 6.1 through 6.4 as reports of progress; seconded by Mr. Dillon. 6 yeas, 1 absent (Ms. Martin) APPROVED

6.4. Enrollment Report

The district enrollment report provided to the Committee showed the breakdown by school and grade through July 9, 2020.

Ms. Doherty made a motion to accept the following Reports of the Superintendent 6.1 through 6.4 as reports of progress; seconded by Mr. Dillon. 6 yeas, 1 absent (Ms. Martin) APPROVED

7. ADJOURNMENT

Ms. Clark made a motion to adjourn at 9:46 p.m.; seconded by Ms. Doherty. 6 yeas, 1 absent (Ms. Martin) APPROVED

Respectfully submitted,

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

JDB/mes

LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: July 16, 2020
Time: 6:30PM
Location: Virtual Meeting
Join Zoom Meeting
https://us02web.zoom.us/j/87044170530?pwd=WURMMFpVekxKZldEZk9VeTZva1RUdz09

Meeting ID: 870 4417 0530

Password: Thursday

1. SALUTE TO FLAG

2. ROLL CALL

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

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.

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.

Mr. Hoey made a motion to recess at 6:36 p.m. and to enter into Executive Session for the purpose of discussing Collective Bargaining, Strategies and/or Possible Litigation Under Open Meeting Law, Chapter 30A, Section 21 (A) (B), 2, 3 Of The Commonwealth Of Massachusetts General Laws related to an LSAA Update on Collective Bargaining and Negotiations on Reduction of Workforce and an Update and Discussion in Regards to Bussing Contract Negotiations, of which Open Meeting Discussion May Have A Detrimental Effect On The Bargaining Or Litigating Position Of The Public Body, and to return from Executive Session to open session; seconded by Mr. Martin. 6 yeas, 1 absent (Mr. Dillon) APPROVED

The Committee returned to open session and on a roll call at 7:19 p.m., members present were, namely: Ms. Martin, Ms. Clark, Mr. Descoteaux, Ms. Doherty, Mr. Hoey and Mayor Leahy. Mr. Dillon was absent.

4. PERMISSION TO ENTER

4.1. Permission to Enter: July 16, 2020

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

5. EXECUTIVE SESSION

5.1. Items:

- LSAA Update on Collective Bargaining and Negotiations on Reduction of Workforce.
- Update and Discussion in Regards to Bussing Contract Negotiations.

6. ADJOURNMENT

Ms. Doherty made a motion to adjourn at 7:20 p.m.; seconded by Mr. Hoey. 6 yeas, 1 absent (Mr. Dillon) APPROVED

Respectfully submitted,

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

JDB/mes

LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: July 23, 2020
Time: 6:30PM
Location: City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

1. SALUTE TO FLAG

2. ROLL CALL

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

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. MEMORIALS

4.1. Kenneth Trott, Greenhalge School Senior Custodian

4.2. Steve Botto, Shedd Park Director of Player Development and Assistant Coach

4.3. Gail M. [Quattrochi] Bonin, Mother of Kacie Bonin, Teacher at the Washington School and Sister of Executive Secretary for the Special Education Department, Cheryl O'Brien.

5. REPORTS OF THE SUPERINTENDENT

5.1. Continue Planning For A Safe Return To School In The Fall

Superintendent Boyd and his team discussed the PowerPoint presentation with the Committee regarding the planning for a safe return to school in the fall. The PowerPoint presentation and discussion included the following:

- What are families saying?
- How do we ensure proper social distancing on campuses?
- How do we maintain safe transport to and from school?
- How can we maximize air quality within classrooms?
- What personal protective equipment will be required to minimize spread?
- What's the proper frequency for deep cleaning of buildings?
- Should we reconsider our previously approved first day of school?
- Do we have an update on the budget?
- What are next steps between now and day 1?

Ms. Martin made a motion to accept the Report of the Superintendent as a report of progress; seconded by Mr. Hoey. 6 yeas, 1 absent (Mr. Dillon) APPROVED

6. ADJOURNMENT

Mr. Descoteaux made a motion to adjourn at 8:28 p.m.; seconded by Ms. Clark. 6 yeas, 1 absent (Mr. Dillon) APPROVED

Respectfully submitted,

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

JDB/mes

LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: July 29, 2020
Time: 6:00PM
Location: Virtual Meeting

Join Zoom Meeting

https://zoom.us/j/92988675303?pwd=S0VlNUx3Y1dTVVh1ZWYvRDdudTNVZz09

Meeting ID: 929 8867 5303

Passcode: bus

1. SALUTE TO FLAG

2. ROLL CALL

On a roll call at 6:04 p.m., all members were present, namely: Mr. Descoteaux, Mr. Dillon, Ms. Doherty, Mr. Hoey, Mayor Leahy, Ms. Martin and Ms. Clark.

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. An Executive Session May Be Called To Discuss Collective Bargaining, Strategies and/or Possible Litigation Under Open Meeting Law, Chapter 30A, Section 21 (A) (B), 2, 3 Of The Commonwealth Of Massachusetts General Laws. Open Meeting Discussion May Have A Detrimental Effect On The Bargaining Or Litigating Position Of The Public Body.

4. NEW BUSINESS

5. EXECUTIVE SESSION

5.1. Item:

- Update and Discussion in Regards to Bussing Contract Negotiations.

Ms. Martin made a motion to recess at 6:06 p.m. and to enter into Executive Session for the purpose of discussing Collective Bargaining, Strategies and/or Possible Litigation Under Open Meeting Law, Chapter 30A, Section 21 (A) (B), 2, 3 Of The Commonwealth Of Massachusetts General Laws related to an update and discussion in regards to busing contract negotiations, of which Open Meeting Discussion May Have A Detrimental Effect On The Bargaining Or Litigating Position Of The Public Body, and to adjourn from Executive Session; seconded by Mr. Descoteaux. 7 yeas APPROVED

6. ADJOURNMENT

Ms. Martin made a motion to recess at 6:06 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 SCHOOL COMMITTEE

REGULAR MEETING MINUTES

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

1. SALUTE TO FLAG

2. ROLL CALL

On a roll call at 6:32 p.m., all members were present, namely: Mr. Dillon, Ms. Doherty, Mr. Hoey, Mayor Leahy, Ms. Martin, Ms. Clark and Mr. Descoteaux.

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.

Mayor Leahy read the above communication to the public.

4. NEW BUSINESS

4.1. Approval of Three Schooling Models - Remote, In-Person and Hybrid - As Required by the Department of Elementary and Secondary Education for Submission on July 31

Superintendent Boyd introduced the members of the Return to School Taskforce and asked Dr. Kate McLaughlin to address the Committee to speak about the PowerPoint presentation that is being presented that represents a summary of the work that has been completed by the group. The Department of Elementary and Secondary Education (DESE) requires all school districts in Massachusetts to complete a two-step process for reporting on fall reopening plans. The first step is for school districts to complete and submit a preliminary reopening plan summary by July 31, 2020. This submission will allow the DESE to collect reopening summary information from districts. The second step is for school districts to finalize and submit their comprehensive reopening plans to DESE by August 10, 2020. The PowerPoint presentation agenda included the following:

- DESE Continuum
- Full, In-Person Scenario
- Hybrid Scenario
- Remote Scenario

Ms. Martin made a motion to approve the Three (3) Schooling Models - Remote, In-Person and Hybrid - As Required by the Department of Elementary and Secondary Education; seconded by Mr. Dillon. 7 yeas APPROVED

4.2. Consideration of Fall Re-Opening Plan That Maximizes Student Safety and Family Choice

The following people registered and spoke on the above motion:

Bambi Havey
Paul Georges

Superintendent Boyd, Ms. Desmond, Chief Academic Officer, Dr. Guillory, Chief Schools Officer, Dr. Hall, Chief Operating Officer and Ms. Phillips, Chief Equity & Engagement Officer provided a PowerPoint presentation and spoke to the Committee asking for consideration of the Fall Re-Opening Plan that maximizes student safety and family choice. The table of contents in the PowerPoint presentation is as follows:

- Registration/Enrollment/Transfer Process
- Full Remote Learning
- Satellite Virtual School Daycare
- Transportation
- Building and Space
- Campus COVID Exposure Protocols
- School Calendar
- Equity Impact Analysis

Ms. Martin requested that the administration do more outreach to our families regarding the reopening. Ms. Doherty requested that the Superintendent and his team reach out to the City Wide Parent Council to get them involved. Mr. Hoey requested a survey be done to find out how many teachers are willing to come back to school.

Ms. Martin made a motion to accept the Fall Re-Opening Plan That Maximizes Student Safety and Family Choice report as a report of progress; seconded by Ms. Doherty. 7 yeas APPROVED

4.3. Adoption of 1/12 Budget for August 2020 in the Amount of $14,948,596

Superintendent Boyd and Ms. Turner, Chief Financial Officer provided an update to the Committee on the budget as of June 30, 2020. The report stated that it is problematic to base the 1/12th budget on FY20 expenses since that will lock us into paying the personnel/payroll of FY20 staff. It is recommended to base the $14.9 million approved by the City on 1/12th of an FY21 level funded budget which includes reduction that the administration has recommend. If state revenue and/or city cash are less than level

funded, we would have to do virtual schools. The savings for a three (3) month period of closure in FY20 resulted in several million dollars in savings so going virtual for a year would be far more significant.

Ms. Doherty made a motion to approve the adoption of a 1/12th budget for August 2020 in the amount of $14,948,596; seconded by Mr. Dillon. 7 yeas APPROVED

4.4. 2020-2021 School Calendar Revision

Ms. Martin made a motion to approve the 2020-2021 School Calendar Revision with the first day of school being on September 17, 2020 pending the approval of a waiver from the Department of Elementary and Secondary Education; seconded by Ms. Doherty. 7 yeas APPROVED

4.5. Approval of Payment from Diversity Grant

Dr. Hall, Chief Operating Officer informed the Committee that last summer, with the help of many other departments, Human Resources drafted a grant application for the Teacher Diversification Pilot Program. The School Department was granted $10,000.00 to use for hiring incentives for new teachers who identify as diverse. With the hiring freeze, they have not been able to finalize many hires of new teachers who identify as diverse, but they have notified the state of our intent to pay out the funds to diverse applicants.

Ms. Doherty made a motion to approve the one-time payment to new employees from the Teacher Diversification Pilot Program Grant; seconded by Ms. Clark. 7 yeas APPROVED

4.6. Consideration of and Vote on Proposed Amendment to Transportation Contract

Ms. Doherty made a motion to approve the Proposed Amendment to the Transportation Contract (NRT Bus, Inc.); seconded by Mr. Dillon. 7 yeas APPROVED

5. ADJOURNMENT

Ms. Doherty made a motion to adjourn at 9:19 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 SCHOOL COMMITTEE

REGULAR MEETING MINUTES

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

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

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

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

5. REPORTS OF THE SUPERINTENDENT

5.1. Maximizing Options for Families: Designing a Safe Reopening Plan for Students within the Context of COVID-19

Superintendent Boyd, Ms. Desmond, Chief Academic Officer, Dr. Guillory, Chief Schools Officer, Dr. Hall, Chief Operating Officer and Ms. Phillips, Chief Equity & Engagement Officer provided a PowerPoint presentation and spoke to the Committee about a safe reopening plan for students within the context of COVID-19. The report stated that it is clear that families want to have choices when it comes to how we return to school in September and with this in mind, if the local health data continues to move in the right direction and remains safe for students to be on campus, the district is prepared to offer families an option of either full-time, remote learning or full-time, in-person learning to start the school year. The report included the following slides with information to address the below questions:

- 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?

Ms. Doherty made a motion to accept the following Report of the Superintendent as a report of progress; seconded by Mr. Descoteaux. 7 yeas APPROVED

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

The following people registered and addressed the Committee regarding the approval of the School Re-Opening Plan for September 2020 as required for Submission to the Department of Elementary and Secondary Education:

Paul Georges
Glenn Green
Hayley Blatus
Karen Miranda
Kathleen Keefe
Shelby Boisvert
Bridget McNulty (attempt was made, but no connection made)
Molly Kelley-Muon
Susan Uvanni
Pina Maggio
Mickie Dumont
Marissa Shea
Darcie Boyer

The School Re-Opening Plan for September 2020 contained the following:

- Message from Superintendent Boyd
- Guiding Principles for Starting the School Year
- Lessons Learned From Spring 2020
- List of Important Dates Page 8 Considering Your Options for 2020-2021
- How to Select Your School Placement
- Remote Learning vs. In-Person Learning Comparison
- Remote Learning Option Pages
- In-Person Learning Option Pages
- Student Capacity Pages
- Transportation Pages

- Face Coverings Page
- Personal Protective Equipment & Cleaning Supplies
- Sanitizing & Disinfecting Our Buildings
- Proposed School Calendar for 2020-2021
- Additional Resources
  - Stay Connected
  - Family Resource Center
  - Special Education
  - Bilingual Family Liaisons
  - Language Services
  - McKinney-Vento Act
  - Military Interstate Children's Compact Commission
  - Return to School Task Force

Mr. Hoey made a motion to approve the School Re-Opening Plan for September 2020 as required for Submission to the Department of Elementary and Secondary Education; seconded by Mr. Dillon. 7 yeas APPROVED

Ms. Martin made a motion to continue the meeting past 10:00 p.m.; seconded by Mr. Dillon. 7 yeas APPROVED

6.2. Approval of Amendment to School Assignment Policy File JCA for 2020-2021 School Year

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

Ms. Martin made a motion to approve the Amendment to School Assignment Policy File JCA for 2020-2021 School Year; seconded by Mr. Dillon. 7 yeas APPROVED

7. ADJOURNMENT

Ms. Clark made a motion to adjourn at 9:46 p.m.; seconded by Ms. Doherty. 7 yeas APPROVED

Respectfully submitted,

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

JDB/mes

LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: August 12, 2020
Time: 5:30PM
Location: City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

1. SALUTE TO FLAG

2. ROLL CALL

On a roll call at 5:40 p.m., all members were present, namely: Mr. Hoey, Mayor Leahy, Ms. Martin, Ms. Clark, Mr. Descoteaux Mr. Dillon and Ms. Doherty.

3. SPECIAL ORDER OF BUSINESS

3.1. An Executive Session May Be Called To Discuss Collective Bargaining, Strategies and/or Possible Litigation Under Open Meeting Law, Chapter 30A, Section 21 (A) (B), 2, 3 Of The Commonwealth Of Massachusetts General Laws. Open Meeting Discussion May Have A Detrimental Effect On The Bargaining Or Litigating Position Of The Public Body.

4. EXECUTIVE SESSION

4.1. Items:

- LSAA - Update on negotiations and consideration of bargaining proposals, positions, and reduction in force
- UTL - Update on negotiations and consideration of bargaining proposals and positions
- Litigation - Discussion and update on lease

Ms. Doherty made a motion to recess at 5:41 p.m. and to enter into Executive Session for the purpose of discussing Collective Bargaining, Strategies and/or Possible Litigation Under Open Meeting Law, Chapter 30A, Section 21 (A) (B), 2, 3 Of The Commonwealth Of Massachusetts General Laws related to an update and discussion in regards to LSAA - Update on negotiations and consideration of bargaining proposals, positions, and reduction in force, UTL - Update on negotiations and consideration of bargaining proposals and positions, Litigation - Discussion and update on lease, of which Open Meeting Discussion May Have A Detrimental Effect On The Bargaining Or Litigating Position Of The Public Body, and to adjourn from Executive Session; seconded by Ms. Martin. 7 yeas APPROVED

5. ADJOURNMENT

Ms. Doherty made a motion to adjourn at 5:41 p.m.; seconded by Ms. Martin. 7 yeas APPROVED

Respectfully submitted,

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

JDB/mes

LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: August 12, 2020
Time: 6:30PM
Location: City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

1. SALUTE TO FLAG

2. ROLL CALL

On a roll call at 6:37 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. 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 12, 2020 # 1

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

4.2. Permission to Enter: August 12, 2020 # 2

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

5. REPORTS OF THE SUPERINTENDENT

5.1. School Reopening Update

The following people registered and addressed the Committee regarding the School Reopening Update:

Paul Georges (several attempts, no answer)
Tara Humphrey
Matt Lee
John Durkin
Carolyn Cuneo
Shon Teicheira
Monica Lundberg

Superintendent Boyd, Ms. Desmond, Chief Academic Officer, Dr. Guillory, Chief Schools Officer, Dr. Hall, Chief Operating Officer and Ms. Phillips, Chief Equity & Engagement Officer provided an update to the Committee with a PowerPoint presentation about a safe reopening plan for students within the context of COVID-19. The report addressed the following issues:

1. How much space do we anticipate for in person learning?
2. What might the school day look like for students? (grades K – 12 both in person and remote)
3. What is a Learning Management System (LMS) and how does it support remote learning?
4. How will we support families throughout this process?

The report also speaks to the district's community outreach goal which is to ensure that all families have received clear and meaningful communication from the district that informs their school reopening discussion. The outreach period is and key dates are as follows:

- August 7th through August 27th
  - Informing families of the two (2) options and process for making the selection.

- September 4th through September 17th
  - Informing families of preparing for school reopening within their child's assignment.

- General online info sessions (large groups, 100-500 participants)
  - Interpretation break-out rooms (upon request)
  - Spanish language info session

- Targeted online sessions (medium groups, 20-50 participants)
  - Sessions held in multiple languages (Spanish, Portuguese, Khmer, Swahili, others upon request)
  - Session held to address specific populations (i.e. Special Education, McKinney Vento, English Learner, Pre-school, Kindergarten, High School)
- Targeted in-person sessions (small groups, 8-10 participants)
  - Small groups requested and convened community organizations

- Mass Communication
  - Social Media (Facebook, Twitter, Instagram)
  - Connect (phone calls and emails)
  - Website
  - Informational videos/one page flyers to educate families on various parts of the reopening plan

- 1 to 1 Phone Calls
    - 15-minute phone calls to reach out to individual families to answer questions and help them understand the process
    - Goal to reach 70% of families (approximately 6,500 families and 1,600 hours of calls)

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.

6. ADJOURNMENT

Ms. Doherty made a motion to adjourn at 8:57 p.m.; seconded by Mr. Dillon. 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
Fax: (978) 937-7620
E-mail:bturner@lowell.k12.ma.us

PERMISSION TO ENTER

To: Joel D. Boyd, Superintendent of Schools

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

Date: August 14, 2020

Subject: Permission to Enter – August 19, 2020 School Committee Meeting

COMMUNITY TEAMWORK INC. **$ 73,999.50**
155 Merrimack Street
Lowell, MA 01852

To provide access to Bachelor degree teachers for (80) preschool children in (4) four classrooms at the Lowell Collaborative Preschool Academy.

Funding provided by the Commonwealth Preschool Partnership Initiative Grant

GREATER LOWELL FAMILY YMCA **$ 30,000.00**
35 YMCA Drive
Lowell, MA 01852

To provide access to Bachelor degree teachers for (40) preschool children in (2) two classrooms at the YMCA.

Funding provided by the Commonwealth Preschool Partnership Initiative Grant

LITTLE SPROUTS CHILD ENRICHMENT CENTER, INC. **$ 15,000.00**
354 Merrimack Street
Bldg. #1, Suite 207
Lawrence, MA 01845

To provide access to a Bachelor degree teacher for (20) preschool children in (1) one classroom located at Little Sprouts.

