

Superintendent Goals

Goal #1 Create a vision for instruction that drives student achievement

<p>Key action steps</p> <ul style="list-style-type: none">● Draft instructional vision emphasizing student success that aligns with earned autonomy framework <p>9.13.22 Coaching Literacy Team Meeting Agenda</p> <p>9.14.22 District Literacy Team Meeting Agenda</p> <p>10.4.22 Coaching Literacy Team Meeting Agenda</p>	<p><i>Strategic Literacy Plan</i></p> <p>Developing a district-wide literacy plan with a goal of ensuring standards-aligned curricula and improving vertical alignment between grades was a key initiative the 2021-2022 school year. The district’s strategic literacy team, comprised of instructional leaders across the district accomplished the following through June 2022:</p> <ul style="list-style-type: none">● Documented the current status of literacy instruction and assessment● Analyzed 2021-2022 and historical literacy data● Drafted a districtwide strategic literacy plan including core literacy beliefs and a detailed, explicit K-12 instructional vision for literacy● Contract with HILL for Literacy and launched SY22-23 work with all PK-2 Schools to include over 300 hours of professional development and job-embedded coaching. <p>In addition, the district rolled out DIBELS 8th Edition, a universal screening tool, benchmark assessment, and progress monitoring tool to provide educators with standards for gauging the progress of all students. This measurement was added to the Earned Autonomy Framework as a key measure for PK-2 schools.</p> <p>Goals for school year 2022-2023 include:</p> <ul style="list-style-type: none">● Finalize district-wide literacy plan● Launch intensive, research-based professional learning series for PK-2 schools (over 300 participants enrolled)
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- Provide year long science of reading series for educators (10 modules, 2.5 hours each)
- Provide job-embedded coaching for all educators in the district's fourteen PK-2 schools.

Acceleration Academies

Acceleration Academies are week-long academic programs designed to accelerate student learning through engaging, standards-aligned lessons. Instruction is provided in-person and lessons are tailored to the specific needs of students and should involve engaging, hands-on learning experiences. Students are invited to participate in an Academy based on specific metrics. Students receive 4+ hours of in-person early literacy or math instruction each day for a total of 20+ hours of early literacy or math instruction during the Academy week. They also attend at least 1 special or enrichment class each day. Class sizes are small and are taught by highly effective teachers who are hired through a selective application process.

In 2021-2022, the district's acceleration academies emphasized continued academic and social engagement, intensive, small group instruction, and learning acceleration. We also expanded the program by 633 students (37%) by adding programming for students in Kindergarten, first and second grade with teacher and paraprofessional in every class and by expanding offerings for grade nine. We added additional Social Emotional staff at all locations and multilingual classes & co-taught classes with special education educators.

We also conducted learning walks of every classroom, analyzed the data holistically, and created an [instructional vision for Acceleration Academies](#).

Goals for school year 2022-2023 include:

- Provide professional learning to all acceleration academy educators on the instructional vision
- Create structures to measure impact of acceleration academies on assessments

- Analyze student academic and social emotional data to plan
Analyze student academic and social emotional data to plan the expansion of acceleration academies

- Utilize School Quality Review findings and formative data to inform targeted professional development to support schools and staff

(Dibels, MCAS, MAP)

School Quality Reviews

A school quality review is a process that looks at how well schools are organized to support student learning and teacher practice. They are designed to support schools to engage in key practices correlated with raising student achievement. This process is comprehensive, involving a review of school documents and data, a one-day school visit, observations of classrooms and non-classroom spaces and teacher team meetings, and panels with parents, students, teachers, and school leaders.

In 2021-2022, school quality reviews were conducted for thirty schools. Sixteen out of thirty schools improved index ratings from prior year and nine out of thirty schools have at least one indicator rated at “well-developed”, up from four in the prior year. Five schools have three or more indicators rated at “well-developed”, up from two in the prior year. Positive learning environment continues to be a district highlight with twenty-three out of thirty schools rated proficient or well-developed for this indicator. Ongoing progress is also noted for leveraging resources, goals and action plans, and the selection of rigorous curriculum.

Areas of focus based on the 2021-2022 school quality reviews include:

- Pedagogy - 23/30 schools rated either “developing” or “underdeveloped”
- Enactment of Curriculum - area of focus for 19/30 schools with most schools rated as “developing”
- Teacher Support and Supervision - while clear progress is noted, 17/30 schools received rating of “developing” or “underdeveloped”
- Assessment - 20/30 schools rated either “developing” or “underdeveloped” Goals for school year 2022-2023 include:
 - Identify and communicate district priorities that respond to school quality reviews.
 - Create and communicate a coherence map to align district supports with priority indicators from school quality reviews.
 - Provide schools with professional development on developing detailed action plans for

[LLCC Cohorts](#)

[September Participant Deck](#)

- [September Diagnostic on Vision/Set of Beliefs](#)

[October Participant Deck](#)

- [October Diagnostic on Instructional Strategies](#)

- Develop comprehensive plan for additional funding (SOA/ESSER) that ensures funds are used to drive student achievement

[ESSER I,II,III Update](#)

2022-2023 that respond to school quality reviews

- Provide schools with ongoing professional development series to support implementation of action plans that respond to school quality reviews.
- Incorporate school quality reviews into the Earned Autonomy Framework
- Create structures for schools to revise school goals in spring after school quality review findings are published.

