



Lowell Public School Committee

Regular Meeting Agenda

Date:	February 4, 2026
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, A Phone Number And Email Address. Email to skeo@Lowell.k12.Ma.us If No Access To Email You May Contact Us At 978-674-4324. All Requests Must Be Submit It Before 2:00 PM On The Day Of Meeting.

1. **SALUTE TO FLAG**

2. **ROLL CALL**

3. **MINUTES**

3.1. The Approval Of The Minutes Of The Special Meeting Of The Lowell School Committee Of January 21, 2025

Documents:

[LSC SPECIAL MEETING MINUTES-JANUARY 21, 2026.PDF](#)

3.2. The Approval Of The Minutes Of The Regularly Scheduled Lowell School Committee Meeting Of January 21, 2026

Documents:

[LSC REGULAR MEETING MINUTES - JANUARY 21, 2026.PDF](#)

3.3. The Approval Of The Minutes Of The Special Meeting Of The Lowell School Committee Of January 28, 2026

Documents:

[LSC SPECIAL MEETING MINUTES-JANUARY 28, 2026.PDF](#)

4. **PERMISSION TO ENTER**

4.1. Permission To Enter – February 4, 2026

Documents:

[PERMISSION TO ENTER 02.04.2026.PDF](#)

5. **MOTIONS**

- 5.1. [By Mayor Gitschier]: Request The School Committee Facilities Subcommittee Meet With The City Council Facility Subcommittee To Discuss The Creation Of A Facilities Department.
- 5.2. [By Eileen DelRossi]: Request The Superintendent Work With The Department Of Finance To Create Create A Step By Step Guide For Schools Receiving Financial Rewards.
- 5.3. [By Eileen DelRossi]: Request The Superintendent Update The School Committee On How The Implementation Of The New Reading Program Is Progressing.
- 5.4. [By Fred Bahou]: Have The Superintendent Or Designee Provide A Report On Friday Attendance Of Every School In Our District For Each Month Of 24 - 25 And So Far In 25-26 School Year.

6. **REPORTS OF THE SUPERINTENDENT**

6.1. Strategic Plan Update

Documents:

[STRATEGIC PLAN UPDATE.PDF](#)

6.2. Response To Motion (By Fred Bahou, 1/07/2026) Regarding Breakfast In Schools

Documents:

[RTM - BREAKFAST IN SCHOOLS.PDF](#)

6.3. Finance Updates

Documents:

[FINANCE UPDATES.PDF](#)

6.4. FY26 Quarter 2 Summary Report

Documents:

[FY26 QUARTER 2 SUMMARY REPORT.PDF](#)
[FY26 QUARTER 2 NON SALARY EXPENSES.PDF](#)

6.5. Quarterly Grants Update 2nd Quarter July 1–December 31 2025 FY26 Q2 Summary

Documents:

[QUARTERLY GRANTS UPDATE 2ND QUARTER JULY 1 TO DECEMBER 31
2025 FY26 Q2 SUMMARY.PDF](#)
[QUARTERLY GRANTS UPDATE, 2ND QUARTER BUDGET TABLE.PDF](#)
[QUARTERLY GRANTS UPDATE, 2ND QUARTER DESCRIPTORS.PDF](#)

6.6. Report On Motions

Documents:

[MOTION REPORT FINAL.PDF](#)

6.7. Home Education

Documents:

[REQUEST FOR HOME EDUCATION.PDF](#)

7. **NEW BUSINESS**

7.1. Approval To Accept And Expend Allocated FY26 Awards

Documents:

[APPROVAL TO ACCEPT ALLOCATED FUNDS.PDF](#)

7.2. Budget Modification Request

Documents:

[BUDGET MODIFICATION REQUEST.PDF](#)

8. **CONVENTION/CONFERENCE REQUESTS**

8.1. Overnight Request - MASC Annual Conference

Documents:

[OVERNIGHT REQUEST - LHS MASC ANNUAL CONFERENCE.PDF](#)

9. **ADJOURNMENT**

Lowell Public Schools • 155 Merrimack Street • Lowell, MA 01852 • P:
978.674.4324 • <http://www.lowell.k12.ma.us/>



LOWELL SCHOOL COMMITTEE

SPECIAL MEETING MINUTES

Date: January 21, 2026
Time: 5:30PM
Location: City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

1. SALUTE TO FLAG

2. ROLL CALL

On a call at 5:30 p.m., members present were, namely: Mayor Gitschier, Ms. Martin, Ms. McFadden and Mr. Conway. Mr. Bahou arrived at 5:31 p.m. Ms. Delrossi and Mr. Lay were absent.

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:

1. Review and consideration of parameters involving Assistant Superintendent contracts.
2. Grievance hearing on UTL grievance related to LHS evaluations.
3. Review and consider a proposed settlement agreement on health care deductions.
4. Review and consideration of IT proposals.
5. Transportation negotiations and update.
6. Review and consideration of parameters for SY2027 unaffiliated contracts (principals).

Ms. McFadden moved to recess at 6:28 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 to review and for consideration of parameters involving Assistant Superintendent contracts, grievance hearing on UTL grievance related to LHS evaluations, review and consider a proposed settlement agreement on health care deductions, review and consideration of IT proposals, transportation negotiations and update, and review and consideration of parameters for SY2027 unaffiliated contracts (principals), 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; the motion was seconded by Mr. Bahou. The motion passed with 5 yeas, 2 absent (Ms. Delrossi, Mr. Lay).



5. ADJOURNMENT

Ms. McFadden moved to recess at 6:28 p.m.; the motion was seconded by Mr. Bahou. The motion passed with 5 yeas, 2 absent (Ms. Delrossi, Mr. Lay).

Respectfully submitted,

Liam Skinner, Superintendent and
Secretary to the Lowell School Committee

LS/mes



LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: January 21, 2026

Time: 6:30PM

Location: City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

Members of the public can view the meeting via LTC. Those wishing to speak about a specific agenda item must register in advance by emailing the Superintendent. Please include the agenda item, as well as your phone number and email address so we can provide a Zoom link for access. The email address is skeo@lowell.k12.ma.us. If you do not have access to email, you may contact us at 978-674-4324. All requests must be submitted by 2:00 p.m. on the day of the meeting.

1. SALUTE TO FLAG

2. ROLL CALL

On a call at 6:35 p.m., members present were, namely: Mayor Gitschier, Mr. Lay, Ms. McFadden, Mr. Bahou, Mr. Conway and Ms. Delrossi. Ms. Martin arrived at 6:36 p.m.

3. SPECIAL ORDER OF BUSINESS

3.1. Spotlight on Excellence: Social Emotional Learning at McAvinnue Elementary School

The Spotlight on Excellence featured McAvinnue Elementary School, where the focus was on the Social Emotional Learning initiatives implemented at the school. Principal Domina and several members of his staff informed the Committee about the protocols they have in place to address bullying and support students' social and emotional development.

4. MINUTES

4.1. The Approval of the Minutes of the Inauguration Exercises of Tuesday, January 5, 2026

Mr. Bahou moved to accept and place on file the minutes of the Inauguration Exercises that were held on January 5, 2026 and the Regularly Scheduled School Committee meeting that was held on January 7, 2026; the motion was seconded by Ms. McFadden. The motion passed with 7 yeas.

4.2. The Approval of the Minutes of the Regularly Scheduled Lowell School Committee Meeting of January 7, 2026

Mr. Bahou moved to accept and place on file the minutes of the Inauguration Exercises that were held on January 5, 2026 and the Regularly Scheduled School Committee meeting that was held on January 7, 2026; the motion was seconded by Ms. McFadden. The motion passed with 7 yeas.



5. PERMISSION TO ENTER

5.1. Permission to Enter – January 21, 2026

Mr. Bahou moved to approve the Permission to Enter; the motion was seconded by Mr. Lay. The motion passed with 7 yeas.

6. MOTIONS

6.1. [By David Conway]: Request the Superintendent to supply a detailed safety protocol update for each school in our system. Further describe the system that is in place to make sure the police department is aware of current policy and how they receive annual updates.

Committee members stated that this should be sent to a Safety Subcommittee for further discussion.

Mr. Conway moved to approve; the motion was seconded by Ms. Delrossi. The motion passed with 7 yeas.

6.2. [By Connie Martin]: Requesting a nomination and vote from the Lowell School Committee for Member Connie Martin to continue as the Committee's representative on the Board of Directors for the Lowell TeleMedia Corporation for another term.

Ms. Martin moved to approve; the motion was seconded by Ms. McFadden.

Mr. Conway moved to select Ms. Martin to continue as the Committee's representative on the Board of Directors for the Lowell TeleMedia Corporation for another term; the motion was seconded by Mr. Lay. The motion passed with 7 yeas.

6.3. [By Fred Bahou]: Have the proper department report transportation costs for homeless students being transported and attend LPS district, being transported and attend other school districts, as well as how many of those students are being transported more than 40 miles round-trip per day.

Mr. Bahou moved to approve; the motion was seconded by Mr. Lay. The motion passed with 7 yeas.

7. SUBCOMMITTEES

7.1. The Approval of the Minutes of the AD HOC Building Naming Subcommittee Meeting of December 16, 2025

Ms. Martin, Chairperson of the Ad Hoc Building Naming Subcommittee, provided the Committee with an update on the nomination process. She explained that nomination forms must be completed with the required background information and letters of support from community members. Once submitted, the nomination is placed on the next School Committee agenda to allow for community input. The process includes vetting the nomination, completing a background check, and conducting thorough due



diligence by the Committee. Following these steps, the full School Committee must vote in order to proceed. Ms. Martin emphasized that building naming is a deliberate, slow-moving process.

Ms. Delrossi moved to accept the report as a report of progress; the motion was seconded by Mr. Bahou. The motion passed with 7 yeas.

8. REPORTS OF THE SUPERINTENDENT

8.1. Strategic Plan Update: Refining and Implementing Standardized Procedures and Processes

Dr. Pinto, Assistant Superintendent of Finance, presented a report outlining the steps the finance department is taking to achieve measurable progress on Strategic Initiative 4.1. This work is intentionally sequenced into 15 steps spanning April 2025 through June 2027, ensuring a thoughtful approach to diagnosis, development, implementation, training, and continuous improvement. To date, the office is on track with the established timeline and has completed or made significant progress on several processes critical to district systems.

Mr. Bahou moved to accept the following Reports of the Superintendent 8.1 through 8.6 as reports of progress; the motion was seconded by Ms. McFadden. The motion passed with 7 yeas.

8.2. Lowell High School Construction Update

An update on the status of the Lowell High School construction project was presented to the Committee, consistent with the information previously shared at the School Building Committee meeting.

Mr. Bahou moved to accept the following Reports of the Superintendent 8.1 through 8.6 as reports of progress; the motion was seconded by Ms. McFadden. The motion passed with 7 yeas.

8.3. Response To Motion (By Dave Conway, 08/21/24) Regarding Spotlight on Anti Bullying Initiatives Update

Ms. Brown LeGrand, Assistant Superintendent for Student Support Services, provided a report that informed the Committee that the Lowell Public Schools Mental Health Department is implementing a coordinated, districtwide approach to bullying prevention focused on skill development, student safety, engagement, and well-being. Through updated policy, targeted professional development, evidence-based curriculum, and strengthened family and community partnerships, the district is building consistent systems to prevent and respond to bullying behaviors. The initiatives reflect an intentional strategy to strengthen adult capacity, support positive peer relationships, and address social-emotional factors that impact student attendance, engagement, and academic success. In June 2025, the district updated its Bullying Prevention and Intervention Plan (BPIP) to ensure alignment with the Department of Elementary and Secondary Education expectations, current best practices and district priorities. This updated plan provides for a clear framework for prevention, reporting, response, and ongoing support for students.

Mr. Bahou moved to accept the following Reports of the Superintendent 8.1 through 8.6 as reports of progress; the motion was seconded by Ms. McFadden. The motion passed with 7 yeas.



8.4. Response To Motion (By Eileen DelRossi, 12/17/25) Regarding Bridge street pedestrian crossing.

Dr. Hall, Assistant Superintendent of HR & Operations, informed the Committee that he contacted Mr. St. Cyr, Director of the DPW, last week. He reported that Land & Buildings inspected the area from the sidewalk on Bridge Street to the driveway behind the Robinson School. On January 14, 2026, assigned masons identified two loose concrete treads on the Bridge Street stairs. The areas were cleaned, and the voids were filled using an etching agent and concrete to complete the repair. The railings require painting; however, this work will be deferred until weather conditions permit.

Mr. Bahou moved to accept the following Reports of the Superintendent 8.1 through 8.6 as reports of progress; the motion was seconded by Ms. McFadden. The motion passed with 7 yeas.

8.5. Finance Updates

Dr. Pinto, Assistant Superintendent of Finance, presented a report that informed the Committee that the Superintendent's Cabinet has begun reviewing and approving key components of the school funding formula and has agreed to the following:

- **Guardrails:** Minimum staffing levels calculated based on enrollment per school.
- **Weights:** Weighting of student categories, applied either as a per-pupil dollar amount or as a ratio, both of which translate into a total dollar allocation per school.
- **Transitions:** Parameters designed to minimize year-to-year budget variances.
- **Workbooks:** Budget workbooks for schools and departments, which will be shared with School Site Councils (SSCs) and community members for review and approval. These remain largely unchanged from FY26.

Mr. Bahou moved to accept the following Reports of the Superintendent 8.1 through 8.6 as reports of progress; the motion was seconded by Ms. McFadden. The motion passed with 7 yeas.

8.6. US Department of Ed FY26 Community Schools Grant Update

Ms. Brown LeGrand, Assistant Superintendent for Student Support Services, provided a report that informed the Committee the US Department of Education has notified Lowell Public Schools that we have been awarded the full continuation amount of \$500,000 for our Full-Service Community School (FSCS) grant for the current federal FY26 (January 1 - December 31, 2026). FY26 is the fourth year of the five-year FSCS grant cycle awarded initially in 2022 to expand the community school strategy to high need schools. The continuation award was granted after the department's review deemed adequate progress in program activities and fiscal management toward the community school strategy.

Mr. Bahou moved to accept the following Reports of the Superintendent 8.1 through 8.6 as reports of progress; the motion was seconded by Ms. McFadden. The motion passed with 7 yeas.

8.7. Home Education

Superintendent Skinner recommended that the following parents/guardians be allowed to home educate their child:



Christian Blomquist
Vanessa Cantana

Mr. Conway moved to approve Home Education; the motion was seconded by Ms. McFadden. The motion passed with 6 yeas, 1 absent (Ms. Martin).