Funding provided by the Commonwealth Preschool Partnership Initiative Grant

PROFESSIONAL CENTER FOR CHILD DEVELOPMENT **$ 10,000.00**
32 Osgood Street
Andover, MA

To provide dual language and language facilitation support to (7) preschool classrooms participating in the Commonwealth Preschool Partnership Initiative.

Funding provided by the Commonwealth Preschool Partnership Initiative Grant

MERRIMACK VALLEY TRAUMA SERVICES INC. **$ 12,500.00**
7 Technology Drive, Suite 204
North Chelmsford, MA 01863

To provide consultation to (7) preschool classrooms participating in the Commonwealth Preschool Partnership Initiative.

Funding provided by the Commonwealth Preschool Partnership Initiative Grant

EARLY CHILDHOOD ASSOCIATES **$ 5,000.00**
P.O. Box 3299
Framingham, MA 01705

To provide (4) professional development sessions for preschool educations and Commonwealth Preschool Partnership Initiative staff.

Funding provided by the Commonwealth Preschool Partnership Initiative Grant

PATRICIA GUZIEJKA **$ 34,900.00**
P.O. Box 297
Pelham, NH 03076

To provide technical assistance and professional development for the application and submission of the consolidated Title I, IIA, III and IV grants and the oversight, monitoring and implementation of grant priorities and activities as well as required DESE reporting.

Funding provided by the Title I Grant

PROJECT LEARN, INC. **$ 54,817.73**
8 Kirk Street
Lowell, MA 01852

To provide project management and coordination services, working hand in hand with LPS district and community leaders to provide strategic, logistical and administrative support to meet the established outputs and outcomes of the Portrait of a Graduate process.

Funding provided by the Barr Foundation – Portrait of a Graduate Grant

BAYSTATE INTERPRETERS **$ 10,000.00**
55 Lake Street #300
Gardner, MA 01440

To provide translation and interpretation services for the Lowell Public Schools. Services will include document translation, onsite and remote interpretation.

Funding provided by the School Department Budget: Professional Services

Lowell Public Schools

School Reopening Update:

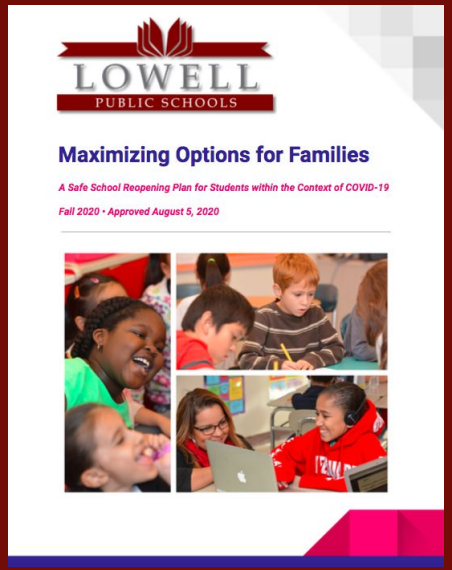
Supporting our School-based leaders to prepare classrooms for students

August 19, 2020

LOWELL
PUBLIC SCHOOLS

Timeline

- Step 1: By July 31, Districts must complete and submit a preliminary reopening plan to DESE
- Step 2: By August 14, Districts must finalize their comprehensive reopening plans, submit them to DESE and release them publicly.
- **Step 3: August 17th, Administrators return and participate in school readiness preparation for a safe school reopening**
- Step 4: Teaching/staff return - August 31
- Step 5: Students return - September 17


LOWELL
PUBLIC SCHOOLS

Maximizing Options for Families

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

Fall 2020 • Approved August 5, 2020

Agenda: Preparing for a Safe Reopening

- How will we ensure school readiness for reopening?
- How will we support principals to meet the steps for reopening?
- How do we translate building capacity into seats for families/students?
- Next steps

LOWELL
PUBLIC SCHOOLS

Lowell Public Schools

How will we ensure school readiness for reopening?

School Opening Checklist: 2020-21

	Bailey	Cardinal	Greenhalge	Laura Lee	Lincoln	Adie Day	McAuliffe	McAvinnue	Moody	Morey	Murkland
Instruction begins on day one											
• Curriculum maps available and shared with all teachers	3	3	3	3	3	3	3	3	3	3	3
• All smart-boards are functioning	3	3	3	3	3	3	3	3	3	3	3
• Total number of devices accessible/functioning	0	0	0	0	0	0	0	0	0	0	0
• Instructional supplies available: Eureka Math Student workbooks	3	3	3	3	3	3	3	3	3	3	3
• Instructional supplies available: Science Kits	3	3	3	3	3	3	3	3	3	3	3
• Instructional supplies available: Caulkins Writing materials	3	3	3	3	3	3	3	3	3	3	3
INSTRUCTIONAL SUPPORT											
• IEP/504 availability/appropriate staff have access	3	3	3	3	3	3	3	3	3	3	3
• Finalize master schedule	3	3	3	3	3	3	3	3	3	3	3
• Principal is aware of who is mentoring new staff	3	3	3	3	3	3	3	3	3	3	3
STAFFING											
• Complete staffing and vacant positions	3	3	3	3	3	3	3	3	3	3	3
• Verify all teaching staff meet certification requirements; report issues to HR	3	3	3	3	3	3	3	3	3	3	3

How will we support principals to meet the steps for reopening?

2020-21: Leadership Schedule

Administrators Return August 17th

Monday, August 17th

Human Resources- Return to Work Training

Review of Facility Updates

Tuesday, August 18th

Superintendent Dr. Joel Boyd Welcome

Operations & Safety

Budget and Finance

Equity and Engagement

Academics & Instruction

Getting Schools ready for Opening

Wednesday, August 19th

8:15 – 9:00 - Breakout Sessions 1

9:05 - 9:50 - Breakout Session 2

9:55 - 10:40 - Breakout Session 3

10:45 - 11:30 - Breakout Session 4

Thursday, August 20th

8:15 – 9:00 - Breakout Sessions 5

9:05 - 9:50 - Breakout Session 6

9:55 - 10:40 - Breakout Session 7

10:45 - 11:30 - Breakout Session 8

How do we translate building capacity into seats for families/students?

School	2019/2020 Enrollment	Number of Conventional Sized Classrooms	Estimated Number of Students per Conventional Classroom @ 6 Feet	Estimated Student Capacity at 6' Distancing Conventional Classrooms	Estimated Student Capacity at 6' Distancing Break-Out/Lab Fixtured Classrooms	Number of Break-Out/or Lab Fixtured Sized Classrooms	Number of Students per Break-Out Classroom @ 6 Feet	Total Estimated Student Capacity/ School

Space % Capacity using 6ft	@25% capacity in-person	SPED/ SUB Tchr	SPED/ SUB Stu	EL Tchr (1-2.9)	EL Stu	In Person K-2 @25% Tchr#	Seats	Elem Remote @25%/Sec Remote @25% Tchr#	Tchr Total

Next Steps

- Step 1: By July 31, Districts must complete and submit a preliminary reopening plan to DESE
- Step 2: By August 14, Districts must finalize their comprehensive reopening plans, submit them to DESE and release them publicly.
- **Step 3: August 17th, Administrators return and participate in school readiness preparation for a safe school reopening**
- Step 4: Teaching/staff return - August 31
- Step 5: Students return - September 17

Lowell Public Schools

Facilities Analysis

School Committee Presentation - August 19, 2020

LOWELL
PUBLIC SCHOOLS

Building Capacity for In-Person Learning

	Bailey	Cardinal	Greenhalge	Laura Lee	Lincoln	Adie Day	McAuliffe	McAvinnue	Moody	Morey	Murkland	Paw. Memorial	Reilly	Shaughnessy	Washington	Bartlett	Pyne/Arts	Stem	Butler	Daley	Leblanc	BRIDGE	Riverside/	Robinson	Stoklosa	Sullivan	Wang	Career Academy	Lowell High & FA
FACILITY																													
Windows which open	102	111	168	55	141	n/a	136	140	148	117	150	195	416	108	124	337	237	265	120	238	81	24	140	55	410	444	68	1270
Windows which do not open	62	9	1	2	33	n/a	70	0	0	0	52	0	0	14	0	19	8	15	0	10	0	0	0	0	0	0	0	250
Classroom Filters in Building	21	0	34	0	28	n/a	30	40	0	0	32	42	27	24	0	43	32	42	30	60	0	0	30	8	48	50	0	0
Classroom Filters remaining to be changed	0	0	34	0	4	n/a	0	0	0	0	0	0	0	0	0	0	0	0	0	36	0	0	0	0	0	50	0	0
SAFETY EQUIPMENT																													
# of foggers needed for start of school (to be procured)	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1
Foggers on hand now	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5
# of handwashing stations needed for start of school	63	14	62	6	55		55	55	14	43	50	75	37	53	15	54	81	37	34	76	13	8	58	26	41	53	8	228
# of hand sanitizing stations now	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
# of hand sanitizing stations (to be procured)	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Air purifiers needed for start of school	24	9	30	6	31	14	34	44	16	32	29	39	30	26	26	34	42	55	28	26	11	8	47	46	43	43	11	202
Air purifiers on hand now	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dividers/barriers planned for front desk(to be procured)	18	18	18	5	18	5	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	5	18	18	18	18	5	66
Dividers/barriers emplaced now	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*Revised as of 8/14/20

Building Capacity for In-Person Learning

BUILDING SUPPLIES	Bailey	Cardinal	Greenhalge	Laura Lee	Lincoln	Adie Day	McAuliffe	McAvinnue	Moody	Morey	Murkland	Paw. Memorial	Reilly	Shaughnessy	Washington	Bartlett	Pyne/Arts	Stem	Butler	Daley	Leblanc	BRIDGE	Riverside/	Robinson	Stoklosa	Sullivan	Wang	Career Academy	Lowell High & FA
Hand Santiizer (Gallons)	52	19	65	13	67	30	74	95	35	69	63	84	65	56	56	74	91	119	61	56	24	17	102	100	93	93	24	302
Hand Sanitizer (on hand)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	136
Soap Dispensers In Place	59	11	52	6	27		31	49	10	36	45	20	32	39	11	40	66	15	28	57	9	8	35	21	32	31	8	194
Soap Dispensers (to be procured)	4	3	10	0	28	0	24	6	4	7	5	55	5	14	4	14	15	22	6	19	4	0	23	5	9	22	0	34
Betco Disinfectent Concentrate (yields 128 gallons/case)	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	256
Disinfectant Spray Bottles	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	24
Waste Disposal Medium																												

*Revised as of 8/14/20

Building Capacity for In-Person Learning

	Bailey	Cardinal	Greenhalge	Laura Lee	Lincoln	Adie Day	McAuliffe	McAvinnue	Moody	Morey	Murkland	Paw. Memorial	Reilly	Shaughnessy	Washington	Bartlett	Pyne/Arts	Stem	Butler	Daley	Leblanc	BRIDGE	Riverside/	Robinson	Stoklosa	Sullivan	Wang	Career Academy	Lowell High & FA
SAFETY MESSAGING - (In Place)																													
Social Distancing Signs (produced-placement by 17AUG)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Markings for Desk Spacing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Bathroom Signage (produced- placement on 17AUG)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Elevator Signage (produced-placement by 17AUG)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Main Office Delivery Station and Protocol (In Place)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Food Service/Ops - Vendor Delivery Station and Protocol (in Place)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PERSONAL PROTECTIVE EQUIPMENT (In Place)																													
Face Masks	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	500
Face Shields	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	40
Protective Gowns	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
Nitrile Disposable Gloves	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	4000

**Revised as of 8/14/20*

Building Capacity for In-Person Learning

MA DEPARTMENT PUBLIC HEALTH INFORMATION	
Lowell- August 5, 2020- Percent Positivity (Last 14 days)	1.13
Lowell- August 12, 2020- Percent Positivity (Last 14 days)	1.18
Average Daily Incidence Rate per 100,000	2.24 code: green
STAFFING CONSIDERATIONS	
positive/negative impact on seats (10AUG)	---
positive/negative impact on seats (17AUG)	---

**Revised as of 8/14/20*

Lowell Public Schools

Building Capacity for In-Person Learning

CAMPUS SEATS	Bailey	Cardinal	Greenhalge	Laura Lee	Lincoln	Adie Day	McAuliffe	McAvinnue	Moody	Morey	Murkland	Paw. Memorial	Reilly	Shaughnessy	Washington	Bartlett	Pyne/Arts	Stem	Butler	Daley	Leblanc	BRIDGE	Riverside/	Robinson	Stoklosa	Sullivan	Wang	Career Academy	Lowell High & FA
																		1 student per 72sqft minimum											
Campus Seats Available Per Square Footage (Conventional)	267	58	294	24	340	x	300	375	165	312	303	387	297	285	231	352	352	531	272	370	105	56	483	384	377	380	77	2158
Possible Additional campus seats available w/ UnConv	60	2	60	0	60	x	60	60	60	60	60	60	60	60	60	60	60	60	60	60	0	0	9	60	60	60	10	250
2019/2020 Enrollment	481	119	496	26	504	55	505	488	237	507	496	504	494	486	254	486	519	845	566	690	30	46	665	670	682	710	62	3003
Current seats available (all above considered- 8/10/2020)	120	30	120	20	120	x	120	120	60	140	125	125	125	125	100	140	150	200	150	150	25*	40	150	150	150	150	40	500
Current seats available (all above considered- 8/17/2020)	140	45	120	20	120	x	120	120	100	140	125	140	125	125	120	140	150	200	150	150	40	40	160	160	150	180	40	500
GOAL- approximate campus seats for start of school																												

*Revised as of 8/14/20

Building Capacity for In-Person Learning

Notes

- Recommend relocating Day School due to current size of classroom spaces
- Robinson - Do not use - Gym, Interior Rooms 117, 118, and 119
- Bailey Elementary School: do not use - A117, A120; A125; A110, B105, A012, A009, Library, A106, Gym
- Lincoln Elementary School: Do not use - 207A, Gym
- Morey Elementary School: Do not use - 107, 1-9, 111, 112, 113, 114, Library, Gym, ESL/Computer Lab
- Cardinal: potential to use almost all classrooms spaces if 22 windows (including hallways) become fully operational to allow for increased ventilation
- Bartlett: do not use Room 4, 12, 13, review Gym which has no windows but many doors to outside and alternate use of Cafe if gym not usable
- Pyne Arts: Do not use - All office spaces on basement level are windowless, Room 2008, Gross motor room for CSA, 1015
- Shaughnessy: Do not use - Library, Gym, B105, B121, A117, A115, 202, B132
- Washington: Do not use - Basement Music Room
- Daley: Do not use - 309, 313, 311, 307
- Reilly: Do not use - Science center and computer lab
- Murkland: Do not use - Gym and Cafeteria
- McAvinnue: Do not use - 105, 106, 108, 109, 116, 116A, 214A, 226, 306A, 306B, Gym, Cafeteria

Policy Making Process on Building Closure or Repurposing

1. Review of building spaces;
2. Identify spacing issues, problems, concerns;
3. Review issues with building leads;
4. Review potential solutions and options;
5. Review staff input and recommendations on potential options;
6. Collect public input on potential options;
7. Consolidation of staff input and public input;
8. Conduct cost/benefit analysis on possible solutions;
9. Present to Cabinet for analysis and discussion;
10. Cabinet recommendation to Superintendent;
11. Superintendent recommendation to School Committee;
12. Provide 48 hour notice of agenda item for School Committee action;
13. School Committee publicly hears recommendation during public comment period;
14. School Committee public discussion of matter;
15. School Committee takes action or requests further information/action; and
16. Execute decision of School Committee.

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

Tel: 978-674-4325
Fax: 978-937-2143

Personnel Report

TO: Dr. Joel Boyd, Superintendent of Schools

FROM: James Hall, Chief Operating Officer

DATE: August 07, 2020

RE: **Personnel Report –**

The Personnel Office is hereby officially informing members of the Lowell School Committee of retirements, resignations, promotions and new hires. Thank you for sharing this report as part of the official record.

dj

I. ***RETIREMENTS***

Georgia Skrekas (28 yrs) Lowell, MA 01852	Social Studies Teacher Stoklosa Middle School Effective Date: June 30, 2020
Vyada Hong-Tith (30 yrs) Dracut, MA 01826	ESL/Math Teacher Stoklosa Middle School Effective Date: September 30, 2020
Michael Moretti (19 yrs) Stow, MA 01775	Math Teacher Stoklosa Middle School Effective Date: November 25, 2020
Carol Rushton (33 yrs) Lowell, MA 01852	SPED Paraprofessional Reilly Elementary School Effective Date: August 28, 2020
Paula Robinson (30 yrs) Lowell, MA 01851	Cafeteria Employee Lowell High School Effective Date: August 28, 2020
Kathleen Sheridan (26 yrs) Lowell, MA 01852	Art Teacher Lowell High School Revised Date: June 30, 2020
Susan Flynn (25 yrs) Lowell, MA 01852	Paraprofessional Washington Elementary School Effective Date: August 21, 2020
Paula Sevigny (22 yrs) Dracut, MA 01826	Paraprofessional Pyne/Arts Prek-8 School Revised Date: September 17, 2020

RESIGNATIONS

Marissa Manopoulos Lowell, MA 01851	Behavior Specialist Pyne Arts Magnet School Effective Date: June 22, 2020
Alexander Veloz Methuen, MA 01844	Paraprofessional Wang Middle School Effective Date: July 02, 2020
Laurie Kelly Westford, MA 01886	Special Education Teacher Shaughnessy Elementary School Effective Date: June 24, 2020
Alison Bonetti Burlington, MA 01803	Paraprofessional Pawtucketville Memorial Elementary Effective Date: June 30, 2020
Anastasia Chung Dracut, MA 01826	Special Education Paraprofessional Adie Day School Effective Date: June 30, 2020

RESIGNATIONS (continued)

Mary Paquin-Marquez York, ME 03909	Paraprofessional Butler Middle School Effective Date: July 30, 2020

II. NEW HIRES AND PROMOTIONS (P=PROMOTION)

Joseph N. Banh Lowell, MA 01852	Early College Specialist Lowell High School / Curriculum Effective Date: July 15, 2020
Christine Adams (P) Pepperell, MA 01463	Coordinator Dr. Janice Adie Day School Pre K- 12 Effective Date: August 17, 2020
Ian Charles Andover, MA 01810	Principal Sullivan Middle School Effective Date: August 17, 2020
Michael Fiato Methuen, MA 01844	Head of School Lowell High School Effective Date: August 17, 2020

III. TEACHERS HIRED FROM THE LIST OF ELIGIBLE TEACHERS

None to report

Lowell Public Schools

Budget Update & 1/12th Budget for September 2020

As of August 19, 2020

LOWELL
PUBLIC SCHOOLS

Strategic Use of FY20 Savings

Strategic Use of Savings:

$ 2,400,000.00	Chromebook Purchase
$ 3,500,000.00	Replenished the Circuit Breaker Account
$ 900,000.00	Delay charge offs to grant fringe
$ 650,000.00	Prepurchased districtwide supplies & texts
$ 350,000.00	Prepurchased school based supplies
$ 291,000.00	Prepurchased tech supplies
$ 150,000.00	Reversed charges to Use of Facilities
$ 100,000.00	Reversed chromebook charges to grant
$ 8,341,000.00	

FY20 Munis Budget Summary

TOTAL GENERAL FUND	176,428,868	2,981,527	179,410,395	176,631,463.82	2,791,392.66	-12,461.28	100.0%
TOTAL EXPENSES	176,428,868	2,981,527	179,410,395	176,631,463.82	2,791,392.66	-12,461.28	
GRAND TOTAL	176,428,868	2,981,527	179,410,395	176,631,463.82	2,791,392.66	-12,461.28	100.0%

** END OF REPORT - Generated by Billie Jo Turner **

Fund	Description	2018 ACTUAL	2019 ACTUAL	Goal for 2020	PROJECTED	Actual
1108	Use of School Facilities Revolving Fund	$ 48,573	$ 137,000	$ 125,000	$ 125,000	$ 283,461
	Funds from fees and charges for use of school facilities and/or school parking fees					
	Upkeep of rented facility or space including custodial costs, utilitites, ordinary repairs and maintenance.					
1201	Food Service Revolving Fund	$ (157,900)	$ 2,756,222	$ 2,000,000	$ 2,000,000	$ 3,654,835
	Fees from sales of lunch and other meals, school lunch grant funds.					
	Provides funding for the operation of the food service program.					
1924	Special Education Circuit Breaker	$ (513,669)	$ 330,336	$ 1,500,000	$ 2,000,000	$ 4,135,072
	State special education reimbursement program					
	Reimburses the general fund for out of district tuition					
	Major Fund Balances	$ (493,319)	$ 3,223,558	$ 3,625,000	$ 4,125,000	$ 8,073,368
	Percentage of General Fund	$ 162,942,846	$ 165,522,325	$ 179,383,145	$ 179,383,145	$ 179,383,145
		-0.30%	1.95%	2.02%	2.30%	4.50%

... | Ch70 increases | Step Increase & Raises | FTE | Revolving acct 11-19-19 | Health Insurance | Tra ...