Student Opportunity Act Plan - March 2022 Amendment

The Student Opportunity Act offers the Lawrence Public Schools (LPS) the chance to commit to additional evidence-based programs to close opportunity and achievement gaps among our student subgroups most in need of this support. Specifically, the plans focus on Students with Disabilities and English Learners. The Department of Elementary and Secondary Education has recommended that, based on our district's projected increase in Chapter 70 state aid, LPS should allocate a minimum of \$21.7 million each year in incremental Chapter 70 funds towards evidence-based programs. Starting in 2021-22, we allocated our Student Opportunity Act funds to deepen proven programs, launch stakeholder approved initiatives, and commit to multi-year, sustained resolve to the following priority areas:

- Expand inclusion/co-teaching for students with disabilities and English learners
- Increase personnel and services to support holistic student needs
- Supporting Educators to Implement high-quality aligned curriculum
- Improve facilities to create healthy and safe school environments

The budget for these programs totaled \$21,784,737 and these related program efforts were aligned with the recommended minimum. These investments are summarized as follows:

- Recommended Maximum Ch. 70 Amount Towards Ongoing Expenses YR 1 (FY22)
(Contractual Obligations, Benefits, etc.) → \$5,060,904
- Recommended Minimum Ch. 70 Amount Towards SOA Programs YR 1 (FY22) → \$16,723,833 ○
Expand inclusion/co-teaching for students with disabilities and English learners: Inclusion Support and Co-Teaching Expansion (22 FTEs) \$2,316,137
○ Increase personnel and services to support holistic student needs: School-Based

Stabilization Teams and Increased Mental Health Supports (47 FTEs) \$4,121,600

- Supporting educators to Implement high-quality aligned curriculum: High Quality Professional Learning, Evidenced-Based Curricula, Intervention, and Assessment Supports \$7,286,096
- Improve facilities to create healthy and safe school environments: Improve Learning Conditions through a Commitment to Improved Facilities \$3,000,000

The March 2022 SOA Plan Amendment reaffirmed our commitment to a continued and expanded focus for the subgroups of Students with Disabilities and English Learners through the program areas identified. As such it is anticipated that this support will further provide:

- An expansion of our current co-teaching pilot for English Learners and Students with Disabilities to increase in student achievement of both subgroups. For 2022-23, a total of 40 Co-Teacher Teams will be in place across Grades 1-10.
- An increase in personnel and services to support holistic student needs with a focus on Students with Disabilities and English Learners will ensure students are supported in a holistic manner consistent with academic, intervention, enrichment, and wraparound services. Expansion of the Student Support and Stabilization Teams (SSST) launched during 2021-22 will include up to 24 highly qualified clinicians working under the direction of our newly appointed Director of Behavioral Health to meet the needs of at-risk students experiencing dysregulation, trauma, and/or mental health needs.
- Increased attention to supporting educators in their implementation of high-quality aligned curriculum will help LPS reduce the achievement gap in ELA and Math, specifically for our ELs and SWD.
 - During 2021-22 the district adopted teacher and student materials for Core Knowledge Language Arts Second Edition providing the most current resources for our scientific
 - approach to teaching reading through knowledge content and phonological mastery (Grades K-5).
 - During 2021-22 the district adopted teacher and students materials for Eureka Math, the

published version of Engage NY, to provide all students in Grades K-8 with a high quality math curriculum aligned to common core standards.

- During 2021-22 the district adopted DIBELS NEXT MCLASS as a universal screener for all students in Grades K-3 to support ongoing efforts to provide intervention for students at-risk for reading difficulties including language-based needs such as Dyslexia. Each teacher was provided a dedicated iPad to monitor this BOY, MOY, and EOY tool for students.
- During 2021-22 the district adopted curricula from Jigsaw Education (Encore and TeachTown) for students assigned to substantially separate district programs (44 total programs) designed for our most vulnerable students with cognitive disabilities. These resources, aligned to Common Core standards, provide daily lessons in ELA, Math, Science, and Social Studies. They include interactive student and teacher materials as well as classroom libraries. Additionally, the SOA funding provided 44 Promethean Smart Boards (65 in) for each classroom to support the interactive lessons and increase student participation.
- During 2021-22 the district increased support for Assistive Technology and Augmentative and Alternative Communication (AAC) through the addition of 250 iPads to support the communication and language development needs of students with disabilities. Licensed Speech and Language Pathologists received embedded training in the use of AAC including access to low and high tech resources and applications matched to individualized student needs.
- An investment in school facilities provides all students with a safe, healthy, and welcoming learning environment. In addition to large improvement projects including HVAC repairs and playground upgrades, we invested in providing schools with support for adding flexible seating options (rockers, cube seats, bean bags, etc.) to support the sensory and regulation needs of students. Professional learning was provided to schools in the area of regulation and sensory support tools leading to increased opportunities to practice mindfulness habits, peace retreats, and sensory breaks.

[ESSER I, II, III Update - LAE Board Meeting May 11, 2022](#)

- Advance Portrait of a Graduate (POG) initiative

The LAE Board received an update on the community-driven agreed upon domains of [Lawrence’s Portrait of a Graduate at February 2022 Board Meeting](#). The Portrait of a Graduate process and domain priorities builds upon and directly advances several existing themes and strategies in the district, outlined in the Renewed Turnaround Plan. These include:

Provide great schools for LPS students: Focus on schools as the unit of change aiming to build a system of highly autonomous, high-performing neighborhood schools with essential support from the district.

