



LYNN PUBLIC SCHOOLS

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Patrick A. Tutwiler, PhD

Superintendent of Schools

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Dear LPS Community,

During this truly unprecedented challenge, we have all worked extremely hard to provide services in a whole new way. While there is uncertainty relative to a number of factors that will impact the reopening of school, there are some elements with which we are familiar and can serve as the basis for planning. Following the same philosophical framework employed immediately after the closure in March, we seek to:

1. Establish resources and develop protocols around the hierarchy of need
 - a. Physical and mental health of each student
 - b. Food security and housing stability
2. Build processes and protocols to establish the most optimal and flexible conditions for and approaches to learning and development for each student
3. Communicate clearly and frequently

With this philosophical foundation, the development of plans going forward need to embrace certain factors we know to be true.

What WILL be true about the fall:

- Widespread learning loss from the Spring of 2020 and increased remediation needs
- Increased reliance on virtual learning due to continued or intermittent school closures, social distancing guidelines, and limits on space
- Increased need for trauma and mental health support

With these predictable elements and with the understanding that processes of teaching and learning will be markedly different for the foreseeable future, we have assembled teams whose leads have already begun the development of plans to launch SY20-21 in the Lynn Public Schools with the health and well-being of all students and staff and meeting the learning and development needs of each student as the focal points. Brief descriptions of the teams and their respective focus is below.

The Department of Elementary and Secondary Education is planning to release guidance on the fall reopening in mid to late June. The Commissioner of Education has already indicated that a significant portion of it will be prescriptive, not necessarily recommendations. It is far too soon to say definitively what model we will employ. At this point, our planning has focused on a blended model. That means we anticipate some in-person instruction in buildings and some virtual/remote learning. Once the guidance is released, we will have an understanding of the rules and will plan accordingly. Our hope at this point is to communicate the framework of a reopening model in mid-July.

As has been the case for the past two months, communication will continue to be a key component of our work together. As I/we learn more, I will share.

Respectfully,

Patrick Tutwiler, PhD

Superintendent

Communication and Governance	
Lead	Patrick Tutwiler, Superintendent
High-level Focus	<ul style="list-style-type: none">• Assemble focused advisory consisting of parents, district colleagues, community partners, and elected officials.• Create or Identify the most effective means for continuous communication with staff and families• Review and provide feedback on in-person and distance learning plans• Review and provide feedback on any revisions the 2020-21 school calendar and build in contingencies• Review and, where necessary, propose amendments/addendums to existing policy

Physical Plant and Health Operations

Leads	Kevin McHugh, School Business Administrator Kathy McNulty, Director of School Nursing
High-level Focus	<ul style="list-style-type: none"> • Partner with Inspectional Services Department (and the Health Division therein) to ensure building conditions and features are suited to meet the health and safety needs of students and staff • Inventory and request necessary supplies for the school nurse office and other building use • Partner with food services to develop plans and protocols around meals • Establish communication protocol with local and state public health officials • Develop protocols for daily entry and dismissal for all students and staff • Develop protocols for rapid identification response for medically-sensitive situations • Review and, where necessary, propose amendments/addendums to existing policy

Student Learning and Growth with Equity

Leads	Kim Powers, Deputy Superintendent Deb Ruggiero, Deputy Superintendent Eva O'Malley, Executive Director of Curriculum and Instruction Rania Caldwell, Director of English Learner Education Phylitia Jamerson, Administrator of Special Education
High-level Focus	<ul style="list-style-type: none"> • Create and establish mechanism for continuous delivery of instruction and assessment for each student, despite the inevitable disruption • Create and establish protocols for educator teams to meet and address student learning needs for both in-person and online instruction. • Identify or create supports for principals and directors to lead instruction with their team • Create a technology support team that is available to support technology issues of students, parents, and staff when teaching and learning remotely. • Create or identify professional development for staff in light of the context-responsive approach to teaching and learning • Identify and prepare to meet the needs of target subgroups (e.g., students with IEPs, English language learners) • Where necessary, create or refine supports to allow all students to access to grade-level content • Review and, where necessary, propose amendments/addendums to existing policy

Social and Emotional Health

Leads	Carolyn Troy, Executive Director of Social Emotional Learning Tina Hoofnagle, Assistant Director of Social Emotional Learning
High-level Focus	<ul style="list-style-type: none">• Develop and/or refine re-open or intermittent closure plans to ensure that SEL supports and trauma informed practices are built in• Review and/or refine protocol for assessment, rapid identification and referral response for mental health situations• Review and refine district wide crisis processes to address mental health concerns as a response to a community wide incident• Adjust attendance monitoring to reflect the sensitivity of the context, especially as it relates to blended learning and the need for an engagement lens• Identify or create support for families in framework that ensures seamless access to resources• Identify or create social emotional learning and mental health supports for students• Review and, where necessary, propose amendments/addendums to existing policy