Summary of FY21 Funding Sources

		FY19/20	FY20/21	Increase
FEDERAL	Title I	$ 5,720,136.00	$ 5,647,472.00	$ (72,664.00)
	Title II	$ 661,393.00	$ 617,849.00	$ (43,544.00)
	Title III	$ 514,053.00	$ 570,000.00	$ 55,947.00
	Title IV	$ 328,756.00	$ 416,854.00	$ 88,098.00
	School Lunch			$ -
	IDEA (Sped)	$ 4,157,550.00	$ 4,323,748.00	$ 166,198.00
	COVID - ESSER	$ -	$ 4,707,937.00	$ 4,707,937.00
	COVID - CvRF	$ -	$ 3,233,925.00	$ 3,233,925.00
	COVID - Remote Learning	$ -	$ 1,740,000.00	$ 1,740,000.00
STATE	SPED Circuit Breaker	$ 3,800,000.00	$ 3,800,000.00	$ -
	Chapter 70 Aid	$ 163,023,947.00	$166,954,483.00	$ 3,930,536.00
				$12,066,433.00 Increase

We have received funds from ***different sources***. However, much of it is ***restricted*** for specific uses (for example, Covid- CvRF is restricted to pandemic costs for school reopening).

Budget Summary as of 8/14/20

Budget Summary:

Expenses:		
Level Funded FY21 Costs	$179,383,148.00	
Contractually required salary increases	$ 5,400,000.00	
Health insurance increase	$ 1,200,000.00	
FSF Increased allocations to schools	$ 2,074,000.00	increase by $1 million to pre-Covid amts
COVID - Air Quality	$ 200,000.00	reduced projection since City paying for $300k in this area
COVID - Remote Learning	$ 3,000,000.00	
COVID - Protective Equipment	$ 2,160,868.00	
	$193,418,016.00	
Anticipated Revenue:		
Chapter 70 (+ $3,930,536)	$166,954,483.00	
Level Fund City Cash	$ 16,359,201.00	
ESSER/Cares Act (Covid)	$ 4,184,332.00	
School Reopening Grant (Covid)	$ 3,200,000.00	restricted use
State Tech Grant (Covid)	$ 1,740,000.00	
	$192,438,016.00	
Anticipated Shortfall:	$ 980,000.00	
Reduction to Central Administration/fringe	$ 980,000.00	
	$ -	

Crosswalk

- A – Federal Cares Act –$4.1 million; no restrictions; covered health insurance to keep simple; approved by state
- B - Offsets to FY21 budget due to pre-purchasing using savings from FY20
- C – Covid grants such as CvRF School Reopening grant and State Technology Support Grant both offset Covid costs such as air quality, remote learning (tech), PPE & other
- D- Reduction in Central Office Positions and fringe
- E- Renegotiated central office lease
- F – Reduced the offset to Out of District Tuition
- G- Shows the increase to FY21 Ch70's impact to overall budget

FY20 Chapter 70	$163,023,947
FY20 City Cash	$ 16,359,201
FY21 Ch 70 Increase	$ 3,930,536
FY21 Tentative Budget	$183,313,684

- Other changes to budget that are spread throughout include the contractually required salary increases, health insurance increases and Fair Student Funding increases to schools

Notes

- We need to stabilize & "finalize" school budgets
- We are moving from a full hiring freeze to a phased reopening of job postings
- There is no additional information from state
- It is still uncertain as to the level of cash funding from the City despite the State's commitment for three months
- We can only appropriate the amount approved by the City despite the state changes
- Unless there are legislative changes, September will be the final month for a 1/12th budget

RECOMMENDATION

- Despite the increased financial need in September and the increase to Ch70, <u>we still recommend voting for a 1/12th budget of $14,948,596</u> since the City has already approved this number. Furthermore, we still have millions remaining from July and August. See below

99348003 512902	Tranportation C	1,167	0	1,167	.00	.00	1,167.00	.0%
99348006 530002	Transportation	333	0	333	225.00	.00	108.00	67.6%
99348009 544400	Transportation	4,575	0	4,575	.00	4,575.00	.00	100.0%
99348012 577615	Transportation	4,955,360	0	4,955,360	.00	20,000.00	4,935,360.00	.4%
TOTAL GENERAL FUND		14,948,596	0	14,948,596	1,859,648.24	71,947.46	13,017,000.30	12.9%
	TOTAL EXPENSES	14,948,596	0	14,948,596	1,859,648.24	71,947.46	13,017,000.30	
	GRAND TOTAL	14,948,596	0	14,948,596	1,859,648.24	71,947.46	13,017,000.30	12.9%

** END OF REPORT - Generated by Billie Jo Turner **

ADMINISTRATION (1XXX Series)

GF = General Fund	FY 20 FTE	General Fund	FY 20 FTE	Grants/Offsets	FY 21 FTE	General Fund	FY 21 FTE	Grants/Offsets	General Fund Change		Aug 1/12	Sept 1/12
1110: School Committee												
Personnel												
School Committee Member Stipends		$ 72,000		$ -		$ 72,000		$ -	$ -		$ 6,000	$ 6,000
School Committee Secretary		$ 20,000		$ -		$ 20,000		$ -	$ -		$ 1,667	$ 1,667
Total Personnel:		**$ 92,000**		**$ -**		**$ 92,000**		**$ -**	**$ -**		**$ 7,667**	**$ 7,667**
Expenses		$ 5,340		$ -		$ 5,340		$ -	$ -		$ 445	$ 445
Memberships		$ 2,450		$ -		$ 2,450		$ -	$ -		$ 204	$ 204
Subscriptions		$ 3,500		$ -		$ 3,500		$ -	$ -		$ 292	$ 292
Supplies		$ -		$ -				$ -	$ -		$ -	$ -
Total Non-Personnel:		**$ 11,290**		**$ -**		**$ 11,290**		**$ -**	**$ -**		**$ 941**	**$ 941**
TOTAL:		$ 103,290		$ -		$ 103,290		$ -	$ -		$ 8,608	$ 8,608

Notes:

1200: Superintendent												
Personnel												
Superintendent of Schools	1.0	$ 225,000		$ -	1.0	$ 225,000		$ -	$ -		$ 18,750	$ 18,750
Chief Financial Officer	1.0	$ 165,000		$ -	1.0	$ 165,000		$ -	$ -		$ 13,750	$ 13,750
Chief Operating Officer	1.0	$ 150,000		$ -	1.0	$ 153,375		$ -	$ 3,375		$ 12,781	$ 12,781
Chief Academic Officer	1.0	$ 159,135		$ -	1.0	$ 159,135		$ -	$ -		$ 13,261	$ 13,261
Chief of Schools	1.0	$ 150,000		$ -	1.0	$ 153,375		$ -	$ 3,375		$ 12,781	$ 12,781
Chief of Equity	1.0	$ 150,000		$ -	1.0	$ 153,375		$ -	$ 3,375		$ 12,781	$ 12,781
Total Personnel:	**6.0**	**$ 999,135**	**0.0**	**$ -**	**6.0**	**$ 1,009,260**	**0.0**	**$ -**	**$ 10,125**		**$ 84,105**	**$ 84,105**
Non-Personnel												
Advertising		$ 15,000		$ -		$ 15,000		$ -	$ -		$ 1,250	$ 1,250
Contracted Services - Strategic Planning		$ 50,000		$ -		$ -		$ -	$ (50,000)		$ -	$ -
Contracted Services (District-Wide)		$ 23,000		$ -		$ 23,000		$ -	$ -		$ 1,917	$ 1,917
Expenses		$ 9,500		$ -		$ 9,500		$ -	$ -		$ 792	$ 792
Memberships		$ 10,500		$ -		$ 10,500		$ -	$ -		$ 875	$ 875
In-State Travel (District-Wide)		$ 31,000		$ -		$ 31,000		$ -	$ -		$ 2,583	$ 2,583
Supplies		$ 3,500		$ -		$ 3,500		$ -	$ -		$ 292	$ 292
COVID Related Expenses (remote learning, social distancing)		$ -		$ -		$ 2,411,248		$ 4,940,000	C $ 2,411,248			*CvRF & Remote Learni*
Total Non-Personnel:		**$ 142,500**		**$ -**		**$ 2,503,748**		**$ 4,940,000**	**$ 2,361,248**		**$ 7,708**	**$ 7,708**

Notes:

*Strategic planning was a one time cost that was reduced for FY20/21

*Covid cost includes filters (200k), LMS for 5-12 (2 mil) and PPE (2.1 mil) = $4.3 million

*City is covering the $300k air purifiers

Includes PPE grant (3.2 mil) and State Tech Support grant (1.74 mil)

TOTAL:	6.0	$ 1,141,635	0.0	$ -	6.0	$ 3,513,008	0.0	$ 4,940,000	$ 2,371,373		$ 91,813	$ 91,813
1400: Finance and Administrative Services												
Personnel												

GF = General Fund	FY20 FTE	General Fund	FY20 FTE	Grants/Offsets	FY21 FTE	General Fund	FY21 FTE	Grants/Offsets	General Fund Change	Aug 1/12	Sept 1/12	
Finance & Operations (1410):												
Deputy CFO	1.0	$ 130,000		$ -	1.0	$ 96,838		$ -	$ (33,162)	$ 8,070	$ 8,070	
Internal Auditor	0.5	$ 31,809	0.5	$ 31,809	0.5	$ 32,766	0.5	$ 32,766	$ 957	$ 2,731	$ 2,731	*indirect*
Grants Manager	0.0	$ -	1.0	$ 73,563	0.0	$ -	1.0	$ 75,034	$ -	$ -	$ -	*indirect*
Mail Courier	1.0	$ 37,484		$ -	1.0	$ 38,233		$ -	$ 749	$ 3,186	$ 3,186	
Clerical Staff - Central Administration	25.0	$ 1,319,388	4.0	$ 185,587	15.0	$ 780,000	3.0	$ 156,000	$ (539,388)	$ 65,000	$ 65,000	*2 Title I/Title IIA*
Clerical Staff - Special Education					7.0	$ 360,975	2.0	$ 104,000	$ 360,975	$ 30,081	$ 30,081	*240 grant- SPED*
Clerical Substitutes & Overtime	0.0	$ 30,000		$ -	0.0	$ 30,000		$ -	$ -	$ 2,500	$ 2,500	
Substitute Teacher Calling	0.0	$ 15,000		$ -	0.0	$ 15,000		$ -	$ -	$ 1,250	$ 1,250	
Human Resources (1420):												
Human Relations Generalist	1.0	$ 75,000	0.0	$ -	1.0	$ 77,265	0.0	$ -	$ 2,265	$ 6,439	$ 6,439	
Assistant HR Director	1.0	$ 90,000	0.0	$ -	1.0	$ 82,415	0.0	$ -	$ (7,585)	$ 6,868	$ 6,868	
Legal Counsel (1430):												
Counsel for Collective Bargaining	0.0	$ 90,000		$ -	0.5	$ 45,000	0.0	$ -	$ (45,000)	$ 3,750	$ 3,750	
Staff Counsel for Student Services	1.0	$ 114,363	1.0	$ 109,964	1.0	$ 114,406	1.0	$ 114,406	$ 43	$ 9,534	$ 9,534	*240 grant- SPED*
Technology - Districtwide (1450):												
Manager of ICTS	1.0	$ 96,473	0.0	$ -	1.0	$ 98,402	0.0	$ -	$ 1,929	$ 8,200	$ 8,200	
Network Manager	1.0	$ 81,811	0.0	$ -	1.0	$ 83,447	0.0	$ -	$ 1,636	$ 6,954	$ 6,954	
Assistant Network Manager	1.0	$ 70,202	0.0	$ -	1.0	$ 71,605	0.0	$ -	$ 1,403	$ 5,967	$ 5,967	
Helpdesk Manager	1.0	$ 57,800	0.0	$ -	1.0	$ 58,956	0.0	$ -	$ 1,156	$ 4,913	$ 4,913	
District Webmaster	1.0	$ 70,903	0.0	$ -	1.0	$ 72,321	0.0	$ -	$ 1,418	$ 6,027	$ 6,027	
Media Technology Support Liaisons	3.0	$ 197,652	0.0	$ -	3.0	$ 201,605	0.0	$ -	$ 3,953	$ 16,800	$ 16,800	
Computer Repair Technician - LHS	1.0	$ 66,649	0.0	$ -	1.0	$ 67,981	0.0	$ -	$ 1,332	$ 5,665	$ 5,665	
School Website Content Manager Stipends LHS	0.0	$ 2,550	0.0	$ -	0.0	$ 2,550	0.0	$ -	$ -	$ 213	$ 213	
Database and Systems Administrator	1.0	$ 85,000	0.0	$ -	1.0	$ 83,325	0.0	$ -	$ (1,675)	$ 6,944	$ 6,944	
Data Analysts	0.0	$ -	1.0	$ 47,763	0.0	$ -	1.0	$ 49,201	$ -	$ 4,100	$ 4,100	*Title I*
Scheduler - LHS	1.0	$ 83,455	0.0	$ -	1.0	$ 85,966	0.0	$ -	$ 2,511	$ 7,164	$ 7,164	
Total Personnel:	**41.5**	**$ 2,745,539**	**7.5**	**$ 448,686**	**39.0**	**$ 2,499,056**	**8.5**	**$ 531,407**	**$ (246,483)**	**$ 212,355**	**$ 212,355**	

Notes:

*Separated SPED clerical from clerical line for more clarity on departmental spending

*Reduced Clerical Staff - Central Administation by 2 positions (Engagement Clerk and Curriculum Clerk)

*The 240 grant covers .5 of two staff counsel positions

*Eliminate half of the Counsel for Collective Bargaining funding

TOTAL:	41.5	$ 2,745,539	7.5	$ 448,686	39.0	$ 2,499,056	8.5	$ 531,407	$ (246,483)	$ 212,355	$ 212,355	
Non-Personnel												
Finance & Operations (1410):												
Postage		$ 50,000		$ -		$ 50,000		$ -	$ -	$ 4,167	$ 4,167	
Data Processing Forms/Supplies		$ 15,000		$ -		$ 15,000		$ -	$ -	$ 1,250	$ 1,250	
Printing & Binding		$ 15,000		$ -		$ 15,000		$ -	$ -	$ 1,250	$ 1,250	
Contracted Services- Fair Student Funding		$ 50,000		$ -		$ 10,000		$ -	$ (40,000)	$ 833	$ 833	
Contracted Services - Financial Audit		$ 35,000		$ -		$ 35,000		$ -	$ -	$ 2,917	$ 2,917	
Contracted Services - HR/Forensic Audit		$ -		$ -		$ -		$ -	$ -	$ -	$ -	
Human Resources (1420):												
Recruitment Expenses/Advertising		$ -		$ -		$ -		$ -	$ -	$ -	$ -	
Legal Service for School Committee (1430):												
Contracted Services - Legal		$ 15,000		$ -		$ 15,000		$ -	$ -	$ 1,250	$ 1,250	
Administrative Technology- Districtwide (1450):												
Computer Contracted Services - Admin.		$ 91,500		$ -		$ 80,941		$ - B	$ (10,559)	$ 7,625	$ 7,625	
Computer Hardware - Admin.		$ 70,000		$ -		$ 70,000		$ -	$ -	$ 5,833	$ 5,833	
Computer Software - Admin.		$ 270,612		$ -		$ 81,780		$ - B	$ (188,832)	$ 22,551	$ 22,551	
Internet Service Provider		$ 40,000		$ -		$ 40,000		$ -	$ -	$ 3,333	$ 3,333	
Program & Analytical Services		$ 30,000		$ -		$ 30,000		$ -	$ -	$ 2,500	$ 2,500	
Photocopier Maintenance/Service		$ 75,000		$ -		$ 205,116		$ -	$ 130,116	$ 17,093	$ 17,093	
Photocopier Purchase		$ 52,000		$ -		$ -		$ -	$ (52,000)	$ -	$ -	
									$ -	$ -	$ -	
Total Non-Personnel:		**$ 809,112**		**$ -**		**$ 647,837**		**$ -**	**$ (161,275)**	**$ 70,602**	**$ 70,602**	

Notes:

*During recent years, the photocopier cycle of mixing new purchases with maintenance agreement options on old machines was reduced significantly due to funding issues. This was cut even further to close the funding gap identified during FY18/19. This has been conservatively reinstated since copy services are necessary for daily operations.