Combine the many assets of Lawrence with the best assets of the Commonwealth: Build on excellence in Lawrence and add top people and partners from across Massachusetts.

Empower teachers, principals, parents, and the community: Enable educators, parents, and community members to drive and lead school-level improvement. This Key Theme connects to Superintendent Paris’ stated vision to “Grow family and student engagement to build partnerships in service of student success in the areas of attendance, academics, and holistic development.” This tenet has driven the launch of the Lawrence Family Institute for Student Success, the development of a Superintendent's Student Cabinet, the redesign of the President’s Council, and the creation of the Tu Voz Council along with the establishment of School Leadership Teams at each school.

The very public, inclusive, collaborative, and hopeful nature of the PoG is just what LPS needs to leverage the stakeholder groups that have been established – those convened specific to PoG and those created to bolster family and student partnership – to reach the vision.

Though the Portrait of a Graduate domain themes have their ultimate roots in early elementary, evidence of change in curriculum and pedagogy will occur first in high school and middle school. As stated in the Renewed Turnaround Plan, the PoG’s stakeholder engagement and collaborative process to determine our vision for graduates is the fuel needed to redesign the high school.

Our current Leadership capacity is currently working to execute the Portrait of a Graduate Domains:

LHS Head of School, Victor Caraballo-Anderson has been a leader in the PoG process since it was initiated. He is fully committed to developing and executing on the steps needed to change pedagogy, curriculum, and professional development.

Assistant Superintendent of Curriculum and Instruction, Melissa Spash, is a long-time leader in LPS and moved into this newly-created position in July, 2021. This position is critical to having vertically aligned professional development, very much including time in CPTs, and in the district. These include Restorative Justice curriculum that supports change in pedagogy. The work of the PoG will be operationalized most and most immediately in her and Victor's areas.

Juan Rodriguez, Chief Partnership Officer, is in charge of community, family and student partnerships. He is a long-time school leader in Lawrence Public Schools and recently the former Principal for Lower School 10 at the LHS campus involved in the community-driven process for PoG.

Maricel Goris, Assistant Superintendent leading Human Resources, manages our relationships with the schools that supply our teachers, including Salem State, Fitchburg State, Gordon College, Regis College, UMass Lowell, and Merrimack College. She will continue sharing the PoG vision and specific instructional needs to ideally influence teacher preparation and referrals.

The priorities of the PoG are the priorities of the district. Rather than creating new bodies to inform and manage the work, we intend to make the PoG the work of already existing groups like the Superintendent's Student Cabinet, each school's School Leadership Teams, and Tu Voz Council.

Similarly, operationalizing the PoG vision will be the work of the LHS Head of School, the Assistant Superintendent of Curriculum and Instruction, and the Chief Partnership Officer. Accountability is a strategic objective of the Turnaround Plan and progress toward district priorities is built into leader evaluations and annual School Turnaround Plans. Our plan is to integrate the PoG language and metrics into leader goals and school targets as soon as they are defined.

The leadership team at LPS has been working steadily on the below district-wide initiatives that both lay the groundwork for the new vision of graduates and demonstrate that we have a track

record of effective implementation across diverse units and people

- Implementing Multi-tiered Systems of Supports (MTSS)
- Anti-racist School Practices
- Data driven instruction through Data Wise
- Early college

Completed the celebration of the Portrait of a Graduate on June 16th at 5pm at LHS, Performing Arts Center. [📺 LHS - PORTRAIT of a GRADUATE](#)

Goal #2 Deepen efforts to recruit and retain culturally responsive and highly effective teaching and professional staff
(Continuing goal, updated action steps)

<p>Key action steps</p> <ul style="list-style-type: none">● Utilize Equity Audit findings data to inform targeted professional development to support schools and staff● Utilize Equity Audit to inform policies, procedures and district-wide protocols● Increase high-quality professional culturally responsive learning opportunities for educators <p>ARC Meeting Agenda 9.28.22</p> <ul style="list-style-type: none">● Develop a culturally responsive hiring and onboarding process	<p>Initial priorities will be presented to LAE Board by Anti-Racism Committee (ARC) on November 9, 2022.</p> <p>Initial priorities will be presented to LAE Board by Anti-Racism Committee (ARC) on November 9, 2022.</p> <p>Initial priorities will be presented to LAE Board by Anti-Racism Committee (ARC) on November 9, 2022.</p> <p>A team of LPS staff is participating in DESE’s <i>Teacher Diversification Professional Learning Community</i> engaged in monthly 2.5 hours of virtual sessions from October 2021 through June 2022 to support and enhance school and district understanding of the components needed to develop and implement a comprehensive talent diversification strategy (recruitment, selection, and retention) centered on cultural proficiency.</p> <p>The following is the membership of our team:</p> <ul style="list-style-type: none">● Genithia Hodges, Music Teacher, Arlington Elementary● Robin Finn, Principal, Arlington Middle● Yolanda Fonseca, HR Specialist● Lynne Ellen Garcia, Assistant Principal on Assignment● Maricel Goris, Assistant Superintendent
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- Continue funding resources to attract and retain bilingual/bicultural staff to become licensed educators

We continue to offer a one-time sign-on/retention bonus for bilingual/bicultural educators to commit to working with LPS students and families. Our Human Resources Team has increased their bicultural/bilingual staff by 50% and will be key to implementing the talent diversification strategy learned through the professional learning sessions through DESE.