9. NEW BUSINESS

9.1. Summary of Proposed Changes to K-12 School Assignment Policy

Ms. Martin moved to have a Special School Committee Meeting to further discuss the Proposed Changes to the K-12 Assignment Policy; the motion was seconded by Mr. Conway. The motion passed with 7 yeas.

9.2. Approval to Accept and Expend Allocated FY26 Awards

The grants funds provided in the report have been secured by the Lowell Public Schools through the Department of Elementary and Secondary Education.

Mr. Lay moved to approve, accept and expend the allocated FY26 awards; the motion was seconded by Ms. Delrossi. The motion passed with 7 yeas.

9.3. Approval to Accept Donation for Student Activities Account

Donations from Hannaford and the Museum of Science for the benefit of the Student Activity Accounts at the respective schools. Donation details are as follows:

- Three hundred sixty-six dollars (\$366.00) from Hannaford for the benefit of the Shaughnessy School.
- Three hundred thirty-six dollars (\$336.00) from Hannaford for the benefit of the Wang Middle School.
- Three hundred fifty dollars (\$350.00) from the Museum of Science in Boston for the benefit of the Bartlett Community Partnership School.

Mr. Conway moved to bundle and approve agenda items # 9.3 through # 9.6; the motion was seconded by Ms. Delrossi. The motion passed with 6 yeas, 1 abstain (Mayor Gitschier).

9.4. Approval to Accept Donation from Greater Lowell Tech

Donation of a surplus 2012 Ford E-450 (approximately 21,166 miles) from the Greater Lowell Technical High School Committee.

Mr. Conway moved to bundle and approve agenda items # 9.3 through # 9.6; the motion was seconded by Ms. Delrossi. The motion passed with 6 yeas, 1 abstain (Mayor Gitschier).



9.5. Approval to Accept Donation from Massachusetts Technology Collaborative

MassTech is donating 500 Dell 3120 2-in-1 touchscreen Chromebooks, each with a three-year hardware warranty and accidental damage coverage, with an estimated total value of \$150,000. The award was received in January 2026, and delivery of devices is anticipated within the next several weeks.

Mr. Conway moved to bundle and approve agenda items # 9.3 through # 9.6; the motion was seconded by Ms. Delrossi. The motion passed with 6 yeas, 1 abstain (Mayor Gitschier).

9.6. Request to Accept Donation from United Way of Massachusetts Bay

The Community Schools program in the Office of Student Support Service has received a grant award of \$35,000 from United Way of Massachusetts Bay, funded by the Lubin Foundation. The purpose of this award is to expand contractual services including community partnerships and enrichment program transportation at the district's eight Community Schools. In addition to the \$35,000 direct award for contractual services, United Way will sponsor travel and registration costs for Community Schools Managers to attend the National Community Schools conference on May 27-29, pending further School Committee approval.

Mr. Conway moved to bundle and approve agenda items # 9.3 through # 9.6; the motion was seconded by Ms. Delrossi. The motion passed with 6 yeas, 1 abstain (Mayor Gitschier).

9.7. Approval for Food Service Vacation Pay

Dr. Hall requested that the following rates of pay be approved to support cafeteria operations for February, April, and summer vacations:

- DRIVER: \$24.00/hour
- CAFETERIA WORKER: \$22.00/hour
- COOK: \$26.00/hour

Working during these vacation periods is optional and is not contractually obligated. These rates of pay are recommended in recognition of the rate of pay needed to staff kitchens in consideration of the optional nature of this additional work outside of the school year.

Ms. McFadden moved to approve the Food Service Vacation Pay; the motion was seconded by Mr. Lay. The motion passed with 7 yeas.

9.8. Budget Modification Request

Mr. Bahou moved to approve the budget modification in the amount of \$29,533.80; the motion was seconded by Ms. Delrossi. The motion passed with 7 yeas.



10. CONVENTION/CONFERENCE REQUESTS

10.1. Overnight Out of State Travel Request - LHS to Portland, OR

Mr. Lay moved to bundle and approve the convention/conference requests; the motion was seconded by Ms. Martin. The motion passed with 7 yeas.

10.2. Overnight Travel Request - LHS to Southbridge, MA

Mr. Lay moved to bundle and approve the convention/conference requests; the motion was seconded by Ms. Martin. The motion passed with 7 yeas.

10.3. Overnight Out of State Travel Request - LHS to Japan

Mr. Lay moved to bundle and approve the convention/conference requests; the motion was seconded by Ms. Martin. The motion passed with 7 yeas.

10.4. Overnight Out of State Travel Request - LHS to Stratford, Connecticut

Mr. Lay moved to bundle and approve the convention/conference requests; the motion was seconded by Ms. Martin. The motion passed with 7 yeas.

10.5. Overnight Conference Travel Request - Norwood, MA

Mr. Lay moved to bundle and approve the convention/conference requests; the motion was seconded by Ms. Martin. The motion passed with 7 yeas.

10.6. Overnight Out of State Conference Travel Request - Nashville, TN

Mr. Lay moved to bundle and approve the convention/conference requests; the motion was seconded by Ms. Martin. The motion passed with 7 yeas.

11. ADJOURNMENT

Mr. Lay moved to adjourn at 7:38 p.m.; the motion was seconded by Ms. Martin. The motion passed with 7 yeas.

Respectfully submitted,

Liam Skinner, Superintendent and
Secretary to the Lowell School Committee

LS/mes



LOWELL SCHOOL COMMITTEE

SPECIAL MEETING MINUTES

Date: January 28, 2026
Time: 4:00 PM
Location: Join Virtual Meeting:
<https://meet.google.com/htg-nbpw-ess>

Members of the public can view the meeting via LTC. Those wishing to speak about a specific agenda item must register in advance by emailing the Superintendent. Please include the agenda item, as well as your phone number and email address so we can provide a Zoom link for access. The email address is skeo@lowell.k12.ma.us. If you do not have access to email, you may contact us at 978-674-4324. All requests must be submitted by 2:00 p.m. on the day of the meeting.

1. SALUTE TO FLAG

2. ROLL CALL

On a call at 4:01 p.m., members present were, namely: Mr. Lay, Ms. McFadden, Mr. Bahou, Ms. Delrossi and Mayor Gitschier. Ms. Martin and Mr. Conway were absent.

3. NEW BUSINESS

3.1. Summary of Proposed Changes to K-12 School Assignment Policy

Mayor Gitschier opened up the meeting asking any Committee members if they had any concerns or questions.

Mr. Bahou stated that after meeting with Ms. Brown Legrand he is supportive of the changes to this policy moving forward.

Ms. McFadden moved to approve the Proposed Changes to the K-12 Assignment Policy; the motion was seconded by Mr. Bahou. The motion passed with 5 yeas, 2 absent (Ms. Martin, Mr. Conway).

4. ADJOURNMENT

Mr. Bahou moved to adjourn at 4:02 p.m.; the motion was seconded by Ms. Delrossi. The motion passed with 5 yeas, 2 absent (Ms. Martin, Mr. Conway).

Respectfully submitted,

Liam Skinner, Superintendent and
Secretary to the Lowell School Committee

LS/mes



Derek Pinto Ed. D
Assistant Superintendent of Finance
Office of Finance and Operations
155 Merrimack Street
Lowell, MA 01852

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dpinto@lowell.k12.ma.us

PERMISSION TO ENTER

To: Liam Skinner, Superintendent of Schools
From: Derek Pinto, Assistant Superintendent of Finance
Date: January 30, 2026
Subject: Permission to Enter – **February 4, 2026**, School Committee Meeting

RIBAS ASSOCIATES & PUBLICATIONS, INC. **\$ 19,009.76**
596 Pleasant Street
Norwood, MA

To provide professional development to support the initial and ongoing supervision and format evaluation for school and district leaders using DESE rubric and negotiated process.

Funding provided by the School Department Budget: Leadership Contractual

DEE AND W TRANSPORTATION SERVICES, INC. **\$ 22,000.00**
P.O. 2492
Woburn, MA

To provide roundtrip transportation for (2) two homeless cost share students living in Lowell, MA to Northeast School, Waltham, MA

Funding provided by the School Department Budget: REG Transportation

NEMO TRANSPORTATION INC. **\$ 29,397.00**
321 Billerica Road
Chelmsford, MA

To *amend* the existing contract to provide roundtrip transportation for one (1) special education student living in/out of district transported to and from Lowell Public Schools/other cities and towns.

Funding provided by the School Department Budget: SPED Transportation

CLASS A TRANSPORTATION LLC

\$ 20,592.00

126 Douglas Road
Lowell, MA

To *amend* the existing contract to provide roundtrip transportation for one (1) special education student living in/out of district transported to and from Lowell Public Schools/other cities and towns.

Funding provided by the School Department Budget: SPED Transportation

NRT BUS INC.

\$ 18,912,700.26

27 Katrina Road
Chelmsford, MA

FY27 \$5,766,102.00
FY28 \$6,301,438.26
FY29 \$6,845,160.00

To provide transportation for in-district regular education students, summer school, high school athletic trips and in and out of district field trips.

Funding provided by the School Department Budget: REG Transportation

ROUNDTRIP LOGISTICS LLC

\$ 62,500.00

105 Blossom Street
Lowell, MA

To *amend* the existing contract to provide roundtrip transportation for homeless students living in/out of district transported to and from Lowell Public Schools/other cities and towns.

Funding provided by the School Department Budget: REG Transportation

BRAZUKINHA TRANSPORT AND CARE INC.

\$ 50,000.00

330 Lynnway
Lynn, MA

To *amend* the existing contract to provide roundtrip transportation for homeless students residing in Lowell/other cities and towns and attending other Lowell and towns/cities until the end of the FY26 school year.

Funding provided by the School Department Budget: REG Transportation

BEYOND SERVICES

\$ 25,000.00

24 Chester Street
Attleboro, MA

To *amend* the existing contract to provide roundtrip transportation for homeless students living in/out of district transported to and from Lowell Public Schools/other cities and towns.

Funding provided by the School Department Budget: REG Transportation

NICK'S TRANSPORTATION SERVICES

\$ 62,500.00

153 Andover Street
Danvers, MA

To *amend* the existing contract to provide roundtrip transportation for homeless students living in/out of district transported to and from Lowell Public Schools/other cities and towns.

Funding provided by the School Department Budget: REG Transportation

JCE TRANSPORTATION INC.

\$ 150,000.00

319 Winter Street
Fall River

To *amend* the existing contract to provide roundtrip transportation for homeless students residing in Lowell/other cities and towns and attending other Lowell and towns/cities until the end of the FY26 school year.

Funding provided by the School Department Budget: REG Transportation

SCHOLASTIC TRANSIT INC.

\$ 100,000.00

12 Hudson Place
Woburn, MA

To *amend* the existing contract to provide roundtrip transportation for homeless students residing in Lowell/other cities and towns and attending other Lowell and towns/cities until the end of the FY26 school year.

Funding provided by the School Department Budget: REG Transportation

FRESH START TRANSPORTATION LLC

\$ 25,000.00

187 Salem Road
Tewksbury, MA

To *amend* the existing contract to provide roundtrip transportation for homeless students residing in Lowell/other cities and towns and attending other Lowell and towns/cities until the end of the FY26 school year.

Funding provided by the School Department Budget: REG Transportation

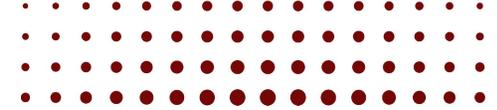
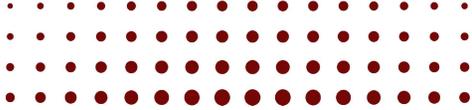
ADMA TRANSPORTATION LLC

\$ 75,000.00

34 Glendower Street
Avon, MA

To *amend* the existing contract to provide roundtrip transportation for homeless students residing in Lowell/other cities and towns and attending other Lowell and towns/cities until the end of the FY26 school year.

Funding provided by the School Department Budget: REG Transportation



Strategic Plan Update

January 29, 2026



**Creating a Culture of
Continuous Improvement**



Overview



In this Quarter 2 update, you will find information about our progress on each of the Year 1 initiatives that are in the Design, Pilot, or Launch phase this school year, along with updated metrics and performance indicators according to the established schedule.

At present, all of our initiatives are meeting expected completion targets for action steps. This represents a significant amount of work in the inaugural year, laying a strong foundation for continued progress in these goal areas, while building capacity and readying schools and departments for new goals to launch in Year 2.