*77 copiers leased and 37 previously owned - all maintained by Axion (Konica)

GF = General Fund	FY20 FTE	General Fund	FY20 FTE	Grants/Offsets	FY21 FTE	General Fund	FY21 FTE	Grants/Offsets	General Fund Change		Aug 1/12	Sept 1/12	
*Fair Student Funding was implemented during the FY20/21 budget cycle. We left $10k for follow up assistance and to initiate FY21/22 budget.													
TOTAL:	0.0	$ 809,112	0.0	$ -	0.0	$ 647,837	0.0	$ -	$ (161,275)		$ 70,602	$ 70,602	

INSTRUCTION (21/22XX Series)

Instructional Leadership Personnel													
Curriculum Directors (2110):													
Director of Curriculum & Instruction - LHS	0.0	$ -	0.0	$ -	0.0	$ -	0.0	$ -	$ -		$ -	$ -	
Director of Secondary Education	1.0	$ 120,000	0.0		0.0	$ -	0.0		$ (120,000)	D	$ -	$ -	*duties to be consolida*
Coordinator of Student Support Services - LHS	1.0	$ 125,682	0.0	$ -	1.0	$ 124,277	0.0	$ -	$ (1,405)		$ 10,356	$ 10,356	
Discipline & Operations Specialist - LHS	1.0	$ 108,424	0.0	$ -	1.0	$ 109,123	0.0	$ -	$ 699		$ 9,094	$ 9,094	
Community Schools Program Manager	0.0	$ -	1.0	$ 84,913	0.0	$ -	1.0	$ 87,469	$ -		$ 7,289	$ 7,289	*early childhood?*
Early Childhood Coordinator	1.0	$ 109,984	0.0	$ -	1.0	$ 113,296	0.0	$ -	$ 3,312		$ 9,441	$ 9,441	
PT Early Learning Coordinator	0.5	$ 55,000	0.0		0.0	$ -	0.0		$ (55,000)	D	$ -	$ -	
Coordinator of Mathematics	1.0	$ 112,842	0.0	$ -	1.0	$ 115,100	0.0	$ -	$ 2,258		$ 9,592	$ 9,592	
Coordinator of ELL Programs	1.0	$ 122,913	0.0	$ -	1.0	$ 122,944	0.0	$ -	$ 31		$ 10,245	$ 10,245	
Coordinator of English Language Arts	1.0	$ 106,344	0.0	$ -	1.0	$ 108,471	0.0	$ -	$ 2,127		$ 9,039	$ 9,039	
Coordinator of Science	1.0	$ 114,288	0.0	$ -	1.0	$ 111,178	0.0	$ -	$ (3,110)		$ 9,265	$ 9,265	
Coordinator of Special Programs	0.0	$ -	1.0	$ 117,411	0.0	$ -	1.0	$ 119,760	$ -		$ 9,980	$ 9,980	*21st century*
Coordinator Research, Testing & Assessment	1.0	$ 115,965	0.0	$ -	0.0	$ -	0.0	$ -	$ (115,965)	D	$ -	$ -	
Director of Research & Accountability	1.0	$ 120,000	0.0	$ -	1.0	$ 121,563	0.0	$ -	$ 1,563		$ 10,130	$ 10,130	
Department Heads (2120):													
Academic Chair - English - LHS	1.0	$ 118,126	0.0	$ -	1.0	$ 119,759	0.0	$ -	$ 1,633		$ 9,980	$ 9,980	
Academic Chair - Fine Arts - LHS	1.0	$ 123,438	0.0	$ -	1.0	$ 115,837	0.0	$ -	$ (7,601)		$ 9,653	$ 9,653	
Academic Chair - Mathematics - LHS	1.0	$ 110,158	0.0	$ -	1.0	$ 119,040	0.0	$ -	$ 8,883		$ 9,920	$ 9,920	
Academic Chair - Physical Education - LHS	0.5	$ 60,018	0.0	$ -	0.5	$ 61,954	0.0	$ -	$ 1,936		$ 5,163	$ 5,163	
Academic Chair - Science - LHS	1.0	$ 117,411	0.0	$ -	1.0	$ 119,759	0.0	$ -	$ 2,349		$ 9,980	$ 9,980	
Academic Chair - Social Studies - LHS	1.0	$ 114,272	0.0	$ -	1.0	$ 116,558	0.0	$ -	$ 2,286		$ 9,713	$ 9,713	
Academic Chair - Special Education - LHS	1.0	$ 107,759	0.0	$ -	1.0	$ 118,284	0.0	$ -	$ 10,525		$ 9,857	$ 9,857	
Academic Chair -World Language - LHS	1.0	$ 115,718	0.0	$ -	1.0	$ 118,033	0.0	$ -	$ 2,315		$ 9,836	$ 9,836	
District Leaders:													
Director of Special Education	1.0	$ 136,994	0.0	$ -	1.0	$ 132,925	0.0	$ -	$ (4,069)		$ 11,077	$ 11,077	
Assistant Director of Special Education	1.0	$ 102,500	1.0	$ 113,964	1.0	$ 104,000	1.0	$ 119,429	$ 1,500		$ -	$ -	*240 grant - SPED*
Total Personnel:	**20.0**	**$ 2,317,834**	**3.0**	**$ 316,288**	**17.5**	**$ 2,052,101**	**3.0**	**$ 326,658**	**$ (265,733)**		**$ 179,611**	**$ 179,611**	

Notes:

*Coordinator of Mathematics and Coordinator of ELA will be funded by Title I budget
*Coordinator of Research & Accountability will be eliminated
*Assistant Director of Special Education - 1 of the two will be reduced
*Eliminate the Director of Secondary Education position

TOTAL:	20.0	$ 2,317,834	3.00	$ 316,288	17.5	$ 2,052,101	3.00	$ 326,658	$ (265,733)		$ 179,611	$ 179,611	
2200: Principals/School Leadership Personnel													
Elementary and Middle Schools:													
Principals	22.0	$ 2,639,904	0.0	$ -	21.0	$ 2,660,550	0.0	$ -	$ 20,646		$ 221,713	$ 221,713	
Assistant Principals	21.0	$ 2,306,650	0.0	$ -	22.0	$ 2,575,553	0.0	$ -	$ 268,903		$ 214,629	$ 214,629	
Title 1 Director	0.0	$ -	0.2	$ 30,314	0.0	$ -	0.2	$ 30,314	$ -		$ -	$ -	*Title I*
School Clerks	37.0	$ 1,771,085	1.0	$ 48,180	37.0	$ 1,772,018	1.0	$ 50,628	$ 933		$ 147,668	$ 147,668	*Adult Ed grant*
Principal Merit Increases	0.0	$ 17,057	0.0	$ -	0.0	$ 17,057	0.0	$ -	$ (0)		$ 1,421	$ 1,421	
Lowell High School:													
Head of School	1.0	$ 148,584	0.0	$ -	1.0	$ 149,699	0.0	$ -	$ 1,115		$ 12,475	$ 12,475	
House Deans - LHS	4.0	$ 484,546	0.0	$ -	4.0	$ 494,043	0.0	$ -	$ 9,497		$ 41,170	$ 41,170	
Director of the Freshman Academy - LHS	1.0	$ 117,337	0.0	$ -	1.0	$ 119,488	0.0	$ -	$ 2,151		$ 9,957	$ 9,957	
Student Services Specialist -Freshman Academy	1.0	$ 100,775	0.0	$ -	2.0	$ 200,688	0.0	$ -	$ 99,913		$ 16,724	$ 16,724	
Bursar/Financial Specialist - LHS	1.0	$ 49,681	0.0	$ -	1.0	$ 50,172	0.0	$ -	$ 491		$ 4,181	$ 4,181	
Alternative Schools/Programs:													
Alternative School Principal - BRIDGE	1.0	$ 119,549	0.0	$ -	1.0	$ 118,662	0.0	$ -	$ (887)		$ 9,889	$ 9,889	*combined with Dir of S*
Alternative School Principal- Cardinal	0.0	$ -	0.0	$ -	0.0	$ -	0.0	$ -	$ -		$ -	$ -	
Alternative School Principal - Career Academy	1.0	$ 116,276	0.0	$ -	1.0	$ 115,128	0.0	$ -	$ (1,148)		$ 9,594	$ 9,594	

GF = General Fund	FY20 FTE	General Fund	FY20 FTE	Grants/Offsets	FY21 FTE	General Fund	FY21 FTE	Grants/Offsets	General Fund Change	Aug 1/12	Sept 1/12	
Alternative School Coordinator - Laura Lee	1.0	$ 103,613	0.0	$ -	1.0	$ 107,062	0.0	$ -	$ 3,449	$ 8,922	$ 8,922	
Alternative School Coordinator - CSA Day School	1.0	$ 114,529	0.0	$ -	1.0	$ 112,920	0.0	$ -	$ (1,609)	$ 9,410	$ 9,410	
Alternative School Coordinator - Leblanc	0.0	$ -	1.0	$ 108,392	0.0	$ -	1.0	$ 111,655	$ -			*240 grant - SPED*
Total Personnel:	**92.0**	**$ 8,089,586**	**2.2**	**$ 186,886**	**93.0**	**$ 8,493,040**	**2.2**	**$ 192,597**	**$ 403,454**	**$ 707,754**	**$ 707,754**	

Notes:

*Additions were due to Fair Student Funding additions

TOTAL:	92.0	$ 8,089,586	2.2	$ 186,886	93.0	$ 8,493,040	2.2	$ 192,597	$ 403,454	$ 707,754	$ 707,754

TEACHERS (2305 Series)

Personnel												
Classroom Teachers:												
Pre-K Teachers	22.0	$ 1,847,177	0.0	$ -	24.0	$ 2,011,200	0.0	$ -	$ 164,023	$ -	$ 167,600	
Kindergarten Teachers	51.0	$ 4,075,250	0.0	$ -	52.0	$ 4,357,600	0.0	$ -	$ 282,350	$ -	$ 363,133	
Elementary Classroom Teachers	207.0	$ 17,138,115	0.0	$ -	208.0	$ 17,430,400	0.0	$ -	$ 292,285	$ -	$ 1,452,533	
English Language Learner Teachers	69.0	$ 5,718,681	0.0	$ -	77.0	$ 6,452,600	0.0	$ -	$ 733,919	$ -	$ 537,717	
Middle School Teachers	65.0	$ 4,750,617	0.0	$ -	208.0	$ 17,430,400	0.0	$ -	$ 12,679,783	$ -	$ 1,452,533	
Mathematics Teachers	90.0	$ 7,033,241	0.0	$ -	28.0	$ 2,346,400	0.0	$ -	$ (4,686,841)	$ -	$ 195,533	
Science Teachers	46.0	$ 3,645,337	0.0	$ -	28.0	$ 2,346,400	0.0	$ -	$ (1,298,937)	$ -	$ 195,533	
Social Studies Teachers	33.0	$ 2,731,541	0.0	$ -	26.0	$ 2,178,800	0.0	$ -	$ (552,741)	$ -	$ 181,567	
English Teachers	86.0	$ 6,808,818	0.0	$ -	31.0	$ 2,597,800	0.0	$ -	$ (4,211,018)	$ -	$ 216,483	
Foreign Language Teachers	15.0	$ 1,170,996	0.0	$ -	17.0	$ 1,424,600	0.0	$ -	$ 253,604	$ -	$ 118,717	
Business Education Teachers	4.0	$ 341,001	0.0	$ -	5.0	$ 419,000	0.0	$ -	$ 77,999	$ -	$ 34,917	
In-House Suspension Teachers	1.0	$ 83,238	0.0	$ -	1.0	$ 83,800	0.0	$ -	$ 562	$ -	$ 6,983	
Allied Art Teachers:												
Art Teachers	29.5	$ 2,330,195	0.0	$ -	29.0	$ 2,430,200	0.0	$ -	$ 100,005	$ -	$ 202,517	
Music Teachers	31.0	$ 2,490,991	0.0	$ -	28.0	$ 2,346,400	0.0	$ -	$ (144,591)	$ -	$ 195,533	
District Band Teachers					3.0	$ 251,400	0.0	$ -	$ 251,400	$ -	$ 20,950	
Dance Teachers	3.0	$ 214,222	0.0	$ -	3.0	$ 251,400	0.0	$ -	$ 37,178	$ -	$ 20,950	
Drama Teachers	1.0	$ 88,384	0.0	$ -	1.0	$ 83,800	0.0	$ -	$ (4,584)	$ -	$ 6,983	
Content Literacy					14.0	$ 1,173,200	0.0	$ -	$ 1,173,200	$ -	$ 97,767	
Technology Education Teachers	3.0	$ 258,781	0.0	$ -	5.0	$ 419,000	0.0	$ -	$ 160,219	$ -	$ 34,917	
Instructional Technology Specialists	4.0	$ 359,564	0.0	$ -	6.0	$ 502,800	0.0	$ -	$ 143,236	$ -	$ 41,900	
Physical Education / Health Teachers	50.0	$ 3,919,806	0.0	$ -	50.0	$ 4,190,000	0.0	$ -	$ 270,194	$ -	$ 349,167	
Special Education Teachers:												
Special Education Teachers	218.0	$ 16,854,799	0.0	$ -	218.0	$ 18,268,400	0.0	$ -	$ 1,413,601	$ -	$ 1,522,367	
Hearing Impaired Teachers	2.0	$ 190,088	0.0	$ -	2.0	$ 167,600	0.0	$ -	$ (22,488)	$ -	$ 13,967	
Vision Impaired Teachers	1.0	$ 78,317	0.0	$ -	1.0	$ 83,800	0.0	$ -	$ 5,483	$ -	$ 6,983	
Other Instructional Program Teachers:												
Jr. Air Force R.O.T.C. Instructors - LHS	4.0	$ 255,470	0.0	$ -	4.0	$ 335,200	0.0	$ -	$ 79,730	$ -	$ 27,933	
Culinary Arts/Consumer Science Teachers	3.0	$ 202,987	0.0	$ -	3.0	$ 251,400	0.0	$ -	$ 48,413	$ -	$ 20,950	
Video Production Teacher - LHS*	1.0	$ 77,725	0.0	$ -	0.0	$ -	1.0	$ 77,725	$ (77,725)	$ -	$ 6,477	*PEG Offset*
TV Associate Producer / Scheduler	0.0	$ -	0.0	$ -	0.0	$ -	0.0	$ -	$ -	$ -	$ -	
Digital Media Producer*	1.0	$ 60,172	0.0	$ -	0.0	$ -	1.0	$ 60,172	$ (60,172)	$ -	$ 5,014	*PEG Offset*
CBA Negotiations												
Adjustment of FSF -School Site Budgets									$ -	$ -	$ -	
Total Personnel:	**1043.5**	**$ 82,954,947**	**0.0**	**$ -**	**1072.0**	**$ 89,924,488**	**2.0**	**$ 137,897**	**$ 6,969,541**	**$ -**	**$ 7,505,199**	
TOTAL:	1043.5	$ 82,954,947	0.0	$ -	1072	$ 89,924,488	2.0	$ 137,897	$ 6,969,541	$ -	$ 7,505,199	

Notes:

*The number of teachers in each line have changed due to Fair Student Funding elections and coding corrections.

*Reorganized budget book to include Allied Arts teachers with Classroom teachers since reported together on EOY report.

*Removed SPED teachers from grant section and will to save on MTRS when writing the grant. SPED paras will be added to the grant instead.

*Expand Pre-K initiative will be paused due to fiscal constraints

Personnel

GF = General Fund	FY 20 FTE	General Fund	FY 20 FTE	Grants/Offsets	FY 21 FTE	General Fund	FY 21 FTE	Grants/Offsets		General Fund Change	Aug 1/12	Sept 1/12	
Medical/Therapeutic Services (2320):													
Special Ed Family Advocate			1.0	$ 55,000			1.0	$ 55,549		$ -	$ 4,629	$ 4,629	*240 grant - SPED*
Occupational / Physical Therapists	15.0	$ 1,046,715	0.0	$ -	11.0	$ 996,830	0.0	$ -		$ (49,885)	$ 83,069	$ 83,069	
Certified OT Assistants (COTA)					4.0	$ 180,000				$ 180,000	$ 15,000	$ 15,000	
Speech Pathologists & Therapists	28.0	$ 2,174,424	0.0	$ -	24.0	$ 2,124,826	0.0	$ -		$ (49,598)	$ 177,069	$ 177,069	
Speech Language Pathologist Assistant (SLPA)					5.0	$ 220,000				$ 220,000	$ 18,333	$ 18,333	
Sign Language Interpreters	1.0	$ 41,715	0.0	$ -	1.0	$ 42,238	0.0	$ -		$ 523	$ 3,520	$ 3,520	
Behavioral Certified Behavioral Analyst (BCBA)	11.0	$ 1,064,286	2.0	$ 183,434	9.0	$ 865,821	2.0	$ 204,832		$ (198,465)	$ 89,221	$ 89,221	*240 grant - SPED*
Evaluation Team Chairpersons	14.0	$ 1,246,122	1.0	$ 116,845	13.0	$ 1,306,324	1.0	$ 107,341	D	$ 60,202	$ 117,805	$ 126,472	*240 grant - SPED*
Substitute Coverage (232X):													
Substitute Teachers - Day-to-Day	0.0	$ 1,200,000	0.0	$ -	0.0	$ 1,200,000	0.0	$ -		$ -	$ -	$ 100,000	
Substitute Teachers - Long-Term	0.0	$ 1,000,000	0.0	$ -	0.0	$ 1,000,000	0.0	$ -		$ -	$ -	$ 83,333	
Paraprofessionals (2330):													
Paraprofessionals - Special Education	223.0	$ 7,055,779	36.0	$ 854,798	195.0	$ 6,493,500	48.0	$ 1,600,000		$ (562,279)	$ -	$ 674,458	*240 grant - SPED*
Paraprofessionals - Regular Education	171.0	$ 5,458,032	3.0	$ 94,750	186.0	$ 6,193,800	0.0	$ -		$ 735,768	$ -	$ 516,150	
Paraprofessionals - ABE	3.0	$ 88,988	0.0	$ -	0.0	$ -	0.0	$ -		$ (88,988)	$ -	$ -	
Librarians/Media Center Directors (2340):													
Library Media Specialist - LHS	1.0	$ 92,773	0.0	$ -	1.0	$ 84,093	0.0	$ -		$ (8,680)	$ -	$ 7,008	
Library Aides	0.0	$ -	0.0	$ -	0.0	$ -	0.0	$ -		$ -	$ -	$ -	
Intervention/Enrichment:													
Tutors - Intervention / Enrichment	0.0	$ -	44.0	$ 727,000	0.0	$ -	120.0	$ 1,845,472		$ -	$ -	$ 153,789	*Title 1*
Tutors - English Language Learners	0.0	$ -	26.0	$ 450,000	0.0	$ -	28.0	$ 450,000		$ -	$ -	$ 37,500	*Title III*
Tutors - School Based Allocation Funds	0.0	$ -	0.0	$ -	0.0	$ 400,000	0.0	$ -		$ 400,000	$ -	$ 33,333	
Stipends - Homebound Instruction	0.0	$ 55,000	0.0	$ -	0.0	$ 55,000	0.0	$ -		$ -	$ -	$ 4,583	
Stipends - Homebound Instruction (Special Educatior	0.0	$ 30,900	0.0	$ -	0.0	$ 30,900	0.0	$ -		$ -	$ -	$ 2,575	
Stipends - Out-of-School PLC	0.0	$ -	0.0	$ 45,000	0.0	$ -	0.0	$ 45,000		$ -	$ -	$ 3,750	*Title 1 or IIA*
Stipends - Academy Lead Teachers - LHS	0.0	$ -	0.0	$ -	0.0	$ -	0.0	$ -		$ -	$ -	$ -	
Stipends - ELL Lead Teachers					0.0		0.0	$ 82,000		$ -	$ -	$ 6,833	*Title IIA*
Stipends - STEM Leads in K-8 Buildings	0.0	$ -	0.0	$ 75,600	0.0	$ -	0.0	$ 75,600		$ -	$ -	$ 6,300	*Title IIA*
										$ -	$ -		
Total Personnel:	**469.0**	**$ 20,644,734**	**113.0**	**$ 2,602,427**	**449.0**	**$ 21,193,332**	**200.0**	**$ 4,465,794**		**$ 548,598**	**$ 508,647**	**$ 2,146,927**	

Notes:

*Tutor costs funded by the grants were added to the budget document for clarity and transparency.