Parent to Para-Educator through Lawrence Working Families Initiative

Each year graduates 18-25 students; geared towards passing ParaPro in first semester and 2nd semester paid internship at one of our schools; along with a paid college course through NECC.

BA/MA for Paraprofessionals with an AA

Regis College and LPS have become educational partners that have created affordable opportunities for Lawrence Public employees to further their education. This includes: 30% off tuition for bachelor completion programs; flexible mix of programs held online and onsite at LPS; real work internship experiences; close-knit classes with one-to-one support from professors; and access to Regis' academic tutoring and support services. LPS employees who possess an AA degree with a GPA of 2.5 or higher can pursue a BA in Education for LPS Paraprofessionals, BA in Humanities, MEd in Teaching Special Education, Med in Student Success, MS in Social Work and much more.

Paraprofessional to Licensed Educator

LWFI-based Para to Educator Program currently supports paraprofessionals with BA to get help with MTEL participation and passing through an MTEL bootcamp. We have assigned a staff person to assist with case management to support with a combination of MTEL preparation and support; applying to take the MTEL; provide mentorship and support to initiate registration and execution of MTEL test participation.

Lynch Leadership Academy

Currently, two school leaders were accepted into Lynch Leadership Academy: Dr. Edward Reynoso, Principal at LHS Campus Upper School Academy; Dan Rasanen, Principal at RISE.

Educator Pipeline Program

LPS applied for and received DESE's Teacher Diversification Pilot Grant to strengthen our homegrown initiatives – Para to Educator program; bolster our High School Education Pathway for students at LHS through paid internships at local out-of-school time programs; and provide financial assistance for bilingual/bicultural staff to complete their BA and/or MA and commit to working with LPS students and families for four years as a licensed educator.

As a result, we deepened our partnership with Regis College to grow a culturally responsive and diverse teaching workforce and have enrolled 14 LPS bilingual/bicultural Paraprofessionals to complete their BA or MA degrees and move towards being licensed classroom educators. Additionally, 18 LPS bilingual/bicultural Paraprofessionals enrolled in an MTEL bootcamp course to become licensed classroom educators. Lastly, we have offered the opportunity to learn conversational Spanish through the Boston Area Spanish Exchange organizations to 25 LPS teachers and are looking to expand this offering beyond this school year to increase communication and partnership between teachers and families.

For our High School students participating in the Education focus of the Public Administration Pathway, we have opened opportunities for 10 junior/senior students to engage in paid internships for Summer of 2023 at Lawrence area Out-of School Time Summer Programs at Greater Lawrence Community Action Council, YMCA, YDO and LPS Summer Programs. Students will have hands-on experience with school-age students, earn first aid/cpr certification and receive training to take and pass the ParaPro Test to be able to have the experience and requirement to be a paraprofessional at LPS upon graduation. Our goal is for our LHS alumnus beginning their careers in LPS as paraprofessionals to become licensed classroom educators by enrolling in our pipeline programs through continued partnerships with our area colleges/universities and dedicated grant, state and local funds.

Goal #3 Deepen and expand ways in which the district engages with families and students (Continuing goal, updated action steps)

<p>Key action steps</p> <ul style="list-style-type: none">● Work closely with the Chief Partnership Officer to develop ways to partner and support schools	<p>The LPS Office of Community, Family, and Student Partnerships has been restructured into a zone format to increase direct support to schools. There are four zones that will work to support PreK-8 schools. Each zone will have a Partnership Director, a family engagement specialist, an enrollment liaison, and an attendance/residency specialist. Schools in each zone will feed into each other so that families will work with the same zone personnel in grades PreK through 8. Support staff will work with zone schools on engagement work that will include strengthening school leadership teams, the Home-School Compact process, regular meetings with families to resolve school issues, streamlining enrollment, and improving school attendance. Two additional staff members have joined the OCFSP in the attendance/residency role to increase the amount of support schools have in improving student attendance.. Having staff work with a smaller set of schools will deepen relationships with school staff, students, families, and community stakeholders.</p> <p>The Engagement Roundtable for School Leaders and a Professional Learning Community (PLC) for Parent Liaisons have continued. The Roundtable is an abbreviated opportunity for leaders to learn about new Massachusetts frameworks for engagement, reflect on data and past practices, and learn from each other regarding promising strategies for meaningful partnership. The Parent Liaison PLC sessions have been led by OCFSP staff and have been an opportunity to connect individuals who typically work in silos in their buildings to a peer network and a learning community. This effort has been highly successful in sharing best practices across schools with staff who are the primary contacts at school for families.</p> <p>The Lawrence Family Institute for Student Success has continued at three schools across the district. The most recent offering occurred at the Tarbox School with a graduation ceremony on May 25th. LFISS continues to use the Parent Institute for Quality Education curriculum to share information with parents about grade point average, standardized</p>
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<ul style="list-style-type: none">● Expand district initiatives that build school-based skills (LFISS, Play to Learn)● Redouble efforts to engage families in parent workshop series designed to support and partner with SPED and EL families ● Establish feedback loop at Tu Voz Council that includes family voice and promote shared decision making ● Host just-in-time Virtual Coffee series to address unexpected district challenges and parent concerns	<p>testing, and student attendance.</p> <p>The Play to Learn program also continued across seven schools.</p> <p>Partnership Directors for the four zones will seek to expand LFISS and Play to Learn offerings for students and families within their zone in the new structure of OCFSP.</p> <p>The Superintendent has continued to host Tu Voz Council and Coffee Hours sessions for all families across the district. The Multi-Lingual Department has regularly run ELPAC meetings for families of students who are learning English and recently hosted a Multi-Cultural Event at the Lawrence YMCA. The Office of Student Support Services has continued to host SEPAC meetings for families of special education students.</p> <p>The Superintendent held five sessions of Tu Voz Council. The most recent offering was focused on Digital Citizenship. This featured a presentation by a Lawrence Police School Resource Officer. All families across the district have been invited for these sessions. Support staff from the OCFSP have attended the meeting to capture notes on family concerns and ideas. Tu Voz Council meetings include a Q & A format where attendees are able to offer thoughts in break out rooms to support staff as well as an opportunity to ask the Superintendent direct questions. Tuz Voz 21-22 Meeting Dates</p> <p>The Superintendent hosted nine sessions of Coffee Hours for LPS families. These sessions have been grade level specific for families. The topics of these sessions have been on subjects such as updating families on students’ academic progress, the school district budgetary process, and health information for families. 21-22 Coffee Hour Invites</p>
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Goal #4 Maintain effective lines of communication and collaboration with all community and city stakeholders including LAE, city officials, school committee members (Revised goal 2022)

