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TO: Dr. Joel Boyd, Superintendent of Schools  
FROM: Robin Desmond, Chief Academic Officer  
DATE: April 2, 2021  
RE: Data Report on In-Person Substantially Separate Special Education Programs

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

**Data Report on In-Person Substantially Separate Special Education Programs**

*Request the Superintendent provide the committee with a report on the in-person substantially separate special education programs. The report should include data on each program's daily attendance rates for staff and students, latest safety recommendations and planned or new safety protocols.*

**In-Person Substantially Separate Programs**

The attendance data was disaggregated to look at the in-person substantially separate special education programs. Overall, the attendance for the in-persons substantially separate special education programs remains steady at above 85%.

The following table illustrates the breakdown by school and month.

School	September	October	November	December	January
Robinson Middle School	94%	92%	93%	93%	99%
Pyne Arts Magnet School	89%	95%	94%	88%	88%
Pawtucketville Memorial Elementary School	89%	88%	90%	86%	87%
Morey Elementary School	92%	80%	76%	87%	81%

McAvinnue Elementary School	90%	93%	90%	93%	93%
Greenhalge Elementary School	91%	90%	91%	77%	93%
Daley Middle School	89%	86%	81%	85%	95%
Cardinal O'Connell Early Learning Center	93%	93%	89%	81%	83%
Reilly Elementary School	79%	86%	98%	84%	61%
Bailey Elementary School	79%	97%	92%	97%	93%
Bartlett Community Partnership	85%	78%	80%	78%	86%
Rogers STEM Academy	91%	86%	72%	94%	93%
Shaughnessy Elementary School	92%	90%	91%	92%	94%
Sullivan Middle School	90%	92%	86%	88%	90%
Washington Elementary School	88%	88%	91%	90%	92%

### **Safety Recommendations**

The safety recommendations are congruent with the district-wide safety protocols that are currently in place. All COVID-19 mitigation strategies continue to be utilized. Schools have a large supply of masks, gowns and gloves. The Special Education Department has supported day schools and sub-seperate programs by dispatching Board Certified Behavior Analysis (BCBAs) to support special education teams to ensure mask compliance, supporting teams with positive behavior supports. The Special Education Department has continuously met with the transportation department to address students' concerns and non-compliance mask use. Plans have been developed to support both the transportation company and special education teams. Testing sites have been developed to minimize contact and ensure PPE guidelines are followed to provide students and staff with safe testing environments. The Special Education Department will continue to encourage IEP meetings to be held virtually to minimize in-person contact. In each school, the district has supported related service providers in providing teletherapy as an option to help minimize contact.