*Out of School PLC covers PBIS & CPI training

*Increased SPED paras charged to grant by removing the SPED teachers on the grant. This will free up funds by not charging MTRS staff to grants. (415k/32,000 = 13 additional paras)

TOTAL:	469.0	$ 20,644,734	113.0	$ 2,602,427	449.0	$ 21,193,332	200.0	$ 4,465,794		$ 548,598	$ 508,647	$ 2,146,927	

PROFESSIONAL DEVELOPMENT (2350 Series)

Coaching/Curriculum Support (2352):													
Principal Mentors	0.0	$ -	0.0	$ 10,800	0.0	$ -	0.0	$ 10,800		$ -	$ -	$ 10,800	*Title IIa*
Academic Coaches	0.0	$ -	3.0	$ 270,000	0.0	$ -	0.0	$ -	D	$ -	$ -	$ -	*Title I*
Math Resource (Teachers) Coach	19.0	$ 1,637,647	0.0	$ -	17.0	$ 1,360,000	0.0	$ -		$ (277,647)	$ -	$ 113,333	
Tech Instructional Support Specialists					3.0	$ 275,054				$ 275,054	$ 22,921	$ 22,921	
Instructional Specialist	4.0	$ 363,507	8.0	$ 760,000			8.0	$ 870,008		$ (363,507)	$ 72,501	$ 72,501	*Title I*
Literacy Specialist	1.0	$ 95,000	14.0	$ 1,157,420			14.0	$ 1,335,114		$ (95,000)	$ 111,260	$ 111,260	*Title I*
Teacher Academy:													
Teacher Academy Facilitator	0.0	$ -	1.0	$ 93,049	0.0	$ -	1.0	$ 95,444		$ -	$ 7,954	$ 7,954	*Title IIA*
Teacher Academy Mentor Stipends - K-8	0.0	$ 18,326	0.0	$ 81,674	0.0	$ 18,326	0.0	$ 81,674		$ -	$ -	$ -	*Title IIA*
Teacher Academy Mentor Stipends - LHS	0.0	$ 14,200	0.0	$ -	0.0	$ 14,200	0.0	$ -		$ -	$ -	$ -	
Teacher Academy Instructor Stipends	0.0	$ 60,000	0.0	$ -	0.0	$ 60,000	0.0	$ -		$ -	$ -	$ -	
Teacher Academy Completion Bonus	0.0	$ 106,000	0.0	$ -	0.0	$ 106,000	0.0	$ -		$ -	$ -	$ -	
Early Childhood:													
Early Childhood Specialist	0.5	$ 28,043	0.5	$ 29,273	0.5	$ 27,815	0.5	$ 27,815		$ (228)	$ 2,318	$ 2,318	*CPPI*
PEG Developer Coach	0.0	$ -	1.0	$ 87,036	0.0	$ -	1.0	$ 89,655		$ -	$ -	$ -	*CPPI*
Total Personnel:	24.5	$ 2,322,723	27.5	$ 2,489,252	20.5	$ 1,861,395	24.5	$ 2,510,510		$ (461,328)	$ 216,953	$ 341,086	

Notes:

Non-Personnel													
Tuition Reimbursement		$ 260,000				$ 260,000				$ -	$ -	$ 21,667	
Professional Development		$ 80,000		$ 80,000		$ 80,000		$ 80,000		$ -	$ -	$ 6,667	*Title IV*
Total Non-Personnel:		$ 340,000		$ 80,000		$ 340,000		$ 80,000		$ -	$ -	$ 28,333	

GF = General Fund	FY20 FTE	General Fund	FY20 FTE	Grants/Offsets	FY21 FTE	General Fund	FY21 FTE	Grants/Offsets	General Fund Change		Aug 1/12	Sept 1/12
TOTAL:	24.5	$ 2,662,723	27.5	$ 2,569,252	20.5	$ 2,201,395	24.5	$ 2,590,510	$ (461,328)		$ 216,953	$ 369,420

Notes:
*The Instructional Specialist line included 3 Tech Instructional Support Specialists; these were separated out for transparency and clarity
*Two Renaissance Coaches cut from grants; two Curriculum Coordinators will be added to grant

INSTRUCTIONAL MATERIALS, EQUIPMENT & TECHNOLOGY (24XX Series)

Non-Personnel														
Textbooks (2410):														
Supplies & Textbooks - K-12		$ 400,000				$ -		$ -	B	$ (400,000)		$ -	$ -	
Textbooks - English Language Learners		$ 9,000				$ 9,000		$ -		$ -		$ 750	$ 750	
Other Instructional Materials (2415):														
Supplies - Reading		$ 5,000				$ 5,000		$ -		$ -		$ 417	$ 417	
Supplies-Special Ed		$ 40,000				$ 40,000		$ -		$ -		$ 3,333	$ 3,333	
Supplies - Mathematics		$ 8,000				$ 8,000		$ -		$ -		$ 667	$ 667	
Supplies - English Language Learners		$ 11,000				$ 11,000		$ -		$ -		$ 917	$ 917	
School Based Resources - Additional		$ 1,163,728		$ 100,000		$ -		$ -		$ (1,163,728)		$ -	$ -	
School Based Allocations		$ 1,309,102				$ 1,750,000		$ -	B	$ 440,898		$ 800,000	$ 500,000	
TV Studio Supplies		$ -				$ -		$ -		$ -		$ -	$ -	
TV Studio Equipment		$ -				$ -		$ -		$ -		$ -	$ -	
Instructional Hardware and Software (245X):														
Computer Contracted Services - Instructional		$ 94,900				$ 94,900		$ -		$ -		$ 7,908	$ 7,908	
Computer Hardware - Instructional		$ 120,000				$ 120,000		$ -		$ -		$ 10,000	$ 10,000	
Computer Software - Instructional		$ 152,700		$ 150,000		$ 82,207		$ 150,000	B	$ (70,493)		$ 150,000	$ -	*Title IV - iReady*
Computer Hardware - Lease		$ -				$ -		$ -		$ -				
Contracted Services														
Contracted Services - Special ED		$ 25,000				$ 25,000		$ -		$ -		$ 2,083	$ 2,083	
Parent Education Program - Special Ed		$ 12,000				$ 12,000		$ -		$ -		$ 1,000	$ 1,000	
Contracted Services - Hospitalized Children- SPED		$ 55,000				$ 55,000		$ -		$ -		$ 4,583	$ 4,583	
TOTAL:	0.0	$ 3,405,430	0.0	$ 250,000	0.0	$ 2,212,107	0.0	$ 150,000		$ (1,193,323)		$ 981,658	$ 531,658	

Notes:
*Supplies and Textbooks was reduced since we were able to prepurchase with FY19/20 savings
*Field Trip admission fees covers the transportation and miscellaneous costs to the Tsongas Center. UML provides free admission.
*Title IV will fund iReady
*Technology Investment was reduced by $2million; will prepurchase with FY19/20 savings

GUIDANCE COUNSELING AND TESTING (27/28XX Series)

Personnel														
Guidance Counselors (2710):														
Guidance Counselors	22.0	$ 2,026,803	0.0	$ -	23.0	$ 2,145,161	0.0	$ -		$ 118,358		$ 178,763	$ 178,763	
Early College Coordinator			1.0	$ 70,000	0.0	$ -	1.0	$ 72,133				$ 6,011	$ 6,011	*Ask Patti*
Clerk Schedulers - LHS	5.0	$ 227,598	0.0	$ -	5.0	$ 233,169	0.0	$ -		$ 5,571		$ 19,431	$ 19,431	
Psychological Services (2800):														
Caseworker for the BRIDGE	1.0	$ 57,447	0.0	$ -	1.0	$ 63,718	0.0	$ -		$ 6,271		$ 5,310	$ 5,310	
Social Workers - Building Based	32.0	$ 3,009,123	10.0	$ 896,877	26.0	$ 2,717,702	1.0	$ 93,000		$ (291,421)		$ 226,475	$ 226,475	*CFCE*
Social Worker - SPED (Shared)					14.0	$ 1,302,000	1.0	$ 93,000		$ 1,302,000		$ 108,500	$ 108,500	*240 grant - SPED*
Social Emotional Learning Coordinator	1.0	$ 110,000			1.0	$ 109,209	0.0	$ -		$ (791)		$ 9,101	$ 9,101	
School Climate Specialist	1.0	$ 80,000	0.0	$ -	1.0	$ 80,799	0.0	$ -		$ 799		$ 6,733	$ 6,733	
Psychologists	13.0	$ 1,316,394	0.0	$ -	13.0	$ 1,324,072	0.0	$ -		$ 7,678		$ 110,339	$ 110,339	
Total Personnel:	76.0	$ 6,916,714	11.0	$ 966,877	84.0	$ 7,975,830	3.0	$ 258,133		$ 1,059,116		$ 670,664	$ 670,664	

Notes:
*Some Social Emotional and Renaissance Support initiatives will be paused due to fiscal constraints
*Guidance Counselors increased by 1 due to the add back of a Career Counselor at LHS
*Moved SPED funded social workers back to local to minimize charging grants with MTRS staff (moved paras to the grant since they are not MTRS)

Non-Personnel														
Guidance Supplies - LHS		$ 1,000				$ 1,000		$ -		$ -		$ 83	$ 83	
Testing-Special Ed		$ 16,000				$ 16,000		$ -		$ -		$ 1,333	$ 1,333	

GF = General Fund	FY 20 FTE	General Fund	FY 20 FTE	Grants/Offsets	FY 21 FTE	General Fund	FY 21 FTE	Grants/Offsets	General Fund Change	Aug 1/12	Sept 1/12	
Total Non-Personnel:		$ 17,000				$ 17,000		$ -	$ -	$ 1,417	$ 1,417	
Notes:												
TOTAL:	76.0	$ 6,933,714	11.0	$ 966,877	84.0	$ 7,992,830	3.0	$ 258,133	$ 1,059,116	$ 672,080	$ 672,080	

PUPIL SERVICES 3000 SERIES

Personnel												
Attendance and Parent Liaison Services (3100):												
Family Resource Center Coordinator	1.0	$ 111,022	0.0	$ -	1.0	$ 117,548	0.0	$ -	$ 6,526	$ 9,796	$ 9,796	
Community Outreach Strategist	1.0	$ 80,000			1.0	$ 72,113	0.0	$ -	$ (7,887)	$ 6,009	$ 6,009	
Attendance Officer	1.0	$ 74,668	0.0	$ -	1.0	$ 76,916	0.0	$ -	$ 2,248	$ -	$ 6,410	
Attendance Monitors	1.0	$ 34,973	0.0	$ -	1.0	$ 35,319	0.0	$ -	$ 346	$ -	$ 2,943	
Part Time Parent Liaisons (PT or stipend)					16.0	$ 48,000	11.0	$ 124,740	$ 48,000	$ -	$ 4,000	*Title I*
Bilingual Family Liaisons	5.0	$ 240,000	0.0	$ -	0.0	$ -	5.0	$ 240,000	$ (240,000)	$ 20,452	$ 20,452	***Title Grants - ask Patt***
Parent Liaison - Full Time	1.0	$ 43,646	3.0	$ 107,326	3.0	$ 120,000	3.0	$ 107,326	$ 76,354	$ -	$ 10,000	*Early Childhood*
Medical/Health Services (3200):												
Nurses - Special Education	0.0	$ -	7.0	$ 323,266	0.0	$ -	6.0	$ 282,770	$ -	$ -	$ 23,564	*240 grant - SPED*
Student Support:												
Assistant EC Coordinator			1.0	$ 91,418	0.0	$ -	1.0	$ 91,418	$ -	$ 7,618	$ 7,618	*Early Childhood*
District Support Specialists	3.0	$ 269,172			3.0	$ 269,172		$ -	$ -	$ 23,250	$ 23,250	
Adult Education												
Director of Adult Education	1.0	$ 106,055	0.0	$ -	1.0	$ 108,176	0.0	$ -	$ 2,121	$ 9,015	$ 9,015	
Adult Education Teachers	5.0	$ 394,828	0.0	$ -	5.0	$ 415,970	0.0	$ -	$ 21,142	$ -	$ 34,664	
Total Personnel:	19.0	$ 1,354,364	11.0	$ 522,010	32.0	$ 1,263,214	26.0	$ 846,254	$ (91,150)	$ 76,140	$ 157,722	

Notes:

*Adult Ed was corrected by not including the cost of support staff. These staff are covered by the $1,098,546 received from state/federal adult ed funding to supplement our matching funds of $508,883.

*District Support Specialists were reduced by 2 positions (from 3 to 1)

Non-Personnel												
Translation Services		$ 50,000				$ 50,000		$ -	$ -	$ 4,167	$ 4,167	
Contracted Services - Student Support Services		$ 23,000		$ -		$ 23,000		$ -	$ -	$ 1,917	$ 1,917	
Supplies - Student Support Services		$ 15,000		$ -		$ 15,000		$ -	$ -	$ 1,250	$ 1,250	
Testing & Evaluation		$ 1,000		$ -		$ 1,000		$ -	$ -	$ 83	$ 83	
Total Non-Personnel:		$ 89,000				$ 89,000		$ -	$ -	$ 7,417	$ 7,417	
Notes:												
TOTAL:	19.0	$ 1,443,364	11	$ 522,010	32.0	$ 1,352,214	26	$ 846,254	$ (91,150)	$ 83,557	$ 165,138	

Personnel												
Transportation (3300):												
Transportation Manager	1.0	$ 101,500		$ -	1.0	$ 100,824		$ -	$ (676)	$ 8,402	$ 8,402	
Stipend for After School Bus Drop Off (New Location)		$ 14,000		$ -		$ 14,000		$ -	$ -	$ 1,167	$ 1,167	
Total Personnel:	1.0	$ 115,500			1.0	$ 114,824		$ -	$ (676)	$ 9,569	$ 9,569	
Notes:												

Non-Personnel												
Contracted Transportation - Regular Education		$ 4,847,600				$ 5,004,000		$ -	$ 156,400	$ 5,385,215	$ 417,000	
Contracted Transportation - Special Education		$ 6,992,013				$ 6,477,693		$ -	$ (514,320)	$ 554,619	$ 554,619	
Jr. Air Force R.O.T.C. Transportation - LHS		$ 3,000				$ 3,000		$ -	$ -	$ 250	$ 250	
Computer Software		$ 5,000				$ 5,000		$ -	$ -	$ 417	$ 417	
Contracted Services - Routing		$ 4,000				$ 4,000		$ -	$ -	$ 333	$ 333	
Supplies		$ 8,000				$ 8,000		$ -	$ -	$ 667	$ 667	
Total Non-Personnel:		$ 11,859,613		$ -		$ 11,501,693		$ -	$ (357,920)	$ 5,941,501	$ 973,286	

Notes:

*Includes 66 reg ed buses @180 days @$380/day ($25,000 per day for reg ed buses)

*Includes 9 minivans ($225.day), 6 wheelchair vans ($246/day) and 34 minibuses ($330/day) for in district special ed for reg school year (does not include summer)

*Includes 39 minivans ($234/day), 4 wheelchair vans ($234/day) and 7 minibuses ($288/day)for out of distict special ed transportation (does not include summer)

GF = General Fund	FY20 FTE	General Fund	FY20 FTE	Grants/Offsets	FY21 FTE	General Fund	FY21 FTE	Grants/Offsets	General Fund Change	Aug 1/12	Sept 1/12	
TOTAL:	1.0	$ 11,975,113		$ -	1.0	$ 11,616,517		$ -	$ (358,596)	$ 5,951,070	$ 982,855	
3500: Athletics & Student Activities Personnel												
Athletics (3510):												
Administrator of Athletics	0.5	$ 60,600		$ -	0.5	$ 61,954		$ -	$ 1,354	$ -	$ 5,163	
Clerical Staff - Athletics									$ -	$ -	$ -	
Coaches - Interscholastic		$ 469,188		$ -		$ 469,188		$ -	$ -	$ -	$ 39,099	
Coaches - Intramural		$ 67,980		$ -		$ 67,980		$ -	$ -	$ -	$ 5,665	
Music/Band (3520):												
Stipends - Instrumental Band Coordinator		$ -		$ -		$ -		$ -	$ -	$ -	$ -	
Instrumental Music Program		$ 25,000		$ -		$ 25,000		$ -	$ -	$ -	$ 2,083	
Supplies - Instrumental Music Program		$ 5,000		$ -		$ 5,000		$ -	$ -	$ -	$ 417	
Boston Lyric Opera Project		$ -		$ -		$ -		$ -	$ -	$ -	$ -	
Band Camp - LHS		$ 1,800		$ -		$ 1,800		$ -	$ -	$ -	$ 150	
Monday Night Band Ensemble		$ -		$ -		$ -		$ -	$ -	$ -	$ -	
Marching Band Uniforms		$ -		$ -		$ -		$ -	$ -	$ -	$ -	
Supplies - Choral H.S.		$ 2,500		$ -		$ 2,500		$ -	$ -	$ -	$ 208	
Supplies - Choral Middle School		$ 2,500		$ -		$ 2,500		$ -	$ -	$ -	$ 208	
Other Student Activities (3520)::												
Student Activity Advisor		$ 82,233		$ -		$ 86,220		$ -	$ 3,987	$ 7,185	$ 7,185	
Stipends - Student Activities - LHS		$ 149,300		$ -		$ 149,300		$ -	$ -	$ -	$ 12,442	
Field Trip Admission Fees - K-8 - UML		$ 46,000		$ -		$ 60,000		$ -	$ 14,000	$ -	$ 5,000	
Stipends - Science Idea Camp		$ -		$ -		$ 40,000		$ -	$ 40,000	$ -	$ 3,333	
Stipends - Knowledge Bowl		$ 24,205		$ -		$ 24,205		$ -	$ -	$ -	$ 2,017	
Project Alliance Student Leadership - LHS		$ -		$ -		$ -		$ -	$ -	$ -	$ -	
Dual Enrollment Programs - LHS		$ 45,000		$ -		$ 45,000		$ -	$ -	$ -	$ 3,750	
S.C.O.R.E. Peer Mediation Program - LHS		$ 35,000		$ -		$ 35,000		$ -	$ -	$ -	$ 2,917	
Total Personnel:	0.5	$ 1,016,305		$ -	0.5	$ 1,075,646		$ -	$ 59,341	$ 7,185	$ 89,637	

Notes:

K-8 Athletics & Arts Investment paused to reduce the Reduction in Force

Non-Personnel												
Contracted Services - Athletics		$ 31,826				$ 31,826		$ -	$ -	$ 2,652	$ 2,652	
Contracted Transportation - Athletics		$ 117,000				$ 117,000		$ -	$ -	$ 9,750	$ 9,750	
Contracted Athletic Trainer Services		$ 83,500				$ 95,000		$ -	$ 11,500	$ 7,917	$ 7,917	
Supplies - Athletics		$ 124,000				$ 124,000		$ -	$ -	$ 10,333	$ 10,333	
Rental Fees (include UML swimming pool rental)		$ 41,000				$ 41,000		$ -	$ -	$ 3,417	$ 3,417	
Uniforms - Athletics		$ 10,000				$ 10,000		$ -	$ -	$ 833	$ 833	
Supplies - Student Activities		$ 34,000				$ 34,000		$ -	$ -	$ 2,833	$ 2,833	
Student Activities						$ -		$ -	$ -	$ -	$ -	
Jr. Air Force R.O.T.C. Supplies - LHS		$ 1,000				$ 1,000		$ -	$ -	$ 83	$ 83	
Jr. Air Force R.O.T.C. Equipment - LHS		$ 2,500				$ 2,500		$ -	$ -	$ 208	$ 208	
Knowledge Bowl Expenses		$ -				$ -			$ -	$ -	$ -	
Total Non-Personnel:		$ 444,826		$ -		$ 456,326		$ -	$ 11,500	$ 38,027	$ 38,027	

Notes:

*Increased Athletics Contracted Trainer due to new bidded price.