Status update of 25-26 initiatives

Initiatives	Lead	Status
LAUNCH Initiatives for 25-26		
1.1 Refine and implement a vision for a culture of continuous improvement that prioritizes collaboration, high expectations, and a growth mindset; where administrators, coaches, and peer teachers utilize observation, coaching and feedback to enhance teaching practices and collectively support students in meeting our Portrait of a Graduate.	Supt.	
1.2 Equip leaders, coaches, and teachers with the skills and knowledge needed to successfully implement our new K-8 literacy curriculum through comprehensive training, coaching, and support.	A & I	
1.3 Refine professional development systems and delivery for educators to support district-wide curricular and instructional expectations and build capacity of school-based staff.	S & L	
1.4 Reconstruct the educational experience of multilingual learners (MLLs) by intentionally designing and implementing a system that ensures responsive programming tailored to their unique needs.	A & I	
1.5 Design and implement unit and lesson planning guidance by subject area, along with an aligned set of expectations for use and development opportunities, to develop teachers' understanding of and effective preparation for curriculum lessons that challenge and engage students.	A & I	
3.1 Design and implement a talent development pipeline that prioritizes recruiting and retaining a highly skilled workforce, with an emphasis on high-needs special education roles and high needs schools, while providing clear pathways for growth and leadership.	HR & O	
4.1 Refine and implement standardized procedures and processes across schools, clarifying roles and responsibilities to improve efficiency, accountability, and transparency.	Fin	
PILOT Initiatives for 25-26		
2.1 Design and launch intervention programs to reduce chronic absenteeism, using a family partnership approach and SEL principles to address root causes and improve student attendance.	SSS	
DESIGN initiatives for 25-26		
2.2 Refine and implement consistent practices for welcoming families in every school, prioritizing transparent communication about student progress and readily accessible resources to foster a stronger sense of belonging and partnership.	SSS	
4.2 Design and implement equitable and efficient systems for student assignment, school enrollment, and access to high-quality academic programs, with a focus on optimizing operational efficiency and access to transportation.	SSS	
4.3 Support the City in its progress toward a comprehensive school facilities plan that prioritizes the physical needs of students and staff, utilizing cost-effective and sustainable methods to maximize resources and create optimal learning environments.	HR & O	

 On-track - making solid progress on deliverables
  Moving along - but not at the original pace
  Off track - not progressing at all
  Not yet started

Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
<p>1.1 Refine and implement a vision for a culture of continuous improvement that prioritizes collaboration, high expectations, and a growth mindset; where administrators, coaches, and peer teachers utilize observation, coaching and feedback to enhance teaching practices and collectively support students in meeting our Portrait of a Graduate.</p>	<p>Superintendent</p>		<p>Key Accomplishments:</p> <ul style="list-style-type: none"> • CCI recognitions are one regular, popular action on this initiative. Each month staff are invited identify a colleague who exemplifies one of the 7 CCI characteristics and to nominate them for a special CCI recognition. Several are then chosen and broadcast to all staff in the district. • The superintendent visits each recognized staff member in their classroom (or other work space) and awards them a custom CCI certificate, a custom LPS/CCI shirt, and a personal note from Supt. • The text of the awardee's nomination is sent out to all staff as a way to both honor the person and to establish exemplars in support of the culture we seek to develop. • Each month there are numerous opportunities for the superintendent to promote our CCI. These include monthly All Administrator meetings and monthly math and literacy coaches meetings where the superintendent typically discusses, and seeks input on, a chosen aspect of our CCI. <p>Timeline Update:</p> <ul style="list-style-type: none"> • The timeline remains as it was originally envisioned with one small exception: the measure due by 1/30 is now anticipated on 2/2 (The survey the measure depends on will be given during the 2/2 All Administrator meeting. <p>Data Collected:</p> <ul style="list-style-type: none"> • Staff who indicate high expectations for student success using HALS category Academic Challenge: 2.32 as of 10/31/25 - target >4.0 <p>Data not due until 1/30:</p> <ul style="list-style-type: none"> • % of leaders who indicate that the focus on continuous improvement positively impacts their instructional leadership, as collected in a survey

Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
<p>1.2 Equip leaders, coaches, and teachers with the skills and knowledge needed to successfully implement our new K-8 literacy curriculum through comprehensive training, coaching, and support.</p>	<p>Academics & Instruction</p>		<p>Key Accomplishments:</p> <ul style="list-style-type: none"> • The district is equipping leaders, coaches, and teachers to successfully implement the new K–8 literacy curriculum through a comprehensive system of training, coaching, and ongoing instructional support grounded in classroom-based evidence. • In grades K–4, all teachers had access to ARC, the district’s adopted Tier 1 curriculum, and 100% of observed classrooms across seven schools demonstrated strong fidelity to its use. • Foundational skills instruction was fully aligned to grade-level expectations and the ARC scope and sequence in every observed classroom, reflecting effective professional learning and clear instructional guidance. • PRISM II coaches further supported implementation by conducting classroom walkthroughs using DESE’s Early Literacy Observation Tool, completing 26 observations across grades K–5. These observations focused on core literacy components—foundational skills, engagement with complex texts, and writing—providing leaders and teachers with actionable feedback to reinforce strengths and identify targeted areas for continued growth. • Similarly, in grades 5–8, all teachers had access to and were implementing EL Education materials with 100% fidelity across 26 observed classrooms in 10 schools. • Coaching and observation efforts emphasized evidence-based, culturally and linguistically sustaining practices, ensuring that all students were engaged in grade-appropriate instruction. • Notably, 100% of observed lessons provided students with access to complex, culturally relevant, and meaningful texts aligned to grade-level standards, demonstrating the effectiveness of professional development and instructional support structures. • Together, these results indicate that leaders, coaches, and teachers are being effectively prepared and supported through aligned training, consistent coaching, and data-informed observation practices that promote high-quality, equitable literacy instruction across K–8. <p>Data Collected:</p> <ul style="list-style-type: none"> • % of K-8 literacy teachers and school administrators who participate in all new curriculum trainings - 87.2% s of 10/31/25 - target >85% • % of K-8 literacy observations where HQIM is in use [DESE Classroom Observation Tool] - 48.2% s of 10/31/25 - target >85%



On-track - making solid progress on deliverables



Moving along - but not at the original pace



Off track - not progressing at all



Not yet started

Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
<p>1.3 Refine professional development systems and delivery for educators to support district-wide curricular and instructional expectations and build capacity of school-based staff.</p>	<p>Schools & Leadership</p>		<p>Key accomplishments:</p> <ul style="list-style-type: none"> • Instructional rounds data from fall to the midyear include 298 classroom visits across the district through a mix of district, school-based, and peer visits using the DESE Agnostic Observational Tool's key standards. • Data Cycles have occurred across schools following the beginning of year (BOY) and middle-of-year (MOY) progress monitoring assessment windows. • A Leadership Academy session on instructional improvement through data best practices was included in the December Leadership Academy to support data proficiency and optimization across schools. • District-based early release PD sessions for ARC and EL implementation concluded in January and schools will spend the remaining early release days in February through June refining curriculum implementation and actioning their QIP goals. • Collegial visits with school leaders took place in November and are scheduled again for February. Intentional collaboration between Coordinators from Academics and Instruction and LHS administration has been embedded into the visits and instructional rounds. • Leadership Academy sessions have focused on the District Prioritization Plan's goals of deeper learning to include close reading strategies within the ELA curricula and across content areas and in-depth unit planning for all new ELA curriculum in the district PK-10. Additional sessions in March and May will continue this work. • A preliminary structural design of the LPS Professional Learning webpage is in process, with stakeholder input and interface design planned as next steps. <p>Data Collected:</p> <ul style="list-style-type: none"> • District average rating on "Support for Teacher Development & Growth" metric on HALS - 3.44 as of 10/31/25 - target 3.52. • The percentage of classroom observations where most students are participating in high-quality student-to-student academic discourse rose from 48.7% as of September 1, 2025 to 62.5% as of January 9, 2026, an increase of 13.8%. To reach the goal of 75%, we will need to see additional growth of 12.5% in future instructional rounds. A focus on language objectives as part of the DIPP and the implementation of HQIM aligned to grade level standards, with embedded discourse routines, are contributing factors to the large increase in this indicator.



On-track - making solid progress on deliverables



Moving along - but not at the original pace



Off track - not progressing at all



Not yet started

Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
<p>1.4 Reconstruct the educational experience of multilingual learners (MLLs) by intentionally designing and implementing a system that ensures responsive programming tailored to their unique needs.</p>	<p>Academics & Instruction</p>		<p>Key Accomplishments:</p> <ul style="list-style-type: none"> • The district is reconstructing the educational experience of multilingual learners (MLLs) by intentionally designing and implementing a responsive, systemwide approach to programming that centers their unique linguistic and academic needs. • The Multilingual Learner Education (MLE) Department has conducted classroom observations across grades K-12 using the TFM MLE Department observation tool to monitor and support the implementation of high-quality instructional materials (HQIM), specifically VISTA, in all ESL classrooms. • These observations provide critical insight into instructional practices, student engagement, and alignment to language development goals, enabling the district to ensure that MLLs have consistent access to rigorous, grade-appropriate content while receiving targeted language support. • By using observation data to inform coaching, professional learning, and instructional adjustments, the district is strengthening implementation fidelity and ensuring that ESL programming is responsive, equitable, and tailored to the diverse needs of multilingual learners across all grade levels. <p>Data Collected:</p> <ul style="list-style-type: none"> • % of Lowell High School MLL students in compliance with appropriate hours of service, given their language level - 95% as of 10/31/25 - target >85% <p>Data to be Collected on 2/28/26:</p> <ul style="list-style-type: none"> • % of Lowell High School MLL students showing growth on English Language Development test (ACCESS)



On-track - making solid progress on deliverables



Moving along - but not at the original pace



Off track - not progressing at all



Not yet started

Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
<p>1.5 Design and implement unit and lesson planning guidance by subject area, along with an aligned set of expectations for use and development opportunities, to develop teachers' understanding of and effective preparation for curriculum lessons that challenge and engage students.</p>	<p>Academics & Instruction</p>		<p>Key Accomplishments:</p> <ul style="list-style-type: none"> • We have designed and implemented unit- and lesson-planning guidance across ELA in grades K-8 to strengthen teachers' understanding of curriculum expectations and support effective preparation for instruction that challenges and engages students. • ELA coordinators work closely with specialists and classroom teachers to support lesson analysis and planning using DESE's Lesson Internalization Tool. This structured guidance helps educators unpack lesson goals, anticipate student thinking, and plan for effective enactment of high-quality instructional materials aligned to grade-level standards. • In addition, we have established aligned expectations for curriculum use and provided ongoing development opportunities to build instructional capacity. • Survey data collected through PRISM II and III indicates that 67% of leaders agree they have the support needed to implement high-quality instructional materials on their campuses, reflecting a strong foundation for instructional leadership and coherent planning practices.



On-track - making solid progress on deliverables



Moving along - but not at the original pace



Off track - not progressing at all



Not yet started

Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
<p>3.1 Design and implement a talent development pipeline that prioritizes recruiting and retaining a highly skilled workforce, with an emphasis on high-needs special education roles and high needs schools, while providing clear pathways for growth and leadership.</p>	<p>HR & Operations</p>		<p>HR, SPED, and the Lowell Teacher Academy have worked to improve hiring of Special Education teachers.</p> <ul style="list-style-type: none"> A paraprofessional to teacher program has been resourced and a 3 credit Masters class is launching in March which will include SPED teachers outside of Lowell Public Schools to the Dr. Janice Adie Day School, employment opportunities, and paths to career progression which will occur when the Dr. Janice Adie Day school fully occupies the space at the former Jeanne D'Arc school. <p>Data Collected:</p> <ul style="list-style-type: none"> # of staff participating in paraprofessional to teacher pipeline programs - 5 as of 11/30/25 - target 50 <p>Data to be collected in August 2026:</p> <ul style="list-style-type: none"> % of open Special Education positions filled with licensed staff members by August 2026

 On-track - making solid progress on deliverables
  Moving along - but not at the original pace
  Off track - not progressing at all
  Not yet started
 9

Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
LAUNCH Initiatives for 25-26			
<p>4.1 Refine and implement standardized procedures and processes across schools, clarifying roles and responsibilities to improve efficiency, accountability, and transparency.</p>	<p>Finance</p>		<p>During this quarter, consistent with Strategic Plan Steps 4.1.1–4.1.7, the Finance Office completed several concrete action items that produced tangible artifacts to improve efficiency, accountability, and transparency across the district.</p> <p>Key accomplishments:</p> <ul style="list-style-type: none"> • Drafting and implementing multiple Standard Operating Procedures (SOPs)/or standard best practices covering acceptance of financial and material donations, food purchases, position and budget verification for new hires, resolution of outstanding prior-year expenditures, and disposal of surplus materials. • Developing and implementing a comprehensive Budget Development Calendar, including formal budget guardrails and enrollment- and program-based budget weights and transitions, as well as standardized parking guidelines. • Implementing Structured Early Release Administrative Assistant Check-Ins, supported by tools such as monthly PO reviews and YTD budget monitoring, strengthening internal controls and shared understanding at the school level. • All procedures and best practices were actively socialized through the Finance Office website, the LPS Leader, and in-person meetings, resulting in clear, accessible guidance and laying a strong operational foundation for subsequent phases of the initiative. • These items were presented to/reviewed by School Committee in their Jan 21, 2026 meeting. <p>Data to be collected in March 2026:</p> <ul style="list-style-type: none"> • % of district and school leaders who agree / strongly agree with the statement: "Decision making rights are clear across the district." • % of school leaders who agree / strongly agree with the statement: "Standardized procedures across schools help me do my job effectively."



On-track - making solid progress on deliverables



Moving along - but not at the original pace



Off track - not progressing at all



Not yet started

Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
PILOT Initiatives for 25-26			
2.1 Design and launch intervention programs to reduce chronic absenteeism, using a family partnership approach and SEL principles to address root causes and improve student attendance.	Student Support		<p>Key accomplishments:</p> <ul style="list-style-type: none"> • Significant progress has been made in advancing this initiative. • The team has conducted a comprehensive review of historical and current absenteeism data, examined existing district attendance policies and procedures, and analyzed MTSS data related to social-emotional learning (SEL) interventions. • District and building based administrators were surveyed to identify current intervention practices implemented across schools. • Analysis of these data indicates a relationship between the use of SEL and relationship based strategies and lower rates of chronic absenteeism. • The team is now focused on identifying high-impact interventions and core SEL principles to inform a district pilot planned for Fall 2026.
DESIGN initiatives for 25-26			
2.2 Refine and implement consistent practices for welcoming families in every school, prioritizing transparent communication about student progress and readily accessible resources to foster a stronger sense of belonging and partnership.	Student Support		<p>Key accomplishments:</p> <ul style="list-style-type: none"> • This year serves as a design and planning phase for the initiative, with pilot implementation scheduled for Fall 2026. • The team has conducted an audit of current district welcoming practices at both the central office and school levels. • In addition, site visits were conducted with Lynn Public Schools to review their newly established Family Welcome Center and gain insight into effective practices implemented in other districts, with a forthcoming visit to Worcester Public Schools. These visits are intended to examine how districts coordinate the sharing of school based information with families and integrate key services, such as language assessment, McKinney-Vento supports, transportation, and social work, within the enrollment process to create a more streamlined and family-centered experience. • The team continues to review current district practices and identify barriers families may encounter throughout the process.



On-track - making solid progress on deliverables



Moving along - but not at the original pace



Off track - not progressing at all



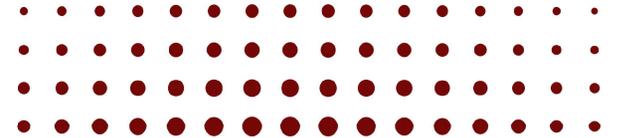
Not yet started

Status detail of 25-26 initiatives

Initiatives	Lead	Status	Key Updates
DESIGN initiatives for 25-26			
<p>4.2 Design and implement equitable and efficient systems for student assignment, school enrollment, and access to high-quality academic programs, with a focus on optimizing operational efficiency and access to transportation.</p>	<p>Student Support</p>		<p>Key accomplishments:</p> <ul style="list-style-type: none"> • Over the past several months, the team has reviewed and analyzed districtwide kindergarten enrollment data. • Building administrators were surveyed to gather feedback on current enrollment policies, including lottery and assignment practices, and to inform potential policy revisions. • Based on this analysis, the team has proposed modifications to the existing three lottery system, recommending a transition to a single lottery held later in the enrollment cycle. • The revised school enrollment assignment policy is scheduled for final review by the committee on January 28, 2026. <p>Data to be collected in March 2026:</p> <ul style="list-style-type: none"> • A cross functional team will convene to debrief findings from the enrollment study by January, 2026. (# of reports:)
<p>4.3 Support the City in its progress toward a comprehensive school facilities plan that prioritizes the physical needs of students and staff, utilizing cost-effective and sustainable methods to maximize resources and create optimal learning environments.</p>	<p>HR & Operations</p>		<p>Key accomplishments:</p> <ul style="list-style-type: none"> • Meetings have occurred between the City Facilities Subcommittee and the LPS Subcommittee on Facilities. • A Request for Proposals was published for a facilities' study. • LPS is tracking expenditures which it feels should be paid for by the DPW but are paid by Facilities due to immediate needs. <p>Data to be collected in March 2026:</p> <ul style="list-style-type: none"> • # of facilities planning updates to the School Committee during the school year



Appendix



Our Portrait of a Graduate guided our work as the “north star” for all of Lowell’s students



POG
PORTRAIT OF A GRADUATE
LOWELL PUBLIC SCHOOLS

THE MISSION:
Lowell Public School Graduates will be strong of Mind, Heart, Spirit, and Skill so that they are prepared to engage and lead with others to make positive change for a more equitable world.