Key action steps

- Provide LAE regular communication regarding teaching and learning efforts and progress
- Maintain weekly communication with LAE chair to deepen relations, provide transparent communication and collaboration on LAE agendas
- Maintain monthly one-on-one meetings with each board member to deepen relationships, create feedback loop and broaden perspectives
- Meetings with Mayor DePeña
- Lawrence City Council members
[Copies of correspondence](#)

LAE Board Meetings

- September 8, 2021
- October 13, 2021
- November 10, 2021
- December 8, 2021
- January 12, 2022
- February 9, 2022
- March 9, 2022
- April 6, 2022 - Budget Hearings
- April 13, 2022 - Budget Hearings
- May 11, 2022
- May 25, 2022 - Executive Session (Virtual)
- June 8, 2022
- July 18, 2022 - Emergency Executive Session (Virtual)
- September 14, 2022
- October 12, 2022

Email communication LAE Board:

- July 17, 2021 - School visits
- August 13, 2021 - Letter to families
- August 19, 2021 - Meeting request for September/school visits
- August 27, 2021 - Updates and reminders
- August 30, 2021 - Letter to families
- September 2, 2021 - Letter to families
- September 3, 2021 - Invite LHS Medal of Honor visit
- September 7, 2021 - Communication to Special Education families
- September 9, 2021 - Meeting request for October and School Visits
- September 13, 2021 - Transportation Update

- September 17, 2021 - Transportation Update/Family Survey
- September 22, 2021 - Verizon Innovative Learning Schools Program (VILS)
- September 29, 2021 - Communication to LHS Campus families
- September 30, 2021 - Updated communication to LHS Campus families
- October 1, 2021 - Communication to families
- October 4, 2021 - Communication to families
- October 8, 2021 - Communication to LHS Campus families
- October 12, 2021 - Communication to LHS Community
- October 13, 2021 - Communication to LHS Community
- October 17, 2021 - Communication to LHS staff
- October 20, 2021 - Communication to LHS families
- October 21, 2021 - Response to AFT Membership Concerns
- October 25, 2021 - Meeting with Superintendent Paris in November
- October 28, 2021 - The Addams Family Musical/Comedy
- October 29, 2021 - Communication to LHS community and families
- November 1, 2021 - Communication to SLE Complex families
- November 1, 2021 - Communication to Leahy School classroom 204 families
- November 4, 2021 - Transition News
- November 5, 2021 - Communication to LHS families
- November 8, 2021 - LHS National Honor Society Induction Ceremony
- November 11, 2021 - City of Lawrence Inauguration Invitation
- November 17, 2021 - JFF Early College Report
- November 19, 2021 - Meeting with Superintendent Paris in December
- November 24, 2021 - School Calendar Change
- November 24, 2021 - Communication to families
- December 2, 2021 - LHS Campus Update
- December 17, 2021 - Communication to our LPS families
- December 20, 2021 - Communication to UP Leonard staff and families
- December 20, 2021 - Meeting with Superintendent Paris in January
- December 30, 2021 - Communication to LPS staff
- January 1, 2022 - Communication to LPS staff