TOTAL:	0.5	$ 1,461,131		$ -	0.5	$ 1,531,972		$ -	$ 70,841	$ 45,212	$ 127,664	

FACILITIES AND GROUNDS (4XXX Series)

4000: Custodial & Security Services Personnel												
Facility Director	1.0	$ 93,000		$ -	1.0	$ 95,808		$ -	$ 2,808	$ 7,984	$ 7,984	
Facility Area Managers	2.0	$ 150,000			1.0	$ 77,265		$ -	$ (72,735)	$ 6,439	$ 6,439	D
Building Custodians	94.0	$ 3,834,099		$ 700,000	94.0	$ 3,990,883		$ 700,000	$ 156,784	$ 333,417	$ 333,417	*Food Service offset*
Overtime - Use of Buildings	0.0	$ 70,000		$ -	0.0	$ 70,000		$ -	$ -	$ 5,833	$ 5,833	
Use of School Facilities	0.0	$ -		$ -	0.0	$ -		$ -	$ -	$ -	$ -	
Overtime - Man-Out	0.0	$ 95,000		$ -	0.0	$ 95,000		$ -	$ -	$ 7,917	$ 7,917	
Overtime - Miscellaneous	0.0	$ 70,000		$ -	0.0	$ 70,000		$ -	$ -	$ 5,833	$ 5,833	
H.V.A.C. Technician - LHS	0.0	$ -		$ -	0.0	$ -		$ -	$ -	$ -	$ -	
Energy Management System Monitor	0.0	$ -		$ -	0.0	$ -		$ -	$ -	$ -	$ -	
Plumbers	0.0	$ -		$ -	0.0	$ -		$ -	$ -	$ -	$ -	

GF = General Fund	FY 20 FTE	General Fund	FY 20 FTE	Grants/Offsets	FY 21 FTE	General Fund	FY 21 FTE	Grants/Offsets	General Fund Change		Aug 1/12	Sept 1/12
Security Guards	10.0	$ 449,351		$ -	10.0	$ 444,314		$ -	$ (5,037)		$ 37,026	$ 37,026
School Resource Officers	0.0	$ -		$ -	0.0	$ -		$ -	$ -		$ -	$ -
Food Service Offset	0.0	$ -		$ -	0.0	$ -		$ -	$ -		$ -	$ -
Total Personnel:	107.0	$ 4,761,450		$ 700,000	106.0	$ 4,843,270		$ 700,000	$ 81,820		$ 404,450	$ 404,450

Notes:

*Food Service was offset by the "allowed" portion of custodian time in cafeteria

4000: Custodial & Security Services Non-Personnel												
Utility - Water / Sewer		$ 250,000				$ 250,000		$ -	$ -		$ 20,833	$ 20,833
Utility - Telephone		$ 175,000				$ 175,000		$ -	$ -		$ 14,583	$ 14,583
Preservatives (Floors)		$ 42,000				$ 42,000		$ -	$ -		$ -	$ -
Supplies		$ 300,000				$ 300,000		$ -	$ -		$ 100,000	$ 100,000
Building Repair & Maintenance		$ 150,000				$ 150,000		$ -	$ -		$ 50,000	$ 50,000
Contracted Services		$ 200,000				$ 200,000		$ -	$ -		$ 50,000	$ 50,000
Food Service Offset		$ -				$ -		$ -	$ -			
Use of Facilities Offset		$ -				$ -		$ -	$ -			
Total Non-Personnel:		$ 1,117,000		$ -		$ 1,117,000		$ -	$ -		$ 235,417	$ 235,417

Notes:

TOTAL:	107.0	$ 5,878,450		$ 700,000	106.0	$ 5,960,270		$ 700,000	$ 81,820		$ 639,866	$ 639,866

EMPLOYEE BENEFITS (5000 Series)

5100/5200: Employee Benefits & Retirement Personnel												
Health/Dental Insurance Premiums		$ 17,481,558		$ 568,374		$ 13,774,682		$ 5,697,332 A	$ (3,706,876)		$ 1,510,273	$ 1,510,273
FRINGE for new positions		$ 388,500				$ -		$ -	$ (388,500)		$ -	$ -
Student Accident Insurance		$ 27,872				$ 27,872		$ -	$ -		$ 2,323	$ 2,323
Longevity		$ 10,000				$ 10,000		$ -	$ -		$ 833	$ 833
Pre-Employment Physicals		$ 30,000				$ 30,000		$ -	$ -		$ 15,000	$ -
Retirement Sick Leave Buyback		$ 1,100,000				$ 1,100,000		$ -	$ -		$ 91,667	$ 91,667
Total Personnel:		$ 19,037,930		$ 568,374		$ 14,942,554		$ 5,697,332	$ (4,095,376)		$ 1,620,095	$ 1,605,095

various grants includ

Includes $4.1 million ESSER grant

Notes:

a: Insurance costs were increased by current monthly cost with estimated 6% increase per City CFO

b. Moved $380k of fringe for food service from general fund to grant/offsets column

Breakdown of grant offsets:

Title 1 - $360k												
SPED 240 - $630k												
Adult Ed - $110k												
Title IIA - $33k												
Total $1,133,000												

Add 380k for Food Service Offset in addition to ESSER grant

5350: Rental of Buildings Non-Personnel												
Central Administration Office Lease		$ 419,403				$ 270,000		$ - E	$ (149,403)		$ 34,950	$ 34,950
SPED Leasing of Space		$ 282,672				$ 282,672		$ -	$ -		$ 23,556	$ 23,556
Food Service Offset		$ -				$ -		$ -	$ -		$ -	$ -
Total Non-Personnel:		$ 702,075				$ 552,672		$ -	$ (149,403)		$ 58,506	$ 58,506

Notes:

TOTAL:		$ 702,075		$ -		$ 552,672		$ -	$ (149,403)		$ 58,506	$ 58,506

CAPITAL OUTLAY (7000 Series)

7000: Capital Outlay Non-Personnel												
Capital Improvements		$ 100,000				$ 100,000		$ -	$ -		$ 25,000	$ 25,000
Equipment Replacement		$ 125,000				$ 125,000		$ -	$ -		$ 25,000	$ 25,000
Use of School Facilities Offset		$ -				$ -		$ -	$ -		$ -	$ -

GF = General Fund	FY20 FTE	General Fund	FY20 FTE	Grants/Offsets	FY21 FTE	General Fund	FY21 FTE	Grants/Offsets	General Fund Change		Aug 1/12	Sept 1/12
Total Non-Personnel:		$ 225,000		$ -		$ 225,000		$ -	$ -		$ 50,000	$ 50,000
TOTAL:		$ 225,000		$ -		$ 225,000		$ -	$ -		$ 50,000	$ 50,000

Notes:

PROGRAMS WITH OTHER SCHOOL DISTRICTS 9000 SERIES

Turner, Billie Jo:
assume $3.8 million in cb reimb which means 1.35 would have to come from revolving acct balance

Non-Personnel												
Out-of-District Tuition:		$ 6,851,540		$ 4,150,000		$ 6,300,000		$ 4,150,000	F	$ (551,540)	$ 2,841,541	$ 525,000
Tuition to Mass Schools												
Tuition for School Choice												
Tuition to Out of State Schools												
Tuition to Non-Public Schools												
Tuition to Collaboratives												
Circuit Breaker Reimbursement												
Net Out-of-District												
School Committee Suspense												

***Due to bringing many students in district, our CB reimbursement may be significantly reduced. Budgeted the offset at $3 million rather than $4 million.**
***The Circuit Breaker/OOD does not include any buffers that would normally be included for DCF placements and students that move into the district.**
Updates will be provided monthly to avoid making additional cuts now based on possibilities despite how probable.

TOTAL:		$ 6,851,540		$ 4,150,000		$ 6,300,000		$ 4,150,000		$ (551,540)	$ 2,841,541	$ 525,000
GRAND TOTAL	1900.0	$ 179,383,148	175.2	$ 13,280,800	1920.5	$ 183,313,684	269.2	$ 24,986,582		$ 3,930,536	$ 14,939,929	$ 16,650,152
						$ 3,930,536						
Total General Fund (Ch 70 + City Cash)		$ 179,383,148				$ 183,313,684			G	$ 3,930,536		
Total Grants				$ 8,995,000		$ 0		$ 18,756,582		$ 0		
Total Offsets				$ 4,150,000				$ 6,230,000		$ -		
		$ 179,383,148		$ 13,145,000		$ 183,313,684		$ 24,986,582		$ 3,930,536		

$ 14,948,596 1/12th amt

FY20 Ch 70	$ 163,023,947
FY20 City Cash	$ 16,359,201
	$ 179,383,148
FY21 CH70 Increase	$ 3,930,536
	$ 183,313,684

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

Abigail Anderson
Director of Research and Accountability

Tel: (978) 674-2164
E-Mail:aanderson@lowell.k12.ma.us

To: Linus J. Guillory, Jr., Ph.D., Chief Schools Officer
From: Abigail Anderson
RE: Doctoral Research Proposal, Francisco Vicente
Date: August 7, 2020

Francisco Vicente, assistant principal at the Abraham Lincoln Elementary school, is enrolled in a doctoral program at UMass Lowell. A requirement of the program is to complete a dissertation-in-practice research study. Mr. Vicente's objective of his research is to systematically identify, describe, and consider the practices of the Abraham Lincoln Elementary school Adjustment Program and its efficacy in supporting the provisions of Free and Appropriate Public Education (FAPE) for students with Emotional Impairment. The focus of his dissertation is to identify practices that staff perceive as effective and ineffective, as well as professional development and resource need.

Mr. Vicente proposes to invite 19 elementary staff members for Abraham Lincoln Elementary school, who work with EI students participating in the substantially separate special education program, where 13 will be recruited to participate in participant interviews and focus groups. Mr. Vicente will examine qualitative interviews with staff who agree to participate, participant demographic survey data, and targeted IEP review. Staff participation is voluntary and Mr. Vicente will not participate in the evaluation process for staff in which he has a supervisory relationship with for the 2020-21 school year.

This research will help to describe school practice and to identify potential malleable factors that could be addressed in future practice activities. Overall study findings will be shared with the Superintendent of Schools, Chief Schools Officer, and the Director of Special Education for the school district.

The work conforms with Policy LC. I recommend approval by the school committee.

LOWELL PUBLIC SCHOOLS
Lincoln Elementary School
300 Chelmsford Street
Lowell,MA, 01851
Phone: 978-937-2846

Mrs. Ginger Coleman
Principal

Mr. Francisco C. Vicente
Assistant Principal

Tel: (978) 937-2846
Fax: (978) 937-2855

To: Dr. Joel Boyd, Superintendent of Schools, and Member of the Lowell School Committee

From: Francisco C. Vicente, Assistant Principal of the Abraham Lincoln Elementary School

Date: August 7, 2020

Subject: Executive Memo for Dissertation Request per Lowell School Committee Policy

Mr. Superintendent and Members of the School Committee:

I am currently a doctoral candidate in the UMASS Lowell program for Educational Leadership. The purpose of this practitioner-based Ed.D. program is to prepare PK-12 educators to be leaders who address problems of teaching and learning in their local contexts. Now in the final year of the program, I am ready to undertake my dissertation-in-practice research study.

As the student-researcher, I am reaching out to you for institutional support to carry out my dissertation-in-practice within the Lowell Public Schools. Below I have included information that addresses all the points outlined in Lowell Public Schools' policy on Relations about Education Research and Service Centers.

I. Objectives of Research: The purpose of my research study is to systematically identify, describe, and consider the practices of the Abraham Lincoln Elementary School Adjustment Program and its efficacy in supporting the provisions of Pree and Appropriate Public Education (PAPE) for students with Emotional Impairment. The study will identify the barriers and facilitators to PAPE for staff working with this specialized population of students with the long-term objective of building capacity for practitioners and supporting best practices. My dissertation focuses on identifying practices that staff perceive as effective and ineffective, as well as professional development and resource needs.

2. Impact of Research: Schools are tasked with the challenge of finding proactive measures to support students academically, socially, and behaviorally as members of their school community. This study will help to provide data for school leaders regarding the legal provisions of educating students with disabilities, employing research-based practices to support their long-term success, and supporting staff efforts to use research-based practices.

3. Privacy: Pseudonyms will be used in all data collected (staff interviews, IEP reviews, staff focus group) to protect the confidentiality of participants and the school. Only the student researcher will have access to the data which will be stored on a password protected computer. The Dissertation Chair will only have access to de-identified data. Consent will be obtained for all participants including the staff and parents/guardians of students whose IEP will be reviewed. Student assent will be requested when parent/guardian consent is obtained. Staff

will be given the opportunity to opt out of the project at any time. Parents will be asked to provide written consent and given the opportunity to opt out of participation.

4. Scope of Research: The Conceptual Framework of this study focuses on four primary topics: I) The Impact of Emotional Impairment, 2) Service Delivery Models, 3) Research Based Practices and the Research to Practice Gap, 4) IBP Development. The findings of this study will contribute to the professional growth of school leaders and teachers at Abraham Lincoln and LPS by providing seminal data about current instructional practices for students with Emotional Impairment, and research-based recommendations for improving school practice that are informed by local data.

5. Interruption of Instructional Time: No instruction will be interrupted in this study. All data collection will take place at a time and location convenient to staff participants outside of their instructional duties (e.g., this project will not interrupt typical school practice/day to day practice).

6. Faculty Member Approval: The Principal Investigator of this study is Dr. John McKenna, my dissertation chair; John oversees my dissertation study through the use of check in meetings. Dr. McKenna will not be involved in data collection, but he will assist with the analysis of de-identified data and the creation of research-based recommendations to improve school practice (e.g., chapter five of the dissertation in practice). I have passed my dissertation proposal defense and completed the IRB review process at UMASS Lowell. According to UML IRB, my study does not meet their institutional definition of human subject research (see letter from UML IRB). At this time, I intend to complete the research activities described in my dissertation proposal, presented during my proposal defense, and submitted to UML IRB (which determined the project did not meet their definition of human subject research). As a result, UML IRB will not be providing oversight of this project. Additionally, Principal Ginger Coleman has provided me with permission to complete the study at the Lincoln School and will oversee the formal evaluation of participating staff for the 2020-2021 school year.

Enclosed is a letter from my dissertation chair, Dr. John McKenna, outlining his role and support of this research study. I am also including a copy of the letter I received from the UMASS Lowell IRB board and my plan of study. I thank you for your consideration of this proposal.

Respectfully,

fir,

Francisco. C. Vicente, M.Ed.
Assistant Principal
Abraham Lincoln Elementary School

OFFICE OF RESEARCH INTEGRITY
600 Suffolk St, Wannalancit Mills Suite 212
Lowell, MA 01854
T: 978-934-4134 F: 978-934-6012
https://www. uml.edu/research/integrity/

7/29/2020

John William McKenna
Cirriculum and Instructions
61 Wilder St
9789344666
John_McKenna@uml.edu

Dear John William McKenna, PhD:

On 7/29/2020 the IRB has determined that the proposed activity is not regulated research as defined by DHHS and FDA regulations:

Type of review:	**Initial**
Title:	**Educating Students with Emotional Impairment A Qualitative Investigation of the Facilitators and Barriers to Free and Appropriate Public** Education **(FAPE)**
Principal investigator:	John William McKenna, PhD
IRB number:	20-110
IND or IND number, if any:	**N/A**
HHS grant title and ID, if any:	**N/A**
Documents reviewed:	**HRP-200, HRP-504, Interview Consent, Focus Group Consent, Consent for Zoom Interviews, Consent for Zoom Focus group, Parent Consent, Assent, Demographic survey, IEP Coding Sheet, Recruitment email, Confidentiality Agreement for Transcription**

IRB review and approval by this organization is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these activities are human subject research in which the organization is engaged, please submit a new request to the IRB for a determination.

If you have any questions, you may contact me at directly at 978-934-4134 or Emily Sousa@uml.edu.

Sincerely,

Emily Sousa, MA, CIM, CIP
IRB Manager

From: Sousa, Emily <Emily_Sousa@uml.edu>
Sent: Wednesday, July 29, 202011:06 AM
To: McKenna, John W <John_McKenna@uml.edu>
Cc: Vicente, Francisco C <Francisco_Vicente@student.uml.edu>; Sousa, Emily <Emily_Sousa@uml.edu>
Subject: IRB Determination Memo 20-110-MCK

Hi John,
The IRB has reviewed the materials provided and determined that the proposed activities do not meet the regulatory definition of human subject's research (HSR) and does not require IRB oversight. The IRB does request that the study be conducted ethically, e.g., consent, voluntary nature, etc. HOWEVER, **please do not reference the IRB or IRB approval in any of the materials** since it is not required. If you have any questions about this determination please let me know, thank you.

Emily

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UM.ASS | YEARSPROUD
LOW.&.L I 1894 - 2016

Emily Sousa, MA, CIP, CIM
/RB Manager

RESEARCH INTEGRITY

E: fmi.lY. sousa@uml.edu
T: 978-934-4134
@uMLResearch uml.edu/Research/Integri.lv.

University of Massachusetts Lowell
UMASS
Learning with Purpose

850 Broadway Street
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COLLEGE OF EDUCATION

August 6, 2020

To Whom It May Concern,

It is a pleasure to serve as the Dissertation Committee Chair for Assistant Principal Vicente. Mr. Vicente is a doctoral candidate in the College of Education's Educational Leadership Ed.D. program. With his Dissertation Committee, Mr. Vicente has developed a plan of inquiry that is likely to be of great benefit to the students and staff at Abraham Lincoln, and is likely to provide "lessons learned" for school practice in the district. As Mr. Vicente's Chair, I will assist with the analysis of de-identified qualitative data (staff interviews, IEP review, staff focus group), assist with the further development of a focus group protocol, and provide feedback and guidance during the development of his final dissertation chapter, which consists of making research based recommendations that are based on dissertation findings (e.g., local data). In my role, I will not interact directly with school staff, parents/guardians, and students. I will not have access to student records. UML IRB is not providing oversight because Mr. Vicente's dissertation in practice does not meet the organization's definition of human subject research (please see letter from UML IRB that Mr. Vicente included with his project materials).