MIND
Excel in a complex and ever-changing world

SKILL
Develop and apply real-world skills

HEART
Demonstrate self-knowledge and value diversity

NETWORK
Communicate, collaborate, and follow through

SPIRIT
Persist in school and life

LEADERSHIP
Engage, empower, and achieve positive change

SUN

Launching every graduate into adulthood prepared for life.

The graphic is a colorful illustration of a city skyline with a bridge, a clock tower, and a sun. The text is arranged in a structured layout with colored boxes for each pillar. The background is light blue with white clouds. The bottom of the graphic is a dark red banner with white text.

Strategic Priorities

We have defined four strategic LPS priorities, to which we will align our key initiatives over the next five years

#	Priorities
1	Rigor and Relevance in Every Classroom: Ensure every Lowell student is academically challenged through culturally and linguistically affirming instruction that accelerates their achievement and prepares them for postsecondary success.
2	Safe and Welcoming Schools: Foster equitable, inclusive learning environments district-wide, where families are actively engaged in service of student belonging and social-emotional well being.
3	Highly-Skilled and Innovative Talent: Recruit, develop, and retain a diverse, collaborative, and expert staff that is deeply committed to providing a world-class education for every student.
4	Supportive and Efficient Systems: Streamline district systems and processes to strategically respond to data, identify and address inequities, and prioritize student outcomes.



Year 1 Overview

In year 1, we begin with the implementation of new High Quality Instructional Materials for ELA in Kindergarten through Grade 10 and supporting educators through a comprehensive system for professional development, emphasizing lesson planning and internalization in collaborative structures to deliver high-quality, effective instruction.

Our year 1 priorities also include designing and piloting new strategies to reduce chronic absenteeism, redesigning our family welcoming and communications approach, designing and launching a talent recruitment initiative, examining and refining our operations procedures, designing a more equitable school enrollment system, and partnering with city officials to engage in long-term facilities planning. This is an ambitious endeavor but one that is crucial to advancing outcomes for all students and setting our district on a pathway for sustained high achievement.



These are the initiatives that LPS is designing, piloting, or launching in SY25-26

#	Description	Lead	Y1 (25-26)
1.1	Refine and implement a vision for a culture of continuous improvement that prioritizes collaboration, high expectations, and a growth mindset; where administrators, coaches, and peer teachers utilize observation, coaching and feedback to enhance teaching practices and collectively support students in meeting our Portrait of a Graduate.	Liam	Launch growth mindset and high expectations; Design obs/feedback
1.2	Equip leaders, coaches, and teachers with the skills and knowledge needed to successfully implement our new K-8 literacy curriculum through comprehensive training, coaching, and support.	Oneida	Launch curriculum use and accompanying professional learning
1.3	Refine professional development systems and delivery for educators to support district-wide curricular and instructional expectations and build capacity of school-based staff.	Wendy	Launch
1.4	Reconstruct the educational experience of multilingual learners (MLLs) by intentionally designing and implementing a system that ensures responsive programming tailored to their unique needs.	Oneida	Launch high school programming
1.5	Design and implement unit and lesson planning guidance by subject area, along with an aligned set of expectations for use and development opportunities, to develop teachers' understanding of and effective preparation for curriculum lessons that challenge and engage students.	Oneida	Launch
2.1	Design and launch intervention programs to reduce chronic absenteeism, using a family partnership approach and SEL principles to address root causes and improve student attendance.	Alice	Continue Design + Pilot
2.2	Refine and implement consistent practices for welcoming families in every school, prioritizing transparent communication about student progress and readily accessible resources to foster a stronger sense of belonging and partnership.	Alice	Design
3.1	Design and implement a talent development pipeline that prioritizes recruiting and retaining a highly skilled workforce, with an emphasis on high-needs special education roles and high needs schools, while providing clear pathways for growth and leadership.	Jim	Design + Launch Pt 1 (high needs SPED roles for Spring 2026 hiring cycle)
4.1	Refine and implement standardized procedures and processes across schools, clarifying roles and responsibilities to improve efficiency, accountability, and transparency.	Derek	Launch
4.2	Design and implement equitable and efficient systems for student assignment, school enrollment, and access to high-quality academic programs, with a focus on optimizing operational efficiency and access to transportation.	Alice	Design
4.3	Support the City in its progress toward a comprehensive school facilities plan that prioritizes the physical needs of students and staff, utilizing cost-effective and sustainable methods to maximize resources and create optimal learning environments.	Jim	Design

Measuring Success

We also developed measures to assess our plan and ultimately how we are living up to our Portrait of a Graduate

Domain	Definition	#	Drafted measures
Mind	Excel in a complex and ever-changing world.	1	% of students graduating on-time from high school
		2	% of graduates who complete the MassCore curriculum
Skill	Develop and apply real-world skills.	3	% of 2nd grade students meeting or exceeding DIBELS literacy benchmarks
		4	% of 3rd-8th and 10th graders proficient on MCAS ELA and Math
		5	Reduction in students “not meeting expectations” on Grades 3-8 and Grade 10 MCAS ELA and Math
		6	# of selected subgroups meeting or exceeding DESE accountability targets (pages 8-9) on ELA and Math MCAS (Score of 3 or 4 for the subgroup) <i>Subgroups: low income students, EL and former EL students, and students with disabilities</i>
Heart	Demonstrate self-knowledge and value diversity.	7	Rating on “Appreciation for Diversity,” as reported in HALS
Network	Communicate, collaborate, and follow through.	8	% of classroom observations where most students are participating in high-quality student-to-student academic discourse (<i>indicator 3c from the DESE walkthrough tool, must ensure schools are conducting a minimum number of observations per year to measure this</i>)
Spirit	Persist in school and life.	9	% of students attending 90% or more of school days (K-8, High School separately)
Leadership	Engage, empower, and achieve positive change.	10	% of 9th grade students who report participating in school- or community-based extracurricular activities while enrolled in Lowell Public Schools



We have set ambitious, yet feasible, 5-year targets for each measure (1/3)

PoG Domain	Mission measure	Baseline	Prior Year Value	5 yr Target	Annual Change Needed	Target Rationale
Mind	% of students graduating on-time from high school	74% (22-23)	78% (21-22)	90%	TBD - pending 2024 data	- Moves Lowell from the 3rd percentile to the 30th among MA districts - Exceeds 22-23 statewide rates (89%)
	% of graduates who complete the MassCore curriculum	22% (23-24)	22% (22-23)	50%	5.5%	- More than doubles current rates, while still falling below 23-24 statewide levels (84%) - Requires >5% gain per year to hit target
Skill (1 of 2)	% of 2nd grade students meeting or exceeding DIBELS literacy benchmarks	51% (23-24)	53% (22-23)	70%	3.9%	- Requires almost 4% growth per year, which would lead to substantial gains on student outcomes
	% of 3rd-8th graders proficient on MCAS ELA	23% (23-24)	26% (22-23)	44%	4.2%	- Moves Lowell from the 9th percentile to the 57th among MA districts - Exceeds 23-24 statewide rates (39%), and exceeds DESE annual growth benchmarks for Lowell
	% of 3rd-8th graders proficient on MCAS Math	29% (23-24)	26% (22-23)	50%	4.2%	- Moves Lowell from the 17th percentile to the 62nd among MA districts - Exceeds 23-24 statewide rates (41%), and exceeds DESE annual growth benchmarks for Lowell
	% of 3rd-8th graders proficient on MCAS ELA	23% (23-24)	26% (22-23)	60%	4.0%	- Moves Lowell from the 10th percentile to the 49th among MA districts - Exceeds 23-24 statewide rates (57%)
	% of 3rd-8th graders proficient on MCAS Math	29% (23-24)	26% (22-23)	50%	3.6%	- Moves Lowell from the 15th percentile to the 48th among MA districts - Exceeds 23-24 statewide rates (48%)

We have set ambitious, yet feasible, 5-year targets for each measure (2/3)

PoG Domain	Mission measure	Baseline	Prior Year Value	5 yr Target	Annual Change Needed	Target Rationale
Skill (2 of 2)	Reduction in students “not meeting expectations” on Grades 3-8 MCAS ELA	35% (23-24)	33% (22-23)	Cut % of students not meeting expectations in half over the life of the plan	-3.5%	<ul style="list-style-type: none"> - Cutting these values in half would mean significant improvement over time, and signify that greater emphasis is being placed on subjects where the most students are not meeting expectations (3-8 ELA) - Furthermore, setting this target as “cutting in half” publicly is simpler and more asset-based, rather than communicating specific target gaps for each subject. - We recommend only sharing the “descriptive target” publicly.
	Reduction in students “not meeting expectations” on Grades 3-8 MCAS Math	24% (23-24)	27% (22-23)		-2.4%	
	Reduction in students “not meeting expectations” on Grade 10 MCAS ELA	24% (23-24)	24% (22-23)		-2.4%	
	Reduction in students “not meeting expectations” on Grade 10 MCAS Math	25% (23-24)	18% (22-23)		-2.5%	
	# of selected subgroups ¹ meeting or exceeding DESE accountability targets for ELA	1/6 (23-24)	TBD	6/6	N/A	<ul style="list-style-type: none"> - We want all selected student groups across grade levels to meet or exceed DESE accountability targets by the end of the plan
	# of selected subgroups ¹ meeting or exceeding DESE accountability targets for Math	3/6 (23-24)	TBD	6/6	N/A	

1. Subgroups: low income students, EL and former EL students, and students with disabilities in non-high school (n=3) and high school (n=3)

We have set ambitious, yet feasible, 5-year targets for each measure (3/3)

PoG Domain	Mission measure	Baseline	Prior Year Value	5 yr Target	Annual Change Needed	Target Rationale
Heart	Rating on “Appreciation for Diverse Perspectives” as reported in HALS (system-wide)	Growth rating (Fall ‘24)	N/A	Ideal rating	N/A	<ul style="list-style-type: none"> - Note: HALS system has 5 ratings for each measure - Warning, Watch, Growth, Approval, and Ideal (from lowest to highest). - Moving from Growth to Approval will signify significant improvement across the district over the life of the plan
Network	% of classroom observations where most students are participating in high-quality student-to-student academic discourse	47.1% (Mar ‘25)	N/A	75%	6.90%	<ul style="list-style-type: none"> - Targeting 3/4 of observations where most students are participating in high-quality academic discourse would lead to significant growth essential to ensure student success across content areas -Allows for situations where discourse is not expected (eg. test taking)
Spirit	% of students attending 90% or more of school days - K-8 grades	82.5% (23-24)	77% (22-23)	90%	1.50%	<ul style="list-style-type: none"> - Exceeds DESE growth target for Lowell (1%), and this rate would exceed local peers - Exceeds statewide non-high school rates (84% in 23-24)
	% of students attending 90% or more of school days - High School	64.8% (23-24)	62.2% (22-23)	75%	2.00%	<ul style="list-style-type: none"> - Exceeds DESE growth target for Lowell (1%), and this rate would exceed local peers - Aligned to statewide high school rates (75% in 23-24)
Leadership	% of 9th grade students who report participating in school- or community-based extracurricular activities.	N/A	N/A	50%	N/A	<ul style="list-style-type: none"> - Current unofficial estimates suspect that ~30% of 9th graders would meet this measure today, so pushing to 50% would lead to significant growth over the course of the plan. - Consider adjusting target when district assessment results are available in (mid-April)

#1: Rigor and Relevance in Every Classroom (1 of 2)

Note: This priority has the highest number of Year 1 initiatives.