- January 1, 2022 - Communication to Leahy School staff
- January 1, 2022 - Communication to families
- January 3, 2022 - Communication to families
- January 6, 2021 - LPS Snow Day, Friday, January 7, 2022
- January 10, 2022 - Communication to families
- January 21, 2022 - Communication to families
- January 25, 2022 - Meeting with Superintendent Paris is February
- January 31, 2022 - School Planning Meetings
- February 3, 2022 - LPS Closed Friday, February 4, 2022
- February 18, 2022 - Meeting with Superintendent Paris in March
- February 24, 2022 - LPS Snow Day, Friday, February 25, 2022
- March 3, 2022 - LPS Mask Update
- April 13, 2022 - Communication to our families
- May 4, 2022 - May 1:1 Calls
- May 5, 2022 - Communication to LPS families
- March 9, 2022 - Communication to families re; Mask Mandate
- March 10, 2022 - Communication to our families
- May 10, 2022 - Oliver School Groundbreaking Ceremony
- May 11, 2022 - LHS Graduation 2022 Invite
- May 12, 2022 - LAE Board Executive Session Doodle Poll
- May 13, 2022 - LAE Board Executive Session Doodle Poll - 48 Hour posting requirement
- May 13, 2022 - Save the Date: 5/252022 LAE Executive Session (virtual)
- May 25, 2022 - Communication to LPS families
- May 27, 2022 - Communication to UP Leonard/UP Oliver families and Public Safety Subcommittee presentation
- May 27, 2022 - An invitation to join us on Monday, June 6th
- May 31, 2022 - Meeting with Superintendent Paris prior to the June LAE Board meeting
- June 3, 2022 - Leadership Team update to LPS staff
- June 6, 2022 - Reminder: An invitation to join us on Monday, June 6th

- June 9, 2022 - LPS, LTU announce contract agreement
- June 16, 2022 - 2022 Non Renewal process
- July 8, 2022 - Response needed: LAE Board Executive Session Doodle Poll
- July 12, 2022 - Meeting with Superintendent Paris prior to the August LAE Board meeting
- July 18, 2022 - Press Release: Lawrence Public School, Cafeteria Workers Agree on Contract Amendment
- July 27, 2022 - Response Needed: Opening Day Ceremonies/Superintendent School Visit Calendar SY 22-23
- August 1, 2022 - Summer updates and September preview
- August 4, 2022 - LHS Summer Graduation - August 11th 5:00-6:00pm
- August 12, 2022 - Communication to LPS families
- August 22, 2022 - Meeting with Superintendent Paris prior to the September LAE Board meeting
- August 30, 2022 - Communication to LPS families
- September 26, 2022 - Meeting with Superintendent Paris prior to the October LAE meeting

Weekly meeting with Ventura Rodriguez, LAE Chair:

- August 5, 2021 8:30am
- August 19, 2021 8:30am
- August 26, 2021 8:30am
- September 2, 2021 8:30am
- September 16, 2021 8:30am
- September 23, 2021 8:30am
- September 30, 2021 8:30am
- October 7, 2021 8:30am
- October 14, 2021 8:30am
- October 20, 2021 8:30am
- October 28, 2021 8:30am
- November 4, 2021, 8:30am

- December 2, 2021 8:30am
- December 9, 2021 8:30am
- December 16, 2021 8:30am
- December 20, 2021 9:00am
- January 7, 2022 9:00am
- January 13, 2022 8:30am
- January 20, 2022 8:30am
- January 27, 2022 8:30am
- February 3, 2022 8:30am
- February 10, 2022 8:30am
- February 17, 2022 8:30am
- March 3, 2022 8:30am
- March 10, 2022 8:30am
- March 17, 2022 8:30am
- March 24, 2022 8:30am
- March 31, 2022 8:30am
- April 5, 2022 9:00am
- April 14, 2022 8:30am
- April 28, 2022 8:30am
- May 12, 2022 8:30am
- May 26, 2022 8:30am
- June 2, 2022 8:30am

At of August 2022 standing weekly meetings with Patricia Mariano, LAE Chair:

- Mondays at 2:30pm

1:1 Calls with LAE Board:

- September 2, 2021 10:30am (Jess Andors)
- September 8, 2021 4:00pm (Maria Moeller)
- September 30, 2021 4:00pm (Dan Rivera)

- October 1, 2021 11:30am (Maria Moeller)
- November 5, 2021 11:00am (Maria Moeller)
- November 5, 2021 1:00pm (Jess Andors)
- November 29, 2021 4:00pm (Dan Rivera)
- December 3, 2021 1:00pm (Noemi Custodia-Lora)
- December 6, 2021 2:30pm (Pat Mariano)
- December 7., 2021 4:30pm (Jess Andors)
- January 6, 2022 2:30pm (Julia Silvero)
- January 7, 2022 11:00am (Pat Mariano)
- January 10, 2022 3:00pm (Dan Rivera)
- January 11, 2022 4:00pm (Jess Andors)
- January 12, 2022 3:00pm (Noemi Custodia-Lora)
- February 1, 2022 2:00pm (Maria Moeller)
- February 1, 2022 4:30pm (Jess Andors) No Show, rescheduled
- February 4, 2022 2:00pm (Jess Andors)
- February 7, 2022 4:30pm (Domely Salcedo, Student Rep)
- March 4, 2022 4:30pm (Jess Andors)
- March 8, 2022 2:00pm (Domely Salcedo, Student Rep)
- March 8, 2022 3:30pm (Mayor De Pena)
- March 8, 2022 4:00pm (Noemi Custodia-Lora)
- March 9, 2022 2:30pm (Maria Moeller)
- May 9, 2022 2:00pm (Julia Silvero)
- May 9, 2022 3:00pm (Pat Mariano)
- May 9, 2022 5:00pm (Jess Andors)
- May 10, 2022 4:30pm (Mayor DePeña)
- May 10, 2022 5:00pm (Domely Salcedo, Student Rep)
- May 11, 2022 3:30pm (Maria Moeller)
- May 11, 2022 4:30pm (Noemi Custodia-Lora)
- June 6, 2022 2:00pm (Pat Mariano)
- June 6, 2022 3:30pm (Jess Andors)
- June 7, 2022 2:00pm (Maria Moeller)