Frank and I have worked very closely on his dissertation proposal, which he not only successfully defended but it is now being used as a model for future cohorts of doctoral students. One thing that struck me from the beginning of this process is that Mr. Vicente is incredibly passionate about the success of his students and staff. Promoting student and staff success is a theme that runs strongly through his dissertation in practice. The next step is to implement his plan of inquiry with those who consent to participate so that he can make even more informed decisions about how to support students and staff (e.g., recommendations that are based on local qualitative data and evidence from relevant peer reviewed research).

Respectfully,

John William McKenna Ph.D.
Associate Professor of Moderate Disabilities
College of Education
University of Massachusetts Lowell
John_mckenna@uml.edu
Faculty Profile: https·/lwww.uml edn!education/faculty-staff/faculty/mckenna-john-lliam..aspx

Francisco C. Vicente 7.30.20 HRP-504 Investigator Study Plan

1. TITLE
Educating Students with Emotional Impairment
A Qualitative Investigation of the Facilitators and Barriers to Free and Appropriate Public Education (FAPE)

2. EXTERNAL IRB REVIEW HISTORY*
NIA

3. PRIOR APPROVALS:
NIA

CONFLICT OF INTEREST (COi):
None

BIOHAZARDOUS AGENTS:
NIA

RADIATION:
NIA

4. BACKGROUND*
Across the United States, schools face significant challenges achieving Free and Appropriate Public Education (FAPE) mandates for students with Emotional Impairment (EI; U.S Department of Education, 2019; McKenna, Solis, Brigham, & Adamson, 2019). EI students have very specific and specialized academic, social/emotional, and behavioral needs, and these needs are likely to vary by student (Gresham, 2015). Coupled with the challenge of meeting those unique needs are inconsistencies in the knowledge base of stakeholders with respect to special education policies and procedures. School systems lack a clear model of instruction to support EI students and measure their progress in all domains of their disability. Teams lack common understanding and a shared vision of the goals of special education, how best to service their students, and how to plan for their future. Students with EI are the most likely of all special education subgroups to be placed in more restrictive settings (Maggin, 2011) despite research suggesting that the environmental, academic, and behavioral needs of the students may be not be adequately addressed in these settings (McKenna & Ciullo, 2016; Levy & Vaughn, 2002). Compounding this issue, students have insufficient access to research based instructional, behavioral, and assessment methodology for educators to consistently and successfully achieve FAPE mandates. As a result, research suggests that as few as 40% of students with EI will graduate high school from our public-school system (Thurlow, 2002). The provision of FAPE comes with the understanding that a student's education will confer appropriate benefit (McKenna, Adamson, Solis, 2019). To achieve this for students with EI, schools must be prepared to meet their universal needs.

5. OBJECTIVES*
The following research question will guide this sequential qualitative investigation:
What are the facilitators and barriers to achieving FAPE mandates for students with Emotional Impairment educated in dedicated settings at Buchanan Elementary School?

6. STUDY OUTCOMES*

The primary objective is to identify facilitators and barriers to FAPE mandates for students with El in dedicated settings at an urban elementary school in a Northeastern state through a data collection process that will include staff interviews, a review of student IEPs, and a staff focus group. Data collected will be used to describe school practice and to identify potential malleable factors that could be addressed in future practice activities (e.g., responsibilities associated with typical school practice/typical professional responsibilities as a practitioner). This dissertation study does not involve making changes to typical school practice. This dissertation study only involves identifying and describing current school practice. This dissertation study will not be rewritten and submitted for possible publication in a peer reviewed journal.

7. INCLUSION AND EXCLUSION CRITERIA*

Members of the school staff who work with EI students participating in the substantially separate special education program for increased social emotional and behavioral supports will be recruited for this investigation. Participants will be recruited from the school in which the second researcher (Doctoral Candidate) is employed as an Assistant Principal. A purposeful sampling procedure will be used to identify and select participants salient to this dissertation study (Miles and Huberman, 1994). Specifically, study participants will meet the following selection criteria: *Teacher and/or staff who provide instruction and/or support to at least one student with EI who is placed in the substantially separate special education program for increased social emotional and behavioral supports, or are members of an IEP team for at least one student with EI in the substantially separate special education program for increased social emotional and behavioral supports.*

Based on the given criteria, criteria, interview participants will include:

- Two Special Education Teachers from the substantially separate classrooms
- Two Paraprofessionals from the substantially separate classrooms
- One Licensed Clinical Social Worker (LICSW) from the substantially separate classrooms support Staff
- One Certified Behavior Analyst (BCBA) from the substantially separate classrooms support Staff
- One General Education Teacher at each grade level that supports students with EI who participate in the substantially separate classroom, in an inclusive setting for a portion of their school day.
- School Psychologist

- One School Administrator

All study participants must self-report English as their primary language.

8. VULNERABLE POPULATIONS*

This study focuses on students with EI who receive special education services. The sole source of student level data being collected is a record review [specifically, the Individualized Education Program (IBP) document] which will be limited to demographic information and information on IBP goals.

9.SETTING

Participants will be recruited from an urban elementary school in a Northeastern state that the Doctoral Candidate is employed at as an Assistant Principal. The school includes a substantially separate program for special education students identified in need of increased social emotional and behavioral support.

A community advisory board will not be involved in this project.

10. RESOURCES AVAILABLE

The Doctoral Candidate will recruit participants, obtain informed consent of participants, conduct interviews, audio record each interview that has consent to record, transcribe interviews, code interview transcripts, analyze transcripts for emerging themes, and develop project permanent products (manuscripts, presentation proposals, sharing general recommendations with district/local education agency stakeholders).

Dr. John McKenna, Dissertation Committee Chair will assist with coding interview transcripts, analyze transcripts for emerging themes, outliers, and disconfirming themes, and assist with the development of project permanent products [completed dissertation].

Both the Doctoral Candidate and Dr. McKenna have completed the necessary CITI training.

11. STUDY TIMELINES*

Participant interviews will be approximately 60 minutes in duration, depending on participant responses to interview questions. The Focus Group will be also be approximately 60 minutes in duration, depending on participant responses to interview questions. IBP reviews will be completed in the month of November, 2020. The following timeline will be used in this project:

September	*Recruiting will be completed/or study participants and participation consents will be issued and collected for the study.*
October - November	*Stakeholder Interviews, transcriptions, and coding will be completed*
November	*IEP Reviews and coding sheet will be completed and analyzed*

December	*Focus Group will be completed and analyzed*
January -April	*Study analysis will be completed and narrative drafted.*

12. NUMBER OF SUBJECTS*

For this project, 19 staff members meet selection criteria (based on participant self-report), approximately 13 of whom will be recruited for interviews and the focus group.

13. PROCEDURES INVOLVED*

Participant Demographic Survey. This document will facilitate the collection information on individual participants that will be implemented into a demographic table. The researcher will do frequency counts for the number of persons in each professional position who participate. This information will be used to calculate a percentage of participants who serve in each professional position who were included in the participant sample. The survey will compare and contrast responses from stakeholders who hold different professional positions and have different levels of experience working with EI students, and have different levels of experience working in dedicated classrooms and supporting inclusion.

Interviews. All interviews will be audio or video recorded, dependent upon interview method employed. Interviews may be completed over Zoom in the event of a continuation of remote learning for the school year. Each interview will be transcribed by the Doctoral Candidate or a transcription service. In the event the participant does not consent to a recording, the researcher will take descriptive field notes. When taking field notes, the researcher will read the notes back to the interviewee to make certain that the notes are representative of participant responses. This will occur after each interviewee response so that descriptive field notes are confirmed before the researcher moves on to the next interview question. In this manner, confirmation of field notes serves as a first level member check (see Brantlinger et al., 2005).

Upon completion of all stakeholder interviews, two transcripts will be randomly selected and independently read by the Doctoral Candidate and dissertation Chair to create an initial set of codes with operational definitions (Braun & Clarke, 2006). Each researcher will create their own initial set of codes with operational definitions. Specifically, each researcher will assign names/units of meaning to participant quotes and then categorize assigned names/units of meaning. Each category will then be assigned a name and provided an initial working definition. The researchers will then discuss both initial sets of codes and operational definitions to achieve consensus and develop a master set of codes with operational definitions.

The dissertation candidate will then read and code all transcripts using the master set of codes to identify relevant themes and outliers. Specifically, participant quotes will be assigned a unit of meaning that aligns with at least one of the master codes. In instances in which participant quotes are representative of more than one code, a secondary code will be assigned. This analysis will be entered into an excel spreadsheet which will include representative quotes and corresponding codes. Participant number and professional position will be entered into the Excel sheet to assist with data analysis (i.e., to identify trends in participant responses).

Upon the completion of transcript coding, interview quotes will be collated according to primary codes and then secondary codes to assist with theme identification. The total number of participants who reported information consistent with each theme will be reported (e.g., primary or secondary code), as well as the percentage of all participants who reported information consistent with each identified theme. Interview coding will be compared and contrasted to

identify emerging themes from noted patterns in the answers provided. Upon the identification of relevant themes, the researcher and dissertation chair will re-read each transcript to identify potential disconfirming evidence and address two potential concerns regarding the analysis of qualitative data. The first concern is the anchoring heuristic tendency, which is the tendency for persons to maintain beliefs that are based on initial perceptions or interpretations (Lelienfeld et al., 2020). The second potential concern is belief perseverance which is the tendency for beliefs to remain unchanged despite exposure to disconfirming or contradictory information and evidence.
Prior to each interview, participants will be reminded of the purpose of this project and the purpose of obtaining interview data (e.g., the research questions). A structured interview protocol will be used with each participant. Participants will be permitted to refrain from answering any question that they do not want to answer. Participants may also ask clarifying questions at any time. Also, the interviewer may ask follow up questions to elicit more detailed responses or to address areas of confusion or responses in need of clarification. Each participant will be informed of this prior to the start of the interview. Specifically, participants will be told of this after they are reminded of the purpose of the project and the interview.

In the event that staff participants would like to maintain their anonymity, staff can respond to the interview questions using an electronic survey. Staff would receive a link to an electronic survey [Qualtrics] which included the consent script, demographic questions, and interview questions. Survey responses will be collected in a way that participant anonymity is preserved, for example, survey respondents may omit providing demographic information (e.g., refrain from answering demographic questions of their choosing).

The following interview protocol will be used with consenting teacher participants:
*Adapted from Vaughn, Moody, & Schumm (1998).

1. Tell me about how students with EI in the Adjustment Program perform academically, behaviorally, and socially, and how their disability affects their performance?

2. Tell me how instructional content, skills and methods are differentiated for students with El served in the Adjustment Program?
    a. How about in general education classrooms?

3. Tell me about the specialized supports and services provided to students with EI who are served in the Adjustment Program?
    a. Academic supports and services?
    b. Behavioral supports and services?
    c. Social skills supports and services?
    d. How are these students supported outside the Adjustment Program classroom?

4. Tell me about the collaboration that goes on at your school for planning and delivering/supporting instruction for students with EI in and out of the Adjustment Program?
    a. Who participates?
    b. Tell me about a time when collaboration worked very well.
    c. Tell me about a time when collaboration was challenging.

5. Tell me about professional learning you've participated in for working with your EI students.

6. How do you determine if the instructional and behavior support practices in use with your EI students are successful?

7. What materials (e.g. curriculum, interventions, behavioral supports) are used when providing instruction to students with EI?
   a. In the adjustment classroom.
   b. In general education classrooms.

8. How does your school team determine the amount of inclusive instruction your EI students receive?

9. Does your school have a progress monitoring tool for collection of annual social emotional, behavioral, and social competency progress? What is it and how is it used?

10. How are IBPs developed for students with EI who are educated at least part of the day in the Adjustment Program?

11. Is there anything else about teaching and supporting the students with EI who are placed in the Adjustment Program that you have not already told me that you think is important for me to know.

Targeted IEP Review. The investigator will review 7 IBPs of students with EI who participate in the substantially separate special education program for students identified in need of increased social emotional and behavioral support to determine how their disability adversely affects their school performance. An electronic copy of each IBP [EasyIBP, the district electronic IBP database]for those students with consent will be obtained. Each IBP will be read by the Doctoral Candidate. The Doctoral Candidate will log into EasyIBP on a password protected computer in a locked office. The Doctoral Candidate will calculate the number and percentage of student IBPs that have current performance information, a statement of how the disability adversely effects school performance, at least one academic IBP goal, at least one behavioral IBP goal, and at least one social skills/social emotional IBP goal. The Doctoral Candidate will consider characteristics of IBP goals, determining if the goals are measurable and observable; common errors in IBP goal development will be noted. The Doctoral Candidate will calculate the number and percentage of IBPs that have current academic, behavioral, and social skills/social emotional performance data (e.g., current level of performance). De-identified IBP data will be entered into the IBP Review Form.

Focus Group. The Focus group is going to be used to confirm identified themes from stakeholder interview (e.g., perform level 2 member checks), ask questions to clarify and extend identified themes, and discuss and explore findings from the targeted IBP review. Focus groups will be audio or video recorded, dependent upon interview method employed, and transcribed by the Doctoral Candidate or a transcription service. The focus group may take place over Zoom in the event that remote learning continues to be the instructional model implemented. In the event

that all participants do not consent to recording, the researcher will take descriptive field notes. When taking field notes, the researcher will read the notes back to the participant to make certain that the notes are representative of participant responses. This will occur after each participant response so that descriptive field notes are confirmed before the researcher moves on to the next focus group question. In this manner, confirmation of field notes serves as a first level member check (see Brantlinger et al., 2005).

Upon completion of the focus group, two transcripts will be randomly selected and independently read by the doctoral candidate and dissertation Chair to create an initial set of codes with operational definitions (Braun & Clarke, 2006). Each researcher will create their own initial set of codes with operational definitions. The researchers will then discuss the codes and operational definitions to achieve consensus and develop a master set of codes with operational definitions. The researcher will then read and code all transcripts using the master set of codes to identify relevant themes and outliers. Specifically, participant quotes will be assigned a unit of meaning that aligns with at least one of the master codes. In instances in which participant quotes are representative of more than one code, a secondaiy code will be assigned. This analysis will be entered into an excel spreadsheet which will include representative quotes and corresponding codes.

Upon the completion of transcript coding, focus group quotes will be collated according to codes to assist with theme identification. The total number of participants who reported information consistent with each theme will be reported, as well as the percentage of all participants who reported information consistent with each identified theme. Focus group coding will be compared and contrasted to identify emerging themes from noted patterns in the answers provided. Upon the identification of relevant themes, the researcher and dissertation chair will re-read each transcript to identify potential disconfirming evidence and address two potential concerns noted earlier in the interview process that apply to analysis of qualitative data here. The anchoring heuristic tendency is the tendency for persons to maintain beliefs based on initial perceptions (Lelienfeld et al., 2020). Belief perseverance is the tendency for beliefs to remain unchanged despite exposure to disconfirming or contradictoty information and evidence.

Focus Group questions will include:

1. To what degree do you agree with the following statement: Theme #1
2. To what degree do you agree with the following statement: Theme #2
3. To what degree do you agree with the following statement: Theme #3
4. Clarifying question #1
5. Clarifying question #2
6. Clarifying question #3
7. Tell me about how IEPs are developed for students with EI who are served in the Adjustment Program
8. To what degree do you believe that students with EI who are served in the Adjustment Program receive appropriate benefit from instruction and services?
    a. What do you need so that these students receive appropriate benefit?
    b. What do you see as the strengths of the program?

14. RECRUITMENT METHODS*

Staff who meet criteria will be sent an email to their school email address by the Doctoral Candidate that includes a project summary. Email addresses are publicly available information (e.g., posted on District websites). The Doctoral Candidate also has access to these emails in his role as an Assistant Principal.

15. CONSENT PROCESS*

Staff Consent

The Doctoral Candidate will send the staff recruitment email to participants that meet selection criteria. staff that meet selection criteria and who have interest will then contact the investigator in person or by email to express interest. A phone call or in person meeting will then be scheduled with each staff member with interest to discuss the project, answer any questions, and obtain informed consent. In this investigation, oral consent will be obtained from' each participant, either in person or via a phone call. Upon obtaining oral consent, interviews will either be conducted or scheduled at a day/time that is convenient for the participant. All participants will be read a consent script prior to participation in interviews and the focus group.

Parent Consent

The Doctoral Candidate will call all parent/guardians of students with EI who are serviced in the Adjustment Program. The Doctoral Candidate will introduce the study and its purpose. The parent/guardian will be informed that student participation will consist of an IEP review completed by the Doctoral Candidate. The parent/guardian and/or student will not participate in the IEP review, this consent is for use of information from the student IEP in the data collection process of this study. The parent/guardian consent form will seek permission to request student assent from their child. The parent/guardian will be informed that the phone call will be followed up by a consent form to be sent home for their signature confirming participation, and returned to the Doctoral Candidate. The Doctoral Candidate will meet with any parent who requests an in-person meeting to discuss this study and consent process.

Student Assent

Upon receipt of consent from the student's parent/guardian, the Doctoral Candidate will meet with students who meet participation criteria to introduce the student and its purpose. The Doctoral Candidate will read the Student Assent Form to the student. The student will be given the opportunity to ask any questions they may have. The primary language of all student participants is English. All assent documents will be stored in a file in a locked office for the duration of this study.

16. PROCESS TO DOCUMENT CONSENT IN WRITING

In this investigation, we will document consent in writing for parent/guardian participants. The Doctoral Candidate is the Assistant Principal of the school who has supervisory responsibilities of some staff participants. Interview data will not be used for evaluation purposes; the school district has a completely separate procedure for staff evaluation and the Doctoral Candidate will be removed from the evaluator process for study participants for the 2020-2021 school year.

17. WITHDRAWAL OF SUBJECTS WITHOUT THEIR CONSENT*

N/A

18. SHARING OF RESEARCH RESULTS WITH SUBJECTS*

In the focus group, second level member checks will be completed by sharing themes and asking participants the degree to which they agree with the themes and/or if they have any additional comments about the themes.

Overall study findings will be shared with the Superintendent of Schools, Chief Schools Officer, and the Director of Special Education for the school district. The investigator will schedule time to discuss the findings of the report with these stated members of the school district's central administration, and answer any questions. Research findings will be presented in a general way [general themes] to ensure that individual participants and district employees cannot be identified.

19. RISKS TO SUBJECTS*

With any type of research there is always a risk for stress or disclosure. The investigator has supervisory responsibilities for some of the participants. Risk for conflict of interest will be mitigated with the following provisions:

- The Doctoral Candidate will not participate in the evaluation process for study participants for the 2020-2021 school year.
- Student IEPs are available at all times to all staff who work with students in the Adjustment Program, including the Doctoral Candidate as a member of the school administration.
- Study participant will have the option to complete the interview through an anonymous survey.
- Participants may withdraw from the study at any time.
- The dissertation chair will only view de-identified data

20. POTENTIAL DIRECT BENEFITS TO SUBJECTS*

Participants will not experience any direct benefits from participation. However, the results of this study will inform professional practice for programming of students with EI serviced in dedicated settings by highlighting facilitators and barriers to achieving FAPE mandates for students with EI in the Adjustment Program.