SP #1	Rigor and Relevance in Every Classroom: Ensure every Lowell student is academically challenged through culturally and linguistically affirming instruction that accelerates their achievement and prepares them for postsecondary success.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
1.1	Refine and implement a vision for a culture of continuous improvement that prioritizes collaboration, high expectations, and a growth mindset; where administrators, coaches, and peer teachers utilize observation, coaching and feedback to enhance teaching practices and collectively support students in meeting our Portrait of a Graduate.	Superintendent	Design growth mindset and expectations focus	Launch growth mindset and high expectations Design obs/feedback	Launch obs/feedback focus	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
1.2	Equip leaders, coaches, and teachers with the skills and knowledge needed to successfully implement our new K-8 literacy curriculum through comprehensive training, coaching, and support.	Asst. Superintendent Academics & Instruction	Design (finalize adoption process)	Launch curriculum use and accompanying professional learning	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
1.3	Refine professional development systems and delivery for educators to support district-wide curricular and instructional expectations and build capacity of school-based staff.	Asst. Superintendent Schools & Leadership	Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
1.4	Reconstruct the educational experience of multilingual learners (MLLs) by intentionally designing and implementing a system that ensures responsive programming tailored to their unique needs.	Asst. Superintendent Academics & Instruction	Design	Launch high school programming	Launch additional programming	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine

#1: Rigor and Relevance in Every Classroom (2 of 2)

Additional Year 1 Initiatives in Priority 1

SP #1	Rigor and Relevance in Every Classroom: Ensure every Lowell student is academically challenged through culturally and linguistically affirming instruction that accelerates their achievement and prepares them for postsecondary success.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
1.5	Design and implement unit and lesson planning guidance by subject area, along with an aligned set of expectations for use and development opportunities, to develop teachers' understanding of and effective preparation for curriculum lessons that challenge and engage students.	Asst. Superintendent Academics & Instruction	Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
1.6	Design and implement data-driven instruction and student work analysis systems to effectively analyze student learning and differentiate instruction.	Asst. Superintendent Schools & Leadership			Design	Launch	Monitor/ Refine	Monitor/ Refine
1.7	Reimagine and rebuild the educational experience for students with IEPs through implementing a programmatic overhaul that integrates research-based principles and practices to best meet the needs of students requiring specialized instruction.	Asst. Superintendent Student Support Services		Begin data collection	Design	Launch	Monitor/ Refine	Monitor/ Refine

#2: Safe and Welcoming Schools

SP #2	Safe and Welcoming Schools: Foster equitable, inclusive learning environments district-wide, where families are actively engaged in service of student belonging and social-emotional well being.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
2.1	Design and launch intervention programs to reduce chronic absenteeism, using a family partnership approach and SEL principles to address root causes and improve student attendance.	Asst. Superintendent Student Support Services	Design	Continue Design + Pilot	Launch/Grow	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
2.2	Refine and implement consistent practices for welcoming families in every school, prioritizing transparent communication about student progress and readily accessible resources to foster a stronger sense of belonging and partnership.	Asst. Superintendent Student Support Services		Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
2.3	Enhance school-level capacity to create and implement comprehensive, school-wide systems and routines that cultivate a positive, supportive, and safe learning environment.	Asst. Superintendent Student Support Services			Design	Launch with leaders and support staff	Continue launch with classroom practices	Monitor/ Refine
2.4	Strengthen and grow Pre-K programs across the district to ensure every child has access to high-quality early learning experiences that foster a strong foundation for academic success and lifelong learning.	Asst. Superintendent Academics & Instruction		Continue current work	Design	Pilot	Launch/ Grow	Monitor/ Refine
2.5	Expand access to enriching in school and out-of-school time activities for students that cultivate their interests and strengthen their connection to the community.	Asst. Superintendent Schools & Leadership				Design	Launch (out of school time) Design in school activities	Launch (in school activities)

#3: Highly Skilled and Innovative Talent

SP #3	Highly-Skilled and Innovative Talent: Recruit, develop, and retain a diverse, collaborative, and expert staff that is deeply committed to providing a world-class education for every student.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
3.1	Design and implement a talent development pipeline that prioritizes recruiting and retaining a highly skilled workforce, with an emphasis on high-needs schools, while providing clear pathways for growth and leadership.	Asst. Superintendent Operations & HR		Design + Launch Pt 1 (Staff Group for Spring 2026 hiring cycle)	Launch Part 2 (Other Staff Groups for Spring 2027 hiring cycle)	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
3.2	Design and launch improved onboarding and mentorship programs for newly hired staff to increase staff effectiveness and retention.	Asst. Superintendent Operations & HR			Design	Launch pt 1 (specific staff types)	Launch pt 2 (additional staff types)	Monitor/ Refine
3.3	Establish in-house structures to provide staff with training for dual certification as well as other targeted professional development to strengthen MLL and special education service delivery.	Asst. Superintendent Schools & Leadership					Design	Launch

#4: Supportive and Efficient Systems

SP #4	Supportive and Efficient Systems: Streamline district systems and processes to strategically respond to data, identify and address inequities, and prioritize student outcomes.	Lead	Y0 Spring 2025	Y1 25-26	Y2 26-27	Y3 27-28	Y4 28-29	Y5 29-30
4.1	Refine and implement standardized procedures and processes across schools, clarifying roles and responsibilities to improve efficiency, accountability, and transparency.	Asst. Superintendent Finance	Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine
4.2	Design and implement equitable and efficient systems for student assignment, school enrollment, and access to high-quality academic programs, with a focus on optimizing operational efficiency and access to transportation.	Asst. Superintendent Student Support Services	Select contractor to conduct enrollment study	Design	Launch - New registration system for 27-28 school year	Launch - New assignment options for 28-29 school year	Monitor/ Refine	Monitor/ Refine
4.3	Support the City in its progress toward a comprehensive school facilities plan that prioritizes the physical needs of students and staff, utilizing cost-effective and sustainable methods to maximize resources and create optimal learning environments.	Asst. Superintendent Operations & HR		Design	Launch	Monitor/ Refine	Monitor/ Refine	Monitor/ Refine



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To: Superintendent
From: Assistant Superintendent for HR & Operations
Date: January 29, 2026
Re: Motion Response- breakfast in schools

Have proper department provide a report on the number of students are provided and take advantage of breakfast at our schools, what the breakfast is that LPS is providing & how it is implemented? [Fred Bahou- 1/7/2026]

Breakfast Counts

August 2025-December 2025: 530,323 breakfasts served across 76 service days.
Average: 6,978 breakfasts served per service day.

Breakfast is served in a variety of models across the district, depending on what works best for the school/students. Models (from most to least popular) include:

- Served on breakfast carts in grade level hallways and/or at different entry ways
 - This mode allows us to serve several different options, including hot breakfasts, freshly made breakfast smoothies and breakfast parfaits, and an assortment of items such as muffins, cereal, bagel, etc. Also allows us to meet students where they are at;
- Served in the classroom
 - Breakfast (usually a single, cold option bagged with a fruit and a milk) delivered in a bin to each classroom;
- Served on the serving line/in the cafeteria
 - Able to execute the full menu/all offerings, but may be out of the way for some students. Hard to attend for those coming in close to the morning bell;
- Served off of the food truck
 - Able to execute the full menu/all offerings
 - Available to Lowell High and Freshman Academy students daily
 - Available to Leblanc and Molloy students 2x/week.

Breakfast After the Bell

With all of these models we are mandated to offer students breakfast after the school day starts. Breakfast carts remain in hallways 5 minutes after the bell rings and 10-15 breakfasts are left in the front office for tardy students. Students can always be escorted down to the cafeteria for breakfast if the above options are not available.

Options Available

Elementary schools have 2 options available per day - typically 1 specialty item (like a breakfast sandwich, yogurt parfait, smoothie, etc.) paired with a cereal, muffin, or breakfast round.

Middle schools have 5-7 options available daily. One is a specialty item (sandwich, parfait, smoothie) in addition to daily serves (muffin, cereal, bagel, etc).

Lowell High has 7-9 options available daily. The food truck, parked outside of Lowell, offers three options daily - a specialty item, a breakfast drink (smoothie or 'cooler') and a bakery item (muffin, bagel, breakfast round, etc). Breakfast carts are also situated at several locations throughout the high school (entrances and in the cafeteria). Items available on the cart are similar to what is available on middle school carts.

School	Average # of breakfast served per day	Participation %
District Wide	6,978	57%
BAILEY	267	61%
BARTLETT	211	48%
BUTLER	213	48%
DALEY	276	43%
GREENHALGE	319	83%
LINCOLN	294	63%
LHS	724	31%
McAULIFFE	303	67%
McAVINNUE	290	70%
MOODY	135	61%
MOREY	252	57%
MURKLAND	254	60%
PAWTUCKETVILLE	243	55%
PYNE	261	60%
REILLY	261	59%
ROBINSON	387	76%
ROGERS	568	70%
SHAUGHNESSY	184	43%
STOKLOSA	293	56%
SULLIVAN	230	42%
WANG	305	50%
WASHINGTON	111	49%
MOLLOY	28	99%
RIVERSIDE	22	98%
LAURA LEE	15	98%
LEBLANC	19	98%
CARDINAL	66	64%
Dr. JANICE ADIE	65	43%



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To: District/School Leadership
From: Derek Pinto, Assistant Superintendent of Finance
Date: January 29, 2026
Subject: Finance Updates

Budget Process

The budget process has begun in earnest and in keeping with the School Committee approved Budget Calendar. Recent developments include the following Cabinet review of the following:

- **Workbooks** for schools and departments. Whilst maintaining the same “look and feel” as in FY26, leaders will be asked for their input on “additional investments” above and beyond their budgets. Workbooks are being released to be released along with a “**budget kickoff**” next week.
- **Assumptions** act as the core beliefs allowing LPS Finance to forecast financial outcomes, guide decision-making and manage risk through “what-if” scenarios. Historical data and trends are used, as well as some “known cost” service increases.
- **FY27 [Preliminary Chapter 70 Aid and Net School Spending Requirements](#)** have been released based on Governor Healey’s proposed state budget for the coming fiscal year. The proposal increases aid to districts by approximately 3.3% or \$241.8 million.
 - **For Lowell Public Schools, Chapter 70 Aid** is up by **5.54%**. The numbers are currently being analyzed by LPS Finance. These preliminary estimates are subject to change as the House and Senate deliberate on the budget. The budget must be constructed with flexibility to accommodate the changes that often occur in the state budget process. The DESE Commissioner will issue the final school spending requirements once the FY27 state budget is approved by the governor and the legislature.
- **Title 1-V: K-12 formula grants:** the administration initially proposed collapsing multiple grants into a simplified funding plan. The latest information is a bipartisan agreement preserving them as distinct programs, and that they will be **flat-funded**. **Title I** (low income students); **Title II** (teacher training) remains a flexible block grant for professional development; **Title III** (English Learners) appears to be preserved, which is a pivot from early administration proposals to eliminate the grant entirely; **Title IV** flexible student support looks to be maintained so that districts can use the funds for initiatives including stem and educational technology; **Adult Education** funding has faced the most volatility with a significant “on-again, off-again” status.

Community Participation

The opportunities below were created to afford the community participation in the budget process.

- **Community Input Meetings:** were completed the 20th and 21st of January.
- **Community Survey:** was scheduled to close on Friday January 30, 2026.
- **Lowell Education Justice Alliance (LEJA):** was to hold a community school budget forum Thursday January 29, 2026.



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TO: Liam Skinner, Superintendent of Schools
FROM: Derek Pinto, Assistant Superintendent of Finance
DATE: January 29, 2026
RE: FY26 Quarter 2 Summary Report

Overview

This memo summarizes the FY26 Quarter 2 (Q2) Financial Report as of December 31, 2025, including **Non-Salary Expenses** and **Salary Expenses**. At the midpoint of the fiscal year, overall spending is tracking in line with expectations. Variances primarily reflect normal timing differences related to payroll schedules and the front-loading of certain non-salary obligations.

At-a-Glance Financial Summary

Category	Q2 Spending Trend	Committee Context
Non-Salary Expenses	Near / slightly above 50% in select areas	Driven by annual contracts, instructional materials, technology licenses, and early-year purchasing; consistent with prior years
Salary Expenses	Slightly below 50% overall	Most instructional staff are paid September–June, resulting in lower cumulative spending at Q2; payroll accelerates in Q4
Special Education	Tracking within budget	Continues to be monitored closely due to potential volatility
Overall Outlook	Stable at midyear	No material deficits identified; no School Committee action required at this time

Non-Salary Expenses Summary by Major Area

- **District Leadership & Central Administration**
Spending within District Leadership, including the School Committee/Superintendent’s Office and Finance & Operations, is within expected ranges. Finance & Operations expenditures reflect annual contracts and operational costs that are typically front-loaded, such as utilities, services, and districtwide systems.
- **Academics & Instruction**
Academic Leadership, professional development, instructional materials, and instructional technology reflect higher-than-50% expenditures in some areas. This is anticipated due to:
 - Curriculum and materials purchases occurring earlier in the year
 - Technology licenses and subscriptions paid annually
 - Professional development commitments tied to the academic calendar

These expenditures support classroom instruction and district initiatives and are not currently projected to exceed available appropriations.

- **Student Services (Including Special Education)**
Special Education non-salary expenditures are tracking appropriately at midyear. As in prior years, this area will continue to be closely monitored due to its sensitivity to changes in student needs, out-of-district placements, and transportation costs. No unusual spending trends are evident at Q2.
- **Operations & Maintenance**
Facilities and other operational accounts align with seasonal expectations.

Salary Expenses

Overall salary expenditures are slightly below the 50% mid-year benchmark, which is expected. Most instructional staff are paid over a September through June work calendar, resulting in lower cumulative salary expenditures at the end of Q2. Payroll costs will accelerate during Q4 as the academic year progresses. The last check of the school year will encumber summer pay for 26-week employees. (10 weeks/5 pays)

Administrative, support, and year-round positions show more even expenditure patterns consistent with 12-month payroll schedules. At this time, salary spending across all major categories is tracking appropriately against the approved budget, and no material salary deficits are anticipated.

Key Takeaways for School Committee:

- **Midyear Benchmark:** At Q2, departments would typically expect to have expended approximately 50% of their non-salary budgets. Most cost centers are within an acceptable range when accounting for timing of purchases, encumbrances, and known seasonal costs.
- **Encumbrances vs. Actuals:** Several instructional and operational accounts show higher expenditure percentages due to early-year purchasing and contract-based obligations that are encumbered earlier in the year but support full-year programming.
- **No Immediate Structural Deficits Identified:** At this time, there are no material non-salary budget shortfalls that would require School Committee action.