- July 25, 2022 2:00pm (Mayor DePena)
- July 27, 2022 2:00pm (Pat Mariano)
- July 27, 2022 3:30pm (Julia Silverio)
- July 29, 2022 2:00pm (Maria Moeller)
- August 9, 2022 2:00pm (Jess Andors)
- September 1, 2022 12:00pm (Maria Moeller)
- September 8, 2022 2:00pm (Pat Mariano)
- September 13, 2022 2:30pm (Jess Andors)
- September 29, 2022 2:30pm (Mayor DePena)
- October 3, 2022 2:00pm (Julia Silverio)
- October 7, 2022 11:30am (Jess Andors)
- October 12, 2022 3:00pm (Noemi Custodia-Lora)

Meetings with Mayor DePeña:

- December 6, 2021 - Small Department Head Meeting
- December 13, 2021 - Small Department Head Meeting
- December 15, 2021 - Mayor DePeña and Octavian Spanner
- December 20, 2021 - Small Department Head Meeting
- January 3, 2022 - Small Department Head Meeting
- January 10, 2022 - Small Department Head Meeting
- January 17, 2022 - Small Department Head Meeting
- January 24, 2022 - Large Department Head Meeting
- January 31, 2022 - Large Department Head Meeting
- February 7, 2022 - Small Department Head Meeting
- February 14, 2022 - Small Department Head Meeting
- February 28, 2022 - Large Department Head Meeting
- March 7, 2022 - Small Department Head Meeting
- March 14, 2022 - Small Department Head Meeting
- March 21, 2022 - Small Department Head Meeting
- March 28, 2022 - Large Department Head Meeting
- March 28, 2022 - Jhovanny Marte

- March 29, 2022 - Budget presentation to Mayor DePeña/Mark Ianello
- April 4, 2022 - Small Department Head Meeting
- April 6, 2022 - Mayor DePeña
- April 11, 2022 - Small Department Head Meeting
- April 25, 2022 - Large Department Head Meeting
- May 2, 2022 - Small Department Head Meeting
- May 9, 2022 - Small Department Head Meeting
- May 23, 2022 - Large Department Head Meeting
- May 23, 2022 - Mayor DePeña discuss outstanding contracts
- June 3, 2022 - Mayor DePeña discuss contracts
- Continued weekly department head meetings (Monday's 10:00am)

Email communication to Lawrence City Council:

- August 8, 2021 - Communication to families
- August 30, 2021 - Communication to families
- September 3, 2021 - LHS Medal of Honor Visit
- September 10, 2021 - Communication to LHS Campus staff and families
- September 10, 2021 - Transportation Update
- September 29, 2021 - Communication to LHS Campus families
- September 30, 2021 - Updated communication to LHS Campus families
- October 1, 2021 - Communication to families
- October 8, 2021 - Communication to LHS Campus families
- October 15, 2021 - Follow up for Public Safety Subcommittee
- October 17, 2021 - Communication to LHS staff
- October 18, 2021 - Jeovanny Rodriguez/Follow up items for Public Safety Subcommittee
- October 18, 2021 - LHS Safety Protocols/Job Postings
- October 20, 2021 - Communication to LHS families
- ● October 21, 2021 - Response to AFT Membership Concerns
- October 22, 2021 - Communication to families
- October 28, 2021 - The Addams Family Musical/Comedy

- October 29, 2021 - Communication to LHS community and families
- November 5, 2021 - Communication to LHS families
- November 8, 2021 - LHS National Honor Society Induction Ceremony
- November 17, 2021 - JFF Early College Report
- November 24, 2021 - Communication to families
- December 2, 2021 - Public Safety Subcommittee, LHS Campus Update
- December 17, 2021 - Communication to our LPS families
- December 20, 2021 - Communication to UP Leonard staff and families (Public Safety Subcommittee)
- January 1, 2022 - Communication to LPS staff
- January 1, 2022 - Communication to families
- January 3, 2022 - Communication to families
- January 6, 2021 - LPS Snow Day, Friday, January 7, 2022
- January 10, 2022 - Communication to families
- January 21, 2022 - Communication to families
- February 3, 2022 - LPS Closed Friday, February 4, 2022
- February 8, 2022 - Public Safety Subcommittee, LHS Campus Update
- February 10, 2022 - Email to Council President Laplant regarding Leahy, schools' condition, COVID funding and expenditure limitations
- February 15, 2022 - Invitation to Councilor Delrosario to meet with Superintendent
- February 15, 2022 - Councilor Delrosario responded with availability, meeting scheduled for 2/17 2:30pm
- February 15, 2022 - Emailed Councilor Infante with apologies for not responding sooner and offered meeting times after 4:30pm.
- February 15, 2022 - Councilor Infante responded for a meeting on 3/9 4:30pm.
- February 17, 2022 - Emailed Councilor Delrosario that a pressing conflict has arisen for Superintendent and offered to reschedule on 2/18 or another date of his convenience. Councilor Delrosario did not respond to email so I called his cell phone. I conveyed the Superintendent's apologies for not being able to meet. Councilor

Delrosario responded that he had taken the day off to meet with the Superintendent and indicated that he was giving the Superintendent the benefit of the doubt as his colleagues warned him that the Superintendent would cancel the meeting. I asked if we could reschedule, he stated that he would get back to me.