21. DATA AND SPECIMEN ANALYSIS AND MANAGEMENT*

Participant Demographic Survey. This document will facilitate the collection information on individual participants that will be implemented into a demographic table. The researcher will do frequency counts for the number of persons in each professional position who participate. This information will be used to calculate a percentage of participants who serve in each professional position who were included in the participant sample. The survey will compare and contrast responses from stakeholders who hold different professional positions and have different levels of experience working with EI students, and have different levels of experience working in dedicated classrooms and supporting inclusion.

Interviews. All interviews will be audio or video recorded, dependent upon interview method employed. Each interview will be transcribed by the doctoral candidate. In the event the participant does not consent to a recording, the researcher will take descriptive field notes. When taking field notes, the researcher will read the notes back to the interviewee to make certain that

the notes are representative of participant responses. This will occur after each interviewee response so that descriptive field notes are confirmed before the researcher moves on to the next interview question. In this manner, confirmation of field notes serves as a first level member check (see Brantlinger et al., 2005).

Upon completion of all stakeholder interviews, two transcripts will be randomly selected and independently read by the doctoral candidate and dissertation Chair to create an initial set of codes with operational definitions (Braun & Clarke, 2006). Each researcher will create their own initial set of codes with operational definitions. Specifically, each researcher will assign names/units of meaning to participant quotes and then categorize assigned names/units of meaning. Each category will then be assigned a name and provided an initial working definition. The researchers will then discuss both initial sets of codes and operational definitions to achieve consensus and develop a master set of codes with operational definitions.

The dissertation candidate will then read and code all transcripts using the master set of codes to identify relevant themes and outliers. Specifically, participant quotes will be assigned a unit of meaning that aligns with at least one of the master codes. In instances in which participant quotes are representative of more than one code, a secondary code will be assigned. This analysis will be entered into an excel spreadsheet which will include representative quotes and corresponding codes. Participant number and professional position will be entered into the Excel sheet to assist with data analysis (i.e., to identify trends in participant responses).

Upon the completion of transcript coding, interview quotes will be collated according to primary codes and then secondary codes to assist with theme identification. The total number of participants who reported information consistent with each theme will be reported (e.g., primary or secondary code), as well as the percentage of all participants who reported information consistent with each identified theme. Interview coding will be compared and contrasted to identify emerging themes from noted patterns in the answers provided. Upon the identification of relevant themes, the researcher and dissertation chair will re-read each transcript to identify potential disconfirming evidence and address two potential concerns regarding the analysis of qualitative data. The first concern is the anchoring heuristic tendency, which is the tendency for persons to maintain beliefs that are based on initial perceptions or interpretations (Lelienfeld et al., 2020). The second potential concern is belief perseverance which is the tendency for beliefs to remain unchanged despite exposure to disconfirming or contradictory information and evidence.

Targeted IEP Review. The researcher will calculate the number and percentage of student IBPs that have a statement of how the disability adversely effects school performance, has at least one academic IBP goal, at least one behavioral IBP goal, and at least one social skills/social emotional IBP goal. The researcher will determine if the IBP goals are measurable and observable, common errors in IBP goal development will be noted. The researcher will calculate the number and percentage ofIBPs that have current academic, behavioral, and social skills/social emotional performance data (e.g., current level of performance).

Focus Group. The Focus group is going to be used to confirm identified themes from stakeholder interview (e.g., perform level 2 member checks), ask questions to clarify and extend identified themes, and discuss and explore findings from the targeted IBP review. Focus groups will be audio or video recorded, dependent upon interview method employed, and transcribed. In the event participant does not consent to recording, the researcher will take descriptive field notes. When taking field notes, the researcher will read the notes back to the participant to make certain that the notes are representative of participant responses. This will occur after each

participant response so that descriptive field notes are confirmed before the researcher moves on to the next focus group question. In this manner, confirmation of field notes serves as a first level member check (see Brantlinger et al., 2005).

Upon completion of the focus group, two transcripts will be randomly selected and independently read by the doctoral candidate and dissertation Chair to create an initial set of codes with operational definitions (Braun & Clarke, 2006). Each researcher will create their own initial set of codes with operational definitions. The researchers will then discuss the codes and operational definitions to achieve consensus and develop a master set of codes with operational definitions. The researcher will then read and code all transcripts using the master set of codes to identify relevant themes and outliers. Specifically, participant quotes will be assigned a unit of meaning that aligns with at least one of the master codes. In instances in which participant quotes are representative of more than one code, a secondary code will be assigned. This analysis will be entered into an excel spreadsheet which will include representative quotes and corresponding codes.

Upon the completion of transcript coding, focus group quotes will be collated according to codes to assist with theme identification. The total number of participants who reported information consistent with each theme will be reported, as well as the percentage of all participants who reported information consistent with each identified theme. Focus group coding will be compared and contrasted to identify emerging themes from noted patterns in the answers provided. Upon the identification of relevant themes, the researcher and dissertation chair will re-read each transcript to identify potential disconfirming evidence and address two potential concerns noted earlier in the interview process that apply to analysis of qualitative data here. The anchoring heuristic tendency is the tendency for persons to maintain beliefs based on initial perceptions (Lelienfeld et al., 2020). Belief perseverance is the tendency for beliefs to remain unchanged despite exposure to disconfirming or contradictory information and evidence.

Table 5
Strategy/or Analyzing Data

Data Collection Strategy	Analysis
Participant Demographic Survey	• Frequency counts, calculate percentage of participants from each professional position
Interviews	• audio recorded, transcribed, and coded for themes into an excel spreadsheet.
IBP Reviews	• Calculate number and percentage of goals in identified areas and current performance information.
Focus Group	• Audio recorded, transcribed, and coded for themes into an excel spreadsheet.

22. PROVISIONS TO MONITOR THE DATA TO ENSURE THE SAFETY OF SUBJECTS*

Participant demographic surveys will be completed anonymously with all results stored on a password protected computer. Interviews will be performed in a private location and at a time and place that is convenient for participants. Interviews will be conducted in person or via video

conference software. Interview recordings will be stored on a password protected computer that is located in a locked office. Recordings will be deleted from recording devices immediately upon transfer to the password protected computer. Interview transcripts will also be stored on the password protected computer. Each participant will be assigned a number, which will be used for identification purposes. A master key file will be stored on the password protected computer. When performing level I member checks, interview transcripts will be shared via email with participants, using their preferred email address. IBP documents will be de-identified for privacy and stored in a locked office. Data collected from IBPs will be stored on a password protected computer. The focus group will be conducted in a private location at a time and place that is convenient for all participants. The focus group will be conducted in person or via video conference software. The focus group recording will be stored on a password protected computer that is located in a locked office. The recording will be deleted from the recording device immediately upon transfer to the password protected computer. The focus group transcript will also be stored on the password protected computer. A master key file will be stored on the password protected computer.

23. DATA AND SPECIMEN BANKING*

N/A

24. CONFIDENTIALITY

Data will consist of demographic surveys, audio recordings of interviews and interview transcripts, coding sheets for IBP reviews, and audio recordings of the focus group and focus group transcript. Audio recordings and interview/focus group transcripts will be stored on a password protected computer, located in a locked office. Each participant will be assigned a number, which will be used for identification purposes. This code will be linked to their name. This information will be stored in a master key file, which will also be stored in the password protected computer, located in a locked office.

Each interview and the focus group will be audio recorded by the researcher, who will then bring the audio recording to the password protected computer for transfer and storage. Upon transfer, the original recorded will be deleted. Laptops and thumb drives will be used to assist with recording and transfer. Only research team members who have active IRB training and IRB permission will have access to project data. The only member of the research team who will be present for interviews, the focus group, and will read student IBPS is the Doctoral Candidate. The dissertation chair will only be assisting with the analysis of de-identified data.

25. PROVISIONS TO PROTECT THE PRIVACY INTERESTS OF SUBJECTS

Interviews and the focus group will be performed at a time and location that is convenient and comfortable for participants. Information collected during interviews will be limited to information that is necessary to conduct the research. When transcribing interviews and reporting findings, false names will be used to replace the use of real names, when they are reported during interviews.

Participants will be told that they can skip any question they would like not to answer.

26. COMPENSATION FOR RESEARCH-RELATED INJURY

No compensation will be provided.

27. ECONOMIC BURDEN TO SUBJECTS
Subjects are not expected to experience any economic burden.

28. COMMUNITY-BASED PARTICIPATORY RESEARCH*
NIA

29. MULTI-SITE RESEARCH*
NIA

30. RESEARCH CONDUCTED IN A FOREIGN COUNTRY
NIA

31. DRUGS OR DEVICES
NIA

Superintendent Signature Approval Request Form

General Information

Department: _____ Prepared by: __Francisco C. Vicente _____

Date: _____8/7/20_____

Brief description of request:

I am requesting approval from the Lowell Public Schools to complete my research study during the 2020 – 2021 school year, for my doctoral degree in the UMASS Lowell Educational Leadership Program. The title of my study is Educating Students With Emotional Impairment: A Qualitative Investigation of the Facilitators and Barriers to Free and Appropriate Public Education (FAPE).

The Principal Investigator of this study is Dr. John McKenna, my dissertation chair; John will oversee my dissertation study with regular check in meetings and assist with the analysis of de-identified data and the creation of research-based recommendations to improve school practice. I have completed the IRB review process at UMASS Lowell, they have determined that my study does not meet their institutional definition of human subject research and therefore does not require their oversight. I intend to complete the research activities as described in my Investigator Study Plan. Additionally, Principal Ginger Coleman has provided me with permission to complete the study at the Lincoln School and will oversee the formal evaluation of participating staff for the 2020-2021 school year.

Enclosed is a letter from my dissertation chair, Dr. John McKenna, outlining his role and support of this research study, a copy of my UML IRB response letter, and a copy of my Investigator Study Plan which was submitted to UML for the IRB review process.

Thank you for your consideration,

Francisco C. Vicente
Assistant Principal
Abraham Lincoln Elementary School
UML Doctoral Candidate – Educational Leadership Program

Supervisor: _Principal Ginger Coleman____ Signature: Mrs Ginger Coleman

Cabinet Member: Linus Guillory Signature: _____

Finance Review (if needed): ☐ Yes ☒ No

Comments: _____

_____

Finance Signature: _____

Superintendent Signature Approval Request Form

IT Review (if needed): ☐ Yes ☒ No

Comments:

_____

_____

IT Signature: _____

For questions or concerns please call 978-674-4324 or email us at mpalazzo@lowell.k12.ma.us

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

Billie Jo Turner
Assistant Superintendent of Finance and Operations

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

TO: Joel Boyd, Ed. D., Superintendent of Schools

FROM: Billie Jo Turner, Chief Financial Officer

DATE: August 7, 2020

RE: Approval to Accept and Expend Allocated FY21 Awards

I respectfully request that the School Committee vote to approve and accept the enclosed list of FY21 grant allocations received to date.

These funds include Federal and State entitlement, continuation, competitive and CARES Act awards that have been secured by the Lowell Public Schools through the Department of Secondary and Elementary Education and the Department of Early Education and Care.

Funding allocated to support summer programming - staff stipends and contracted services providing programming instruction.

High School Equivalency Test Centers - DESE Fund Code 850
Allocation Amount: $7,339
Duration: 7/1/20 to 6/30/21
The purpose of this state-funded targeted grant program is to assist in the day-to-day operation of High School Equivalency Test Centers (HSE) including, but not limited to the cost for test administration, special needs, and technology upgrades.
Funding allocated for technology supplies and other general materials.

CvRF School Reopening - DESE Fund Code 102
Allocation Amount: $3,233,925
Duration: Upon Approval to 12/30/20
The purpose of the Coronarvirus Relief Fund (CvRF) School Reopening Grants is to provide eligible school districts and charter schools with funding to support costs to reopen schools.
Funding earmarked to purchase air quality purifiers and filters, required PPE and online curriculum licenses.

Title IIA - DESE Fund Code 140
Allocation Amount: $617,849
Duration: 9/1/20 to 6/30/21
Title II, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to improve high quality systems of support for excellent teaching and leading.
Funding earmarked to support the Lowell Teacher Academy (LTA) Facilitator salary, LTA Mentor stipends, professional development stipends, Principal mentor stipends, as well as, ELL and STEM Lead Teacher stipends.

Title III - DESE Fund Code 180
Allocation Amount: $570,002
Duration: 9/1/20 to 6/30/21
Title III of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help ensure that English learners (ELs) and immigrant children and youth attain English proficiency and develop high levels of academic achievement in English, assist teachers and administrators to enhance their capacity to provide effective instructional programs designed to prepare ELs and immigrant children and youth to enter all-English instructional settings, and promote parental, family, and community participation in language instruction programs for parents, families, and communities.
Funding earmarked to support ELL Tutors, PD stipends, consultants and materials to strengthen English Learner curriculum and instruction as well as family engagement and support for English Learner students.

SPED IDEA - DESE Fund Code 240
Allocation Amount: $4,323,748
Duration: 9/1/20 to 6/30/21
The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.
Funding earmarked for Special Education staff (Asst. Director of Special Education, Staff Counsel for Student Services, Administrative Assistants and Paraprofessionals), stipends for professional development and summer programming, consultants/service providers, materials and transportation for after school and summer programming.

Early Childhood SPED Allocation - DESE Fund Code 262
Allocation Amount: $95,503
Duration: 9/1/20 to 6/30/21
The purpose of this federal special education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5-year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment (LRE).
Funds allocated for staffing, stipends, contracted services and materials

Title I - DESE Fund Code 305
Allocation Amount: $5,647,472
Duration: 9/1/20 to 6/30/21
Title I, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to help provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.
Funding earmarked for salaries (Administrative Assistants, Instructional/Literacy Coaches, Parent/Bilingual Family Liaisons and Tutors), stipends for professional development, contracted services to support PD, and instructional materials and technology to enhance student learning opportunities.

Title IV - DESE Fund Code 309
Allocation Amount: $416,854
Duration: 9/1/20 to 6/30/21
Title IV, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to local school districts to build capacity to help ensure that all students have equitable access to high quality educational experiences.
Funding earmarked for high quality professional development activities to support well rounded education, social emotional learning and safe and healthy schools.

Strengthening Career and Technical Education for the 21st Century Act (Perkins/Occ Ed) - DESE Fund Code 400
Allocation Amount: $129,497
Duration: 9/1/20 to 6/30/21
The purpose of this federal grant is to assist school districts in improving secondary-level programs that meet the definition of career and technical education as contained in the Strengthening Career and Technical Education for the 21st Century Act P.L. 115-224 (Perkins V).
Funding earmarked to support pathways programs at Lowell High School.

Elementary and Secondary Education Emergency Relief (ESSER) - DESE Fund Code 113
Allocation Amount: $4,707,937
Duration: 7/1/20 to 6/30/21
Coronavirus Aid, Relief, and Economic Security (CARES) Act, Elementary and Secondary Education Emergency Relief (ESSER) Fund provides resources to school districts to address the impact the Novel

Coronavirus Disease (COVID-19) has had and continues to have, on elementary and secondary schools. Districts must provide equitable services to students and teachers in private schools as required under the CARES Act.
Funding allocated to offset the cost of fringe benefits to the General Fund in order to maintain staffing.

Gateway City Grants for High Quality, Intensive English Language Learning - DESE Fund Code 181
Allocation Amount: $44,550
Duration: 7/1/20 to 8/31/20
This grant program is one of the multiple ways DESE is supporting Gateway districts that have English learners and wish to implement a new and innovative ELE program, while also providing districts with an opportunity to create a more culturally and linguistically diverse workforce.
Funding used to support summer learning programs for English Language Learners.

Coordinated Family & Community Engagement - EEC Fund Code 237
Allocation Amount: $274,605
Duration: 7/1/20 to 6/30/20
To provide families with access to locally-available comprehensive services and supports that strengthen families, promote optimal child development and bolster school readiness.
Funding allocated to support family engagement activities through playgroups and community-wide programs/events. Includes a portion of the Early Childhood Social Worker salary, Home Visitor/Bilingual Family Liaison salaries, contracted service providers and supplies/materials.

McKinney-Vento Homeless Education - DESE Fund Code 310
Allocation Amount: $105,000
Duration: 9/1/20 - 8/31/21
The purpose of these federal continuation grants is to provide funding for programs that ensure homeless students enroll in school, attend school, and have the opportunity to succeed in school.
Funding earmarked for Part-time McKinney-Vento Specialists, contracted service provider (CTI) to provide services to homeless families and unaccompanied youth as well as supplies for back to school and bus passes for parents and caregivers to attend meetings and functions.

Summer and Vacation Learning Program - DESE Fund Code 333
Allocation Amount: $36,000
Duration: 7/8/20 to 8/31/21
The purpose of this new competitive federally funded grant is to support local school districts, charter, and career vocational technical education schools efforts to develop, expand, or enhance high quality, in-person, virtual, or hybrid (combination of in-person and virtual) summer (summer 2020) and/or school vacation learning programs during the 2020-2021 school year. Grant funds may also be used to support the development and implementation of school year weekend learning programs to be implemented during the academic year.

Adult Basic Education - DESE Fund Code 340
Allocation Amount: $1,124,232
Duration: 9/1/20 to 8/31/21

The purpose of this continuation grant program is to fund free access for eligible undereducated and limited English proficient adults, age 16 and older, to highly effective adult basic education services in the sixteen Workforce Investment Areas in the Commonwealth previously funded in FY 19 and FY20. The purpose of the services is to assist adult students to achieve their educational and career goal as family members, workers, and community members, and prepare them to successfully take their next steps toward those goals, in college and further training, at work, and in the community.
Funding allocated to staffing, contracted services/consultants, supplies/materials for Adult Ed.

Integrated English Literacy and Civics Education and Integrated Education and Training - DESE Fund Code 359
Allocation Amount: $247,447
Duration: 9/1/20 to 8/31/21
The purpose of IELCE is to accelerate participants' educational and career advancement by providing eligible individuals with ESOL services including civics education, offered concurrently and contextually with local area workforce preparation and training activities that result in students attaining one or more industry-recognized credentials required for local area employment in high-demand industries.
Funding allocated to staffing, contracted services/consultants, supplies/materials for Adult Ed.

Commonwealth Preschool Partnership Initiative - EEC Fund Code 515
Allocation Amount: $312,500
Duration: 7/1/20 to 12/31/20
The purpose is to continue to expand high-quality pre-kindergarten or preschool opportunities on a voluntary basis to children who will be eligible for kindergarten by September 2021 using the Massachusetts Preschool Expansion Grant public-private partnership model. These grants provide communities who have received CPPI grants in FY19 the opportunity to continue the work of expanding access, aligning and improving the quality of local early education systems serving 3 and 4 year olds through partnerships between the local public school district and local EEC-licensed early education programs.
Funding allocated to support preschool programs at LPS, Lowell Collaborative Preschool -CTI, Little Sprouts and the YMCA.

Development and Expansion of High Quality Summer Learning - DESE Fund Code 527
Allocation Amount: $20,910
Duration: 7/1/20 to 8/31/20
The purpose of this state competitive grant is to support the development and expansion of high quality, comprehensive summer learning opportunities for students in districts with high concentrations of economically disadvantaged students.
Funding allocated to support summer programming - staff stipends and instructional materials.

Increased Access to Quality Afterschool and Summer Learning Program - DESE Fund Code 528
Allocation Amount: $157,080
Duration: 7/1/20 to 8/31/20
The purpose of this new state competitive grant is to increase access to quality afterschool and summer learning programs.