FY26 NON-SALARY EXPENSES		QUARTERLY REPORT				Q2 (12/31/2025)	
FY 26 Budget Account	FY26 Budget	Expended	Encumbered	Expended + Encumbered	Account Balance	% Used	
DISTRICT LEADERSHIP							
School Committee/Supt Office	\$ 275,500	\$ 51,079	\$ 20,924	\$ 72,003	\$ 203,497	26.14%	
Finance & Operations	\$ 5,203,435	\$ 2,054,525	\$ 1,486,256	\$ 3,540,781	\$ 1,662,655	68.05%	
ACADEMICS & INSTRUCTION							
Academic Leadership	\$ 1,665,137	\$ 780,450	\$ 69,794	\$ 850,244	\$ 814,893	51.06%	
Professional Development	\$ 978,765	\$ 320,744	\$ 20,350	\$ 341,094	\$ 637,672	34.85%	
Instructional Materials & Equipment	\$ 3,465,840	\$ 2,261,608	\$ 388,570	\$ 2,650,179	\$ 815,661	76.47%	
General Supplies	\$ 217,210	\$ 42,731	\$ 3,629	\$ 46,360	\$ 170,850	21.34%	
Instructional Technology	\$ 945,162	\$ 624,010	\$ 19,481	\$ 643,491	\$ 301,671	68.08%	
STUDENT SERVICES							
Special Education	\$ 1,195,783	\$ 507,452	\$ 625,349	\$ 1,132,801	\$ 62,981	94.73%	
Regular Ed Transportation*	\$ 6,289,714	\$ 640,410	\$ 5,896,355	\$ 6,536,764	\$ (247,050)	103.93%	
Special Ed Transportation	\$ 8,808,615	\$ 3,150,881	\$ 5,256,758	\$ 8,407,639	\$ 400,976	95.45%	
Athletics	\$ 491,575	\$ 197,911	\$ 136,373	\$ 334,284	\$ 157,291	68.00%	
Student Activities	\$ 476,768	\$ 56,668	\$ 78,184	\$ 134,852	\$ 341,916	28.28%	
OPERATIONS AND MAINTENANCE							
Supplies and Services	\$ 1,068,930	\$ 385,747	\$ 417,479	\$ 803,226	\$ 265,705	75.14%	
Utilities	\$ 425,000	\$ 137,980	\$ -	\$ 137,980	\$ 287,020	32.47%	
FIXED CHARGES							
Employee Health Insurance	\$ 28,238,264	\$ 14,904,330	\$ -	\$ 14,904,330	\$ 13,333,934	52.78%	
Student Accident Insurance	\$ 30,000	\$ 26,088	\$ 3,165	\$ 29,253	\$ 747	97.51%	
EQUIPMENT & CAPITAL							
	\$ 498,287	\$ 132,103	\$ 84,564	\$ 216,667	\$ 281,621	43.48%	
OUT OF DISTRICT TUITION							
	\$ 10,039,807	\$ 2,760,380	\$ 6,664,794	\$ 9,425,174	\$ 614,632	93.88%	
TOTAL NON-SALARY EXPENSES	\$ 70,313,791	\$ 29,035,096	\$ 21,172,024	\$ 50,207,121	\$ 20,106,671	71.40%	
FY26 SALARY EXPENSES							
FY 26 Budget Account	FY26 Budget	Expended	Encumbered	Expended + Encumbered	Account Balance	% Used	
TEACHERS	\$ 116,965,237	\$ 41,297,316	\$ -	\$ 41,297,316	\$ 75,667,922	35.31%	
PARAPROFESSIONALS	\$ 21,277,502	\$ 7,386,010	\$ -	\$ 7,386,010	\$ 13,891,492	34.71%	
SCHOOL LEADERSHIP	\$ 13,207,925	\$ 5,512,075	\$ -	\$ 5,512,075	\$ 7,695,850	41.73%	
SCHOOL ADMINISTRATIVE ASST	\$ 2,558,530	\$ 1,224,313	\$ -	\$ 1,224,313	\$ 1,334,217	47.85%	
ADMINISTRATION	\$ 9,241,592	\$ 3,683,703	\$ -	\$ 3,683,703	\$ 5,557,888	39.86%	
STUDENT SERVICES	\$ 26,120,148	\$ 9,571,494	\$ -	\$ 9,571,494	\$ 16,548,655	36.64%	
SUBSTITUTES	\$ 3,900,000	\$ 1,794,751	\$ -	\$ 1,794,751	\$ 2,105,249	46.02%	
TUTORS	\$ 1,401,728	\$ 460,576	\$ -	\$ 460,576	\$ 941,152	32.86%	
PARENT/FAMILY LIAISONS	\$ 948,022	\$ 383,596	\$ -	\$ 383,596	\$ 564,426	40.46%	
CUSTODIAL	\$ 7,395,254	\$ 3,571,617	\$ -	\$ 3,571,617	\$ 3,823,638	48.30%	
TOTAL PAYROLL EXPENSES	\$ 203,015,939	\$ 74,885,450	\$ -	\$ 74,885,450	\$ 128,130,489	36.89%	
FY 26 BUDGET BALANCES	\$ 273,329,731	\$ 103,920,546	\$ 21,172,024	\$ 125,092,571	\$ 148,237,160	45.77%	



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To: Liam Skinner, Superintendent of Schools
From: Derek Pinto, Assistant Superintendent of Finance
Date: January 29, 2026
Subject: Quarterly Grants Update, 2nd Quarter July 1–December 31, 2025 (FY26 Q2)

This report captures the changes in spending from September to December. The second quarter just finished Dec 31, so we want to capture invoices that typically trail into January to get as accurate a spending record as possible.

LPS Finance has committed to sharing quarterly spending/progress reports for both the budget and grants for several reasons:

1. Transparency and accountability at mid-year. As the first quarter covers July 1-Sept 30, the second quarter is a better checkpoint where spending patterns can be meaningfully assessed.
2. It demonstrates a responsible stewardship of funds. When I arrived, the **Abrams Report** and **School Committee** were calling for financial reports on a **monthly** basis - we settled on quarterly.
3. Better communication with all stakeholders - it shows that grants are being monitored, and with reasonable frequency. It's easier to identify over/underspending while there is still time to adjust, so funds are not wasted.
4. Audit readiness - this shows active monitoring which is favorable in audit reviews.

I recommend that we continue with quarterly reporting on budgets and grants that we have committed to and serves as a best practice.

Federal Grants	FY26-Approved Grant Amount	Expended	Encumbered	Expended & Encumbrance	Remaining	% used
Title IV CFDA # 84.424a	\$ 495,104.00	\$ 8,424	\$ -	\$ 8,424	\$ 486,680	1.70%
Title I CFDA # 84.010 A	\$ 6,942,941.00	\$ 921,565	\$ 106,474	\$ 1,028,040	\$ 5,914,901	14.81%
IDEA Grant CFDA # 84.027A	\$ 4,721,514.00	\$ 841,657	\$ 46,362	\$ 888,019	\$ 3,833,495	18.81%
McKinney Vento CFDA # 84.196A	\$ 69,000.00	\$ 23,034	\$ 196	\$ 23,230	\$ 45,770	33.67%
Early Childhood SPED IDEA CFDA	\$ 106,647.00	\$ 68	\$ -	\$ 68	\$ 106,579	0.06%
21st CCLC 21st CCLC w/IEP	\$ 13,500.00	\$ 9,525	\$ -	\$ 9,525	\$ 3,975	70.56%
GLEAM	\$ 44,000.00	\$ -			\$ 44,000	0.00%
MassGrad-Promising Practice	\$ 40,000.00	\$ -			\$ 40,000	0.00%
Strengthening Career and	\$ 168,190.00	\$ -	\$ 29,887	\$ 29,887	\$ 138,303	17.77%
21st CCLC CFDA # 84.287C	\$ 449,672.00	\$ 248,952	\$ 12,460	\$ 261,413	\$ 188,259	58.13%
21st CCLC CFDA # 84.287C	\$ 674,506.00	\$ 92,717	\$ 18,070	\$ 110,787	\$ 563,719	16.42%
Rethinking Discipline Initiative	\$ 75,000.00	\$ -	\$ -	\$ -	\$ 75,000	0.00%
21st CCLC CFDA # 84.287C	\$ 30,000.00	\$ 29,899	\$ 17	\$ 29,915	\$ 85	99.72%
21st CCLC- Exemplary Programs	\$ 465,676.00	\$ 96,168	\$ 6,590	\$ 102,758	\$ 362,918	22.07%
CFDA # 84.002A	\$ 285,086.00	\$ 106,953	\$ 5,076	\$ 112,029	\$ 173,057	39.30%
Targeted Assistance Grant (TAG)	\$ 160,000.00	\$ 27,761	\$ -	\$ 27,761	\$ 132,239	17.35%
21st CCLC CFDA # 84.287C	\$ 139,700.00	\$ 139,700	\$ -	\$ 139,700	\$ -	100.00%
Promoting Safe and Healthy Learning Envnt (Opt 1)	\$ 40,000.00	\$ 5,465	\$ 107	\$ 5,572	\$ 34,428	13.93%
Promoting Safe and Healthy Learning Envnt (Opt 2B)	\$ 60,000.00	\$ 1,380	\$ -	\$ 1,380	\$ 58,620	2.30%
Full Service Community School	\$ 500,000.00			\$ -	\$ 500,000	0.00%
Title III CFDA#84.365 A	\$ 643,427.00	\$ 91,876	\$ 147,905	\$ 239,781	\$ 403,646	37.27%
Title II CFDA #84.367 A	\$ 571,278.00	\$ 217,152	\$ 169	\$ 217,321	\$ 353,957	38.04%
Second and Postsecond Program	\$ 10,000.00	\$ 9,971	\$ -	\$ 9,971	\$ 29	99.71%
Work-based Learning Implementation	\$ 25,000.00				\$ 25,000	0.00%
21st CCLC HQPBL CFDA #84.287	\$ 18,000.00				\$ 18,000	0.00%
Interpreter in the Education Training Grant	\$ 35,000.00				\$ 35,000	0.00%
	\$ 16,783,241.00	\$ 2,872,268	\$ 373,313	\$ 3,245,581	\$ 13,537,660	
State Grants	FY26-Approved Grant Amount	Expended	Encumbered	Expended & Encumbrance	Remaining	% used
MA Farming Reinforces Education and Student Health	\$ 30,000.00	\$ -	\$ -	\$ -	\$ 30,000	0.00%
Influence 100	\$ 1,000.00	\$ -	\$ -	\$ -	\$ 1,000	0.00%
MyCAP Planing and Implementation	\$ 7,000.00	\$ -	\$ -	\$ -	\$ 7,000	0.00%
Register Teacher Apprenticeship	\$ 494,150.00	\$ 211,239	\$ 32,912	\$ 244,152	\$ 249,998	49.41%
GED Test Center	\$ 6,504.00	\$ 2,928	\$ -	\$ 2,928	\$ 3,576	45.02%
Safe & Supportive Schools	\$ 10,000.00	\$ -	\$ 4,000	\$ 4,000	\$ 6,000	40.00%
Supporting Students' SEL	\$ 45,000.00	\$ -	\$ 12,600	\$ 12,600	\$ 32,400	28.00%
STARS Residency Grant	\$ 2,500.00	\$ -	\$ -	\$ -	\$ 2,500	0.00%
Safe & Supportive Schools (335)	\$ 10,000.00	\$ -	\$ 8,000	\$ 8,000	\$ 2,000	80.00%
Civics Teaching & Learning	\$ 38,500.00	\$ 4,350	\$ 3,000	\$ 7,350	\$ 31,150	19.09%
Early College Support	\$ 80,000.00	\$ 6,715	\$ 4,086	\$ 10,800	\$ 69,200	13.50%
Adult Ed and Family Literacy	\$ 1,496,704.00	\$ 601,535	\$ 41,475	\$ 643,009	\$ 853,695	42.96%
CPPI (School year)	\$ 871,972.00	\$ 264,586	\$ 259,889	\$ 524,475	\$ 347,497	60.15%
CPPI (Summer)	\$ 128,028.00	\$ -	\$ -	\$ -	\$ 128,028	0.00%
CFCE	\$ 303,175.00	\$ 80,921	\$ 91	\$ 81,013	\$ 222,162	26.72%
PRISM III (594S)	\$ 549,500.00	\$ 450,356	\$ -	\$ 450,356	\$ 99,144	81.96%
PRISM II (593)	\$ 798,000.00	\$ 426,040	\$ 103,960	\$ 530,000	\$ 268,000	66.42%
PRISM III (594) Continuation	\$ 204,500.00	\$ -	\$ -	\$ -	\$ 204,500	0.00%

Skills Capital Technology and Equipment	\$ 238,120.00				\$ 238,120	0.00%
	\$ 5,314,653.00	\$ 2,048,671	\$ 470,013	\$ 2,518,683	\$ 2,795,970	
Private Grants	FY26-Approved Grant Amount	Expended	Encumbered	Expended & Encumbrance	Remaining	% used
Building Resilience	\$ 5,000.00	\$ 2,000	\$ -	\$ 2,000	\$ 3,000	40.00%
Portrait Of Graduate (Year 2 /3)	\$ 170,000.00	\$ 50,615	\$ 36,072	\$ 86,687	\$ 83,313	50.99%
Music Grant	\$ 1,850.00	\$ 135	\$ 408	\$ 542	\$ 1,308	29.32%
Bridge for Resilient Youth in Transition	\$ 134,000.00	\$ 27,893	\$ -	\$ 27,893	\$ 106,107	20.82%
Cummings Foundation	\$ 75,000.00	\$ 22,500	\$ 52,500	\$ 75,000	\$ -	100.00%
OpenSciEd (7 schools)	\$ 57,220.00	\$ 24,887	\$ 24,259	\$ 49,146	\$ 8,074	85.89%
Mass Life Science	\$ 350,300.00	\$ 263,290	\$ 23,088	\$ 286,378	\$ 63,922	81.75%
TideCenter Next Generation Learning Challenges	\$ 10,000.00	\$ 2,481	\$ -	\$ 2,481	\$ 7,519	24.81%
BU Spencer Grant	\$ 10,750.00	\$ 950	\$ -	\$ 950	\$ 9,800	8.84%
	\$ 814,120.00	\$ 394,751	\$ 136,327	\$ 531,078	\$ 283,042	
	\$ 22,912,014.00	\$ 5,315,689	\$ 979,653	\$ 6,295,342	\$ 16,616,672	