- February 24, 2022 - LPS Snow Day, Friday, February 25, 2022
- March 1, 2022 - Follow up email to Councilor Delrosario to reschedule meeting.
- March 1, 2022 - Councilor Delrosario responded that he is unwilling to meet with the Superintendent but will reach out if he changes his mind.
- March 2, 2022 - Emailed Councilor Delrosario and offered to schedule a call of Zoom. Councilor Delrosario did not respond.
- March 3, 2022 - LPS Mask Update
- March 3, 2022 - LAE School Planning Schedule
- March 9, 2022 - Communication to families re; Mask Mandate
- March 10, 2022 - Communication to our families
- March 15, 2022 - Public Safety Subcommittee, LHS Campus/District Update
- March 23, 2022 - Email from Teresa Vega, Confidential Secretary with the Public Safety Committee Agenda and Zoom link.
- March 23, 2022 - I called Ms. Vega to inquire if this email was an invitation to the 3/23 7:00pm meeting, Ms. Vega said yes.
- March 23, 2022 - I emailed Ms. Vega informed her that the Superintendent will not be able to attend the meeting that evening.
- April 11, 2022 - Email from Teresa Vega, Confidential Secretary with the Public Safety Subcommittee Agenda and Zoom link for 4/13 6:00pm.
- April 11, 2022 - Emailed Ms. Vega and inquired if this was an invitation to attend a Public Safety Subcommittee meeting, Superintendent unable to attend, conflict with LAE Board meeting.
- April 12, 2022 - Communication to LPS Staff
- April 13, 2022 - Communication to LPS families
- May 10, 2022 - Oliver School Groundbreaking Ceremony Invite

- May 11, 2022 - LHS Graduation 2022 Invite
- May 27, 2022 - Texted Estela Reyes with a reminder to provide availability to meet with Superintendent Paris
- May 31, 2022 - Texted Estela Reyes with a reminder to provide availability to meet with Superintendent Paris
- June 9, 2022 - Communication regarding LPS/LTU announce contract agreement
- June 16, 2022 - Communication regarding Non Renewal process
- July 17, 2022 - Press Release: LPS, Cafeteria Workers Agree on Contract Amendment
- July 27, 2022 - Invite for Opening Day Ceremonies
- August 4, 2022 - Invite for LHS Summer Graduation
- August 12, 2022 - Communication to LPS Families
- August 15, 2022 - LPS HR Update
- August 22, 2022 - Superintendent Paris' School Visit Schedule SY22-23
- August 30, 2022 - Communication to LPS families
- September 14, 2022 - Invitation to Public Safety Committee Meeting on 9/15/2022

Individual meetings/calls with City Council members

- September 16, 2021 - Jeovanny Rodriguez - MSBA projects
- September 17, 2021 - Ana Levy - MSBA projects
- September 17, 2021 - Pavel Payano - MSBA projects
- September 20, 2021 - Jorge Gonzalez - MSBA projects
- October 1, 2021 - Pavel Payano - LHS Campus
- October 14, 2021 - Celina Reyes - LHS Campus
- January 20, 2022 - Pavel Payano - Inclement weather
- March 9, 2022 - Stephany Infante
- May 20, 2022 - Stephany Infante - Frost Complex Traffic

City Council meetings/Sub committee meetings

- August 17, 2021 - Leahy and Homeless
- August 24, 2021 - Ordinance Committee

- September 7, 2021 - City Council Meeting Leahy School Project
- September 23, 2021 - City Council Meeting Leahy Ballot/Oliver petition to obstruct Oak Street
- October 14, 2021 - Public Safety Sub Committee Meeting
- October 18, 2021 - City Council/School Committee re: LHS Campus
- October 19, 2021 - City Council Meeting Obstruct Oak Street/O'Neill Park
- January 18, 2022 - City Council Meeting Leahy School Project
- January 24, 2022 - City Council Special Meeting Leahy School Project
- January 26, 2022 - Budget & Finance Committee - Leahy School Project
- February 1, 2022 - City Council Meeting - Leahy School Project
- February 15, 2022 - City Council Meeting
- May 24, 2022 - Ordinance Sub Committee Meeting 6:00pm
- May 25, 2022 - Public Safety Sub Committee Meeting 6:00pm
- May 26, 2022 - Finance Sub Committee Meeting 7:00pm
- August 16, 2022 - City Council Meeting/Oliver School Project 7:00pm
- August 24, 2022 - Finance Sub Committee Meeting 7:00pm
- September 7, 2022 - City Council Meeting/Oliver School Project 7:00pm
- September 20, 2022 - City Council Meeting/Oliver School Project 7:00pm
- September 27, 2022 - Ordinance Sub Committee Meeting 7:00pm
- October 4, 2022 - City Council Meeting/Oliver School Project 7:00pm