Federal Grants	Description	Start Date	End Date
Title IV CFDA # 84.424a	This grant is part of the federal Elementary and Secondary Education Act (ESEA) and provides resources to local school districts to ensure all students have access to a high-quality education.	8/22/25	9/30/27
Title I CFDA # 84.010 A	This grant is to provide 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.	8/22/25	9/30/27
IDEA Grant CFDA # 84.027A	The purpose of this grant is to provide funding to ensure that eligible students with disabilities receive a free, appropriate public education, including the special education and related services needed to meet their individual needs.	9/23/25	9/30/27
McKinney Vento CFDA # 84.196A	The purpose of this federal competitive grant is to provide funding for programs that ensure students who are homeless enroll and attend school and engage in learning that values and builds on their background knowledge, lived experiences, and cultural and linguistic assets. Students are active participants and have a voice in shaping their learning experiences through the following grant program purposes.	7/15/25	6/30/26
Early Childhood SPED IDEA CFDA #84.173A	This federal special education entitlement grant provides funding to support eligible children with disabilities ages 3–5 by ensuring access to a free, appropriate public education and related services in the least restrictive environment.	9/23/25	9/30/27
21st CCLC 21st CCLC w/IEP CFDA # 84.287C	In collaboration with the Office of Special Education Planning and Policy (SEPP), this grant strengthens program capacity to provide the supports needed to ensure that students with Individualized Education Programs (IEPs) have meaningful access to and full inclusion in all aspects of summer programming.	7/1/25	8/31/25
GLEAM	This grant will support recipients in increasing local access to high-quality preschool through classrooms operated by public school districts and EEC-licensed early education programs. It aims to strengthen the preschool system's ability to serve all children, particularly historically underserved students, while ensuring that every child has the opportunity to reach their full potential in language and literacy development.	12/1/25	6/30/26
MassGrad-Promising Practice	The purpose of this federally funded competitive grant opportunity is to provide supplemental support for dropout prevention and reengagement efforts in high schools with high dropout rates.	1/18/26	6/30/26
Strengthening Career and Technical Education (Perkin)	The purpose of this federal grant is to assist school districts in enhancing secondary-level programs that align with Massachusetts' expectations for Career and Technical Education and career-connected learning, as defined by the Massachusetts State Plan for implementing the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), P.L. 115-224.	9/23/25	6/30/26
21st CCLC CFDA # 84.287C	The purpose of the federally funded Fund Code (FC) 0645 – 21st Century Community Learning Centers (21st CCLC) Continuation Grant is to support existing grantees in continuing to implement academically enriching programs that deepen student learning during both the summer and school year.	Upon approval	6/30/26
21st CCLC CFDA # 84.287C	The purpose of this grant is to continue or expand after-school and summer programs that provide academic and enrichment opportunities for students.	Upon approval	6/30/26
Rethinking Discipline Initiative	This competitive grant aims to reduce the inappropriate or excessive use of long-term suspension and expulsion, including addressing disparities in suspension and expulsion rates for students with disabilities and students of color.	10/22/25	6/30/26
21st CCLC CFDA # 84.287C	The purpose of this grant is to Increase access to high-quality, academically enriching summer programs that deepen learning and support students' physical, mental, and emotional well-being in welcoming, affirming, and safe environments.	7/1/2025	8/31/2025
21st CCLC- Exemplary Programs /CFDA # 84.287C	This grant supports students and families from all identities and cultures, with a particular focus on those who have been historically marginalized, including but not limited to Black, Indigenous, and People of Color (BIPOC), emerging multilingual students, students living in poverty, and students with disabilities.	8/21/25	6/30/26
Adult Ed. CFDA # 84.002A	The purpose of this grant program is to help adult students achieve their educational and career goals as family members, employees, and community members, while preparing them to take the next steps toward success in higher education, advanced training, the workforce, and community engagement.	7/1/25	6/30/26
Targeted Assistance Grant (TAG)	This grant program supports the implementation of needs identified through the district prioritization process or a similar method used to determine the district's highest priorities for improvement.	9/25/25	6/30/26
21st CCLC CFDA # 84.287C	This federally funded grant provides support for academically enriching out-of-school time (OST) and expanded learning time (ELT) programs. Its goals include deepening student learning, strengthening engagement, supporting diverse students and families, creating career pathways, and fostering family involvement.	7/1/25	8/31/25
Promoting Safe and Healthy Learning Envnt (Opt 1)	This grant supports districts and schools in amplifying student voice to strengthen safe, supportive, and healthy learning environments from Preschool through 12th Grade.	7/1/24	6/30/26
Promoting Safe and Healthy Learning Envnt (Opt 2B)	This grant supports districts and schools in amplifying student voice to enhance safe, supportive, and healthy learning environments from Preschool through 12th Grade.	9/5/24	6/30/26

Full Service Community School	The Full-Service Community Schools (FSCS) program provides support for the planning, implementation, and operation of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools, including high-poverty rural schools.	1/1/26	12/31/26
Title III CFDA#84.365 A	This grant provides supplemental resources to local school districts to help ensure that English learners (ELs) and immigrant children and youth achieve English proficiency and high levels of academic success. It also supports teachers and administrators in enhancing their ability to deliver effective instructional programs that prepare ELs and immigrant children and youth for all-English instructional settings, while promoting parental, family, and community involvement in language instruction programs.	8/22/25	9/30/27
Title II CFDA #84.367 A	Title II, Part A of the federal Elementary and Secondary Education Act (ESEA) provides supplemental resources to school districts to enhance high-quality systems of support for effective teaching and leadership.	8/22/25	9/30/27
Second and Postsecond Program	The purpose of this targeted grant is to provide resources for Perkins program improvement to Secondary and Postsecondary Perkins Recipients.	7/15/25	9/30/25
Work-based Learning Implementation	The purpose of this grant is to support the implementation of MEFA Pathway, which will serve as the new statewide work-based learning database.	10/8/25	6/30/26
21st CCLC HQPBL CFDA #84.287	The purpose of this federally funded targeted enhancement grant for 21st Century Community Learning Centers (CCLC) Program grantees is to support the Department's vision for deeper learning by strengthening the collective capacity of districts, schools, and organizations to implement and sustain high-quality project-based learning (HQPBL) practices.	10/29/25	6/30/26
Interpreter in the Education Training Grant	This grant supports districts in enhancing and equitably expanding communication with families who speak languages other than English, while empowering parents and guardians to participate in critical decisions affecting their children. This includes establishing coursework to train three levels of interpreters in education, providing support for districts to train bilingual employees and interpreters in educational settings, and creating language access plans to improve systems district-wide.	10/28/25	8/31/26
State Grants	Description	Start Date	End Date
MA Farming Reinforces Education and Student Health	The purpose of this state-funded competitive grant program is to encourage National School Lunch Program (NSLP) and Child and Adult Care Food Program (CACFP) sponsors to initiate or expand efforts to grow or procure local foods, and to educate students, teachers, school nutrition professionals, and staff about the local food system.	9/15/25	6/30/26
Influence 100	This targeted grant supports districts participating in DESE's Influence 100 Program by providing stipends to staff members serving as fellows, helping advance the program's mission to increase the racial and ethnic diversity of superintendents, strengthen culturally responsive leadership, and improve student outcomes across Massachusetts.	10/14/25	6/30/26
MyCAP Planing and Implementation	The purpose of this competitive grant opportunity is to provide supplementary support to school districts currently engaged in the implementation of MyCAP or interested in entering the planning phase of My Career and Academic Plan (MyCAP). MyCAP is a student-driven process designed to ensure all students graduate from high school college, career, and civic ready. The MyCAP process requires schools to create a scope and sequence for every grade in three domains personal, social, career development and academic and planning to guide the implementation MyCAP.	10/20/25	6/30/26
Register Teacher Apprenticeship	The purpose of this competitive grant is to support a cohort of districts in establishing Registered Teacher Apprenticeship Programs (RTAP) in Massachusetts—innovative pathways into teaching designed to build a diverse and effective workforce that reflects the rich cultural backgrounds of students.	7/1/25	6/30/26
GED Test Center	This grant program supports the day-to-day operations of High School Equivalency Test (HSE) Centers, including, but not limited to, costs associated with test administration, special needs accommodations, and technology upgrades.	7/8/25	6/30/26
Safe & Supportive Schools Continuation (337)	The purpose of this grant is to help support implementation of school-wide action plans created by Fiscal Year (FY) 2025 Fund Code (FC) 0335 Option 1 - Action Planning grantees in the prior year; and continue, expand, or extend the implementation and support efforts by FY25 FC 0335 Option 2- Implementation and Support grantees.	9/29/25	6/30/26
Supporting Students' SEL	This state-funded continuation grant program aims to adapt, expand, and enhance multi-tiered systems of support (MTSS) to better meet the social, emotional, behavioral, and mental health needs of students, families, and educators. It also seeks to build strong collaborations with community-based mental health agencies and providers to establish comprehensive mental health systems.	9/4/25	6/30/26
STARS Residency Grant	This grant aims to enrich communities by growing the economy, increasing accessibility, and fostering individual creativity. Culture is inherently valuable, with a unique ability to uplift the human spirit.	7/1/25	6/30/26
Safe & Supportive Schools (335)	The purpose of this state-funded competitive grant program is to provide funding to school districts (and their selected schools) to organize, integrate, and sustain efforts that foster safe and supportive school environments district-wide.	9/4/25	6/30/26
Civics Teaching & Learning	This grant program supports civics teaching and learning as outlined in the 2018 History and Social Science Framework. Additionally, it aims to strengthen voter education and registration in the school setting in preparation for the upcoming 2024 elections.	7/1/24	6/30/26

Early College Support	The purpose of this targeted grant is to provide resources that support Designated Early College programs in reimagining the high school experience, ensuring all students are engaged and prepared for post-secondary success.	8/13/25	6/30/26
Adult Ed and Family Literacy	This grant assists eligible individuals in becoming literate and acquiring the knowledge and skills necessary for employment and economic self-sufficiency. It also supports immigrants and other English language learners, aiming to improve and accelerate participant outcomes, particularly in completing educational functioning levels, obtaining a high school equivalency (HSE) credential or high school diploma (ADP), and enrolling in post-secondary education or training.	7/1/25	6/30/26
CPPI (School year)	The Commonwealth-Preschool Partnership Initiative (CPPI) grant program aims to provide equitable access to high-quality preschool for 3- and 4-year-olds in a district, ensuring families have multiple provider options across both public and community-based classrooms.	9/1/25	6/30/26
CPPI (Summer)	The Commonwealth-Preschool Partnership Initiative (CPPI) grant program aims to provide equitable access to high-quality preschool for 3- and 4-year-olds in a district, ensuring families have multiple provider options across both public and community-based classrooms.	7/1/26	8/31/26
CFCE	This grant is part of the Early Childhood Education & Care program. Its goal is to provide services that address the developmental, social, emotional, and community needs of young children and their families.	7/1/25	6/30/26
PRISM III (594S)	The Partnership for Reading Success — Massachusetts (PRISM) III: Grades 4–12 Competitive Grant provides funding to local education agencies (LEAs)—including districts, collaboratives, and charter schools—to evaluate, select, purchase, and implement high-quality instructional materials (HQIM) for grades 4–12. Recipients may receive up to three and a half years of funding, subject to appropriation.	7/1/25	8/30/25
PRISM II (593)	The Partnership for Reading Success — Massachusetts (PRISM) II: PreK–Grade 3 competitive grant is part of Literacy Launch, an initiative designed to promote early literacy success for all Massachusetts students. This grant will provide support to local education agencies (LEAs)—including districts, collaboratives, and charter schools—and their partner community-based preschools to evaluate, select, purchase, launch, and implement high-quality instructional materials (HQIM) for PreK–3 ELA/literacy. Pending appropriation, recipients may receive up to two years of funding. Through hands-on support, HQIM, and expert guidance, this grant aims to equip educators to deliver engaging, real-world literacy experiences that benefit every student.	7/22/25	6/30/26
PRISM III (594) Continuation	This continuation grant is designed to help LEAs deepen this work. Specifically, it will support the ongoing evaluation, selection, and implementation of HQIM by ensuring that LEA curriculum councils continue to receive stipends, leadership coaching, and curriculum-based professional learning from their PRISM Curriculum and Instruction Coaches.	9/11/25	1/31/26
Skills Capital Technology and Equipment	The purpose of this grant program is to provide funding for the acquisition and installation of equipment, along with necessary related improvements and renovations, to support vocational and technical education. The program is designed to enhance and expand career and technical training programs aligned with regional economic and workforce development priorities in high-demand industries, and to promote collaborative efforts that establish clear training pathways for students into high skill, high demand career sectors.	7/1/25	6/30/26
Private Grants	Description	Start Date	End Date
Building Resilience	This grant has been awarded for the first time to support the Building Resilience program, which provides mental health services for youth and immigrant students at Butler Middle School.	9/4/25	9/3/26
Portrait Of Graduate (Year 2 /3)	The Portrait of a Graduate (PoG) grant is a collaborative project designed to establish a shared vision for the knowledge and skills high school students should possess by graduation. Funded by organizations such as the Barr Foundation, the grant is often part of a community-driven process involving students, families, educators, employers, and community partners.	8/8/24	9/19/27
Music Grant	This grant provides students with a distinctive opportunity to engage their emotional senses, fostering development in musical, academic, and social areas. Additionally, it funds the acquisition of in-school music classroom equipment and supplies.	10/28/25	6/30/26
Bridge for Resilient Youth in Transition	The RHS Bridge for Resilient Youth in Transition (BRYT) is a transition program at Revere High School designed to provide temporary clinical and academic support for students facing disruptions in learning due to significant mental health challenges.	7/1/24	6/30/26
Cummings Foundation	This three-year grant supports our efforts to build a comprehensive school mental health system.	7/1/25	6/30/26
OpenSciEd (7 schools)	In partnership with One8, Mass Learning Project works and funds K-12 schools looking to implement or expand their PLTW programming to plan thoughtful adoption and implementation and onboard to the MA PLTW community and resources. Grants offset costs of teacher training, durable equipment, and technology.	7/1/25	6/30/26
Mass Life Science	This grant funds professional development, consumable science supplies, teacher stipends, and substitute coverage to support the second year of the OpenSciEd Curriculum for Grades 6, 7, and 8 in our middle schools, as well as Grades 9 and 10 at Lowell High School.	7/1/25	6/30/26
TideCenter Next Generation Learning Challenges	The purpose of this grant program is to offset the costs associated with reviewing current grading policies to identify and address inequities.	6/5/25	6/30/26

BU Spencer Grant	The foundation's mission is to support research that leads to lasting improvements in education and learning, with a focus on promoting equity and justice. It prioritizes field-initiated studies, encourages the use of diverse and interdisciplinary methods, and invests in building the capacity of the education research field by supporting scholars at all career stages.	7/1/25	6/30/26
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Report on Motions



Ongoing Reports

Budgeted Reports : Quarterly

Exit Interviews: Every August

Finance Expense Reports: Quarterly

List of Districts Major Facility Concerns: Every June

Lowell High School Student Advisory Meetings: Nov.5th, Dec. 17th, March 18th, May 20th

Maintenance of Effort : Annually in September Prior to Certification

Recognize Retirees: Every June

Report on Diversity Hiring Gains: This report is included in the Quarterly KPI's

- 1.) The total of teachers per race/ethnicity- by school.
 - 2.) The total of paraprofessionals per race/ethnicity.
 - 3.) A chart/configuration of percentage change.
-

Report on Motions: Quarterly



Office of the Superintendent

Motion #	Date of Motion	Motioned by	Motion	Assigned to	Response or Expected Completion	Status
M-179	Nov 5, 2025	Dominik Lay, Fred Bahou	Research on creating a second or more STEM schools. Ask the Superintendent to research on creating a second or more STEM schools(s) and whether that would better serve students at the Robinson and other middle schools.	William Skinner	Ongoing	Ongoing



Office of Schools & Leadership - Assistant Superintendent of Schools

Motion #	Date of Motion	Motioned by	Motion	Assigned to	Response or Expected Completion	Status
M-171	Sep 17, 2025	Fred Bahou	Policy for grades 1-8 with focus on chronic absenteeism Request the Administration provide to the School Committee the LPS grade advancement policy for grades 1-8 with focus on chronic absenteeism of over 10%, 20% & 30% in correlation to academic work completion and grade advancement.	Wendy Crocker-Roberge	Assistant Superintendent of Schools will confer with Assistant Superintendent of Student Support, who oversees the attendance office and the policy/appeals on promotion and retention, and work on getting a response to you for the October 1 meeting. Presented on 10.15.25. Moved to School Improvement Subcommittee meeting on 11.19.2025	Completed
M-178	Oct 1, 2025	Eileen DelRossi	Safety procedures in emergency/lockdown situations during arrival and dismissal times. Request the superintendent create a focus group involving Lowell Police, safety coordinator, asst superintendents, representatives from all bus transportation companies, and parents to develop a clear timeline of September 3 events to improve overall communication and safety procedures in emergency/lockdown situations during arrival and dismissal times.	Wendy Crocker-Roberge	Motion moved to Safety meeting on 11.12.2025. Sub meeting has cancelled by chair. Will get new dates after we poll.	Ongoing
M-192	Jan 21, 2026	David Conway	Safety protocol update. Request the Superintendent to supply a detailed safety protocol update for each school in our system. Further describe the system that is in place to make sure the police department is aware of current policy and how they receive annual updates.	Wendy Crocker-Roberge	Will be assigned to safety committee as soon as the Mayor appoints SC members on Feb. 4th meeting	Ongoing



Office of Teaching & Learning - Assistant Superintendent of Academics

Motion #	Date of Motion	Motioned by	Motion	Assigned to	Response or Expected Completion	Status
M-149	Apr 2, 2025	Fred Bahou	Financial literacy, curriculum, long term financial knowledge Have proper department submit a detailed report on how Lowell Public Schools includes Financial Literacy courses to our High school students curriculum & prepares them for with long term financial knowledge upon leaving high school.	Oneida Fox Roye	Motion was discussed at the subcommittee meeting on 04.29.2025	Completed
M-174	Oct 1, 2025	Jackie Doherty	Awards/recognition for outstanding student projects. Request the Lowell Public Schools under the guidance of the Superintendent (or his designee) collaborate with the Lowell Sustainability Council to develop an annual environmental-impact competition for middle and high-school students that would result in awards/recognition for outstanding student projects.	Oneida Fox Roye	Presented 11.19.2025	Completed
M-176	Oct 15, 2025	Fred Bahou	Report approved for home schooling Have the Superintendent & his administration share a report on how many students have been approved for home schooling in each of the last 3 years, How many are the same students, Supports LPS offers to those students & families, and do we have LPS contacting the family during the school year?	Oneida Fox Roye	Reported on 11.19.2025. Motion maker asked for the report to be broken down by grade level.	Ongoing
M-185	Dec 17, 2025	Connie Martin	On-line safety including social media Request the Administration provide a report on the current instruction offered to LPS students at all levels on the topic of on-line safety including social media and chat bots etc...	Oneida Fox Roye	Expected on 2.18.2026	Ongoing

**Office of HR & Operations - Assistant Superintendent of HR and Operations**

Motion #	Date of Motion	Motioned by	Motion	Assigned to	Response or Expected Completion	Status
M-125	Jan 15, 2025	Fred Bahou	Status of repairs at the riddick athletic complex Request the Superintendent to have monthly reports on the status of repairs that are taking place at the Riddick Athletic Complex & the Freshman Academy.	Jim Hall	Awaiting response from City Solicitor	Ongoing
M-169	Sep 17, 2025	David Conway	Outside school security company Request the Superintendent develop an RFP and identify an outside school security company, (Subject Matter Experts), for the purpose of conducting a total safety and security assessment of the Lowell Public School System.	Jim Hall	Referred to safety committee. This motion moved to Safety Subcommittee meeting. Pending to poll.	Ongoing
M-175	Oct 1, 2025	Jackie Doherty	A report regarding the process/reason for delays in getting school elevators repaired. Request the Superintendent provide the committee with a report regarding the process/reason for delays in getting school elevators repaired including the classroom lifts at the Bartlett that have not been functional since June. The report should include proposed solutions going forward.	Jim Hall	Motion has moved to Joint City Council & SC Members subcommittee meeting on 10.28.2025. On 11.05.2025 SC Meeting motion maker requested confirmation for month of December if work is completed or scheduled.	Completed
M-177	Oct 15, 2025	David Conway	Replacing tennis court at Shedd Park Request the Superintendent or his designee to contact the city managers office to discuss replacing the tennis courts / back boards at Shedd Park.	Jim Hall	Presented on 11.05.2025	Completed
M-183	Nov 5, 2025	Dominik Lay	Naming New Building at LHS in honor of the late Senator Edward J. Kennedy. Request that the new academic building at Lowell High School located at the corner of Arcand Drive and Father Morissette Blvd be named in honor of the late Senator Edward J. Kennedy.	Jim Hall	Emailed COO on 11.06.2025. This motion has been voted to move to the AD HOC subcommittee. AD HOC subcommittee members met on 12/16/2025.	Completed
M-186	Dec 17, 2025	Eileen DelRossi	Bridge street pedestrian crossing. Request for superintendent to work with proper school/city departments to survey the steps behind the Robinson school that lead to the Bridge street pedestrian crossing.	Jim Hall	Presented on 01.21.2026	Completed
M-188	Jan 7, 2026	Fred Bahou	Breakfast at our schools Have proper department provide a report on the number of students are provided and take advantage of breakfast at our schools, what the breakfast is that LPS is providing & how it is implemented?	Jim Hall	Presenting 02.04.2026	Ongoing

**Office of Finance & Operations - Assistant Superintendent of Finance**

Motion #	Date of Motion	Motioned by	Motion	Assigned to	Response or Expected Completion	Status
M-180	Nov 5, 2025	Fred Bahou	Schedule a joint meeting of Lowell SC finance Subcommittee & CC finance Subcommittee. A motion to schedule a joint meeting of Lowell SC finance Subcommittee & CC finance Subcommittee to discuss Maintenance of Effort charges, Maintenance of Effort Agreement which has not been updated since 2011 & ongoing efforts to work in a timely fashion to collaboratively develop a plan to address MOE charges throughout the School year.	Derek Pinto	Sent out email to city side pending response to confirm for the 18th of November. 11.12.25 still no response from city side notified chair of status.	Ongoing
M-184	Oct 15, 2025	Jackie Doherty	Maintenance of Effort annual report updates. To have the school committee continue to have an ongoing role in this annual review, the maintenance of effort prior to the district's year report.	Derek Pinto	Motion was second by Mr. Bahou on floor of 10.15.2025 SC meeting night.	Completed
M-187	Dec 17, 2025	Eileen DelRossi	Post all school site council notes Request the superintendent to post all school site council notes in regards to their budgets.	Derek Pinto		Ongoing
M-189	Jan 7, 2026	Fred Bahou	Development of budget, school transportation costs, contractual commitments & overall scope. Schedule a Finance Subcommittee meeting to discuss school funding for '26-'27 School year, focusing development of budget, school transportation costs, contractual commitments & overall scope of upcoming school year finances.	Derek Pinto		Ongoing
M-190	Jan 21, 2026	Fred Bahou	Transportation costs for homeless students. Have the proper department report transportation costs for homeless students being transported and attend LPS district, being transported and attend other school districts, as well as how many of those students are being transported more than 40 miles round-trip per day.	Derek Pinto		Ongoing



Office of Teaching and Learning
155 Merrimack Street, 5th Floor, Lowell, MA 01852

Oneida Fox Roye, EdD
Assistant Superintendent for Academics & Instruction

Phone: (978) 674-2116
email: ofoxroye@lowell.k12.ma.us

To: Liam Skinner, Superintendent

From: Oneida Fox Roye, Assistant Superintendent

Date: January 29, 2026

RE: Request for Home Education

The following parents/guardians seek permission to home-educate their children:

Bruna Araujo

Under General Laws Chapter 76, Section 1, Home Education is constitutionally permissible.

Therefore, I recommend approval of this request.



Business Office
Navey Nuon
Grants Manager
155 Merrimack Street
Lowell, Massachusetts 01852

nnuon@lowell.k12.ma.us
www.lowell.k12.ma.us
978-674-2031

Memorandum:

To: Derek Pinto, Assistant Superintendent of Finance
From: Navey Nuon, Grants Manager
Date: January 30, 2026
Re: Approval to Accept and Expend Allocated FY26 Awards

I respectfully request that the School Committee vote to approve and accept the enclosed list of FY26 grant allocations.

These grant funds have been secured by the Lowell Public Schools through the University of Boston.

Under The Spencer Foundation

Prime Recipient: Boston University

Subrecipient: Lowell Public Schools

Grant amount: \$26,750

Period of Performance: 7/1/2025 - 5/30/2028

Boston University and Lowell Public Schools will collaborate to enhance special education paraeducators' professional learning opportunities by developing feasible learning modules that provide sustainable, long-term resources for the district

Supporting Arts & Culture Vitality Team-FC 718 (State Grants)

Allocation Amount: \$9,225

Project Duration: 11/6/2025 - 6/30/2026

The purpose of this competitive grant is to provide funding to support schools in conducting an arts program review. The grant supports stipends and necessary materials for school-based review teams. Participating schools will also receive guidance on using the ACV Index tools and resources, funding to compensate team members for this work, and technical assistance from DESE Arts specialists.



Business Office
 Derek Pinto
 Assistant Superintendent of Finance
 155 Merrimack Street
 Lowell, Massachusetts 01852

dpinto@lowell.k12.ma.us
www.lowell.k12.ma.us
 978-674-4325

TO: Liam Skinner, Superintendent of Schools
 FROM: Derek Pinto, Assistant Superintendent of Finance
 DATE: January 27, 2026
 RE: Budget Modification Request

DP 1/27/26

In accordance with Lowell Public Schools’ budgetary policies and procedures, the Administration respectfully submits for School Committee approval the following budget modification requests within Fund 0010 (General Fund). These adjustments reflect necessary reallocations to support operational priorities, staffing adjustments, and school-based instructional needs for FY26.

Summary of Request

Description	Amount
Total Amount to be Transferred in	\$480,000.00
Total Amount to be Transferred Out	(\$480,000.00)
Net Budget Impact	\$0.00

Transfers In: (Increased Budget Authority)

The following accounts will receive additional funding:

- Maintenance Supplies (Org. 99347109) - \$30,000.00
- Transportation – Regular Ed (Org. 99348012) - \$250,000.00
- Supplies & Textbooks (Org. 99310004) - \$200,000.00

Transfers Out: (Funding Source)

Funds will be reallocated from various accounts where either unspent balances or reprioritized funds are available. These include:

- Capital Equipment Replacement
- Sick Leave Buy Back
- Professional Development

A detailed breakdown of all source and destination accounts is available in the attached documentation.

Justification

These budget adjustments are necessary to address higher-than-anticipated homeless transportation costs, to ensure adequate funding for maintenance supplies needed to support safe and efficient school operations, and the need to purchase sub-separate instructional materials. The proposed transfers do not increase the overall General Fund appropriation and remain fully compliant with district budget policies and applicable DESE guidelines.

Requested Action

To approve the proposed budget transfers totaling \$480,000.00 within Fund 0010, as outlined above and in the attached documentation.



LOWELL PUBLIC SCHOOLS
Lowell High School
50 Fr. Morissette Blvd.
Lowell, Massachusetts 01852-1050

Michael Fiato
Head of School
Tel. (978) 937-8900
Fax (978) 937-8902

January 8, 2026

Mr. Liam Skinner, Superintendent
Lowell Public Schools
155 Merrimack Street
Lowell, MA 01852

Re: **MASC Annual Conference**

Dear Mr. Skinner:

I am requesting permission for 12 Student Council Representatives as well as Student Council Advisor, Tom Thornton to take part in the 2025 Massachusetts Association of Student Council Workshop on March 4-6, 2026 to be held at the **Resort & Conference Center at Hyannis**, in Hyannis, Massachusetts. This is a unique opportunity for each student to **meet** with students from other Student Councils across Massachusetts and hear about the concerns and the activities of teenagers statewide.

The **three days** will be filled with exciting workshops and assemblies designed to build leadership and community spirit among the participants. Their teachers and housemasters will be informed as to the excused absences from school. This conference will address many of the Educational Standards within Social Studies including the following:

- *USG.5.3 Describe how citizens can monitor and influence local, state, and national government as individuals and members of interest groups.*
- *USG.5.5 Identify and explain the meaning and importance of civic dispositions or virtues that contribute to the preservation and improvement of civil society and government.*
- *USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.*
- *E.4.1 Explain how the government responds to perceived social needs by providing public goods and services.*

Student Council Advisor, Thomas Thornton will be with the students for the entire conference; a bus will be hired for transportation, and they will be returning to Lowell High School on Friday, March 6th by the close of the school day.

This will be an all expense paid trip through the fundraising efforts of the students and the generosity of the Office of Student Affairs & Activities at Lowell High School. The cost for the trip is \$5,010 of which \$3,000 will be contributed from the Lowell High Student Activities budget.

Thank you in advance for your consideration and support.


Sincerely,

Michael Fiato
Head of Lowell High School

REQUEST FOR PROFESSIONAL DAY(S) TO ATTEND A WORKSHOP/CONFERENCE/FIELD TRIP/ACTIVITY

ALLOW 4 WEEKS FOR PROCESSING
(6 WEEKS IF SCHOOL COMMITTEE APPROVAL IS NEEDED)

~Please fill out all provided fields to avoid any delays of the approval process~

REMIT TO: CURRICULUM OFFICE

Name of Staff Member: Thomas Thornton		PF Number: PF
School: LHS	Grade Level: 9-12	Subject: Student Activities
Workshop Title: 2026 Mass Association of Student Council		
Organization/Department Presenting Workshop: Mass Student Council		
Cost: 3000	Date(s) of Workshop: from: 3/4/2026 to: 3/6/2026	
Substitute Coverage Needed? No If Para is to serve as the coverage, indicate Para's name here:		
In State ** Letter to the Superintendent of Out of State/Overnight attached **		

Signature of Applicant: <i>Thomas Thornton</i>	Date: 1/14/2026
Signature of Approval by Principal: <i>Thomas Thornton</i>	Date: 1/14/2026

****Please provide source of funding, account number and/or grant name, and number for workshop and substitute****

<u>Funding Source</u>	<u>Workshop</u>	<u>Substitute</u>	<u>Initials of Approval Department</u>
Title I School	na	na	TT
Title I District			
Individual School Fund #			
Professional Development District			
SPED			
Other Grants/Programs (Provide Grant/Program Name & No.#)			

Signature of Central Administrator: <i>[Signature]</i>	Date:
Sub Reserved:	Date:
Request Denied by:	Date:

*A letter to the Superintendent for all out-of-state or overnight activities is required at the time the Lilac Form is submitted and the "completed package" is to be sent to the Lowell Teacher Academy for processing.