

COMMUNITY RESOURCES FOR LEARNING

SUPPORT STANDARD

Holyoke High School actively seeks community and parental participation which supports both school programs and services. These partnerships are vital in providing the maintenance and funding necessary for the school to achieve its mission and expectations for student learning. Career Point offers workshops for youth between the ages of 14 and 21. The Student Temporary Employment Program (STEP) provides students with part-time employment during the school year as well as during the summer. The Connections Program is an after-school program that offers an academic workshop to students in which they receive support and/or homework help. Tech Prep is a federally funded program, developed in partnership with local educational agencies and Holyoke Community College, which gives students the skills and career focus necessary for professional and academic development. The college also offers a cooperative educational/career service training program, helping to tutor and prepare students for the Massachusetts Comprehensive Assessment System (MCAS) exams, and training them for eventual employment as pharmacy technicians. The Guidance Department assists students and parents in all academic aspects of the students' secondary education as well as in their post-secondary plans.

Post-secondary partnerships include EducAid, a partnership with the First Union Company, which offers college loans for students seeking a post-secondary education. Holyoke Community College (HCC) offers a cooperative education partnership providing student access to liberal arts through science and technology programs. The

Holyoke Teachers Association (HTA) provides scholarships to sons and daughters of its members. Holyoke High School also maintains cooperative student-teacher partnerships with local colleges and universities; provides students with tutoring and MCAS preparation; and provides support to staff for both the development and revision of curriculum and instruction. The Upward Bound Program helps first generation, low-income students who are interested in attending college. GEAR UP is a state, regional, and locally funded program designed to provide students with an early awareness of undergraduate programs, as well as to prepare them to succeed in their secondary and post-secondary endeavors.

School outreach programs include Pathways to Success, an MCAS transitional training program, which is used to promote student achievement and success on the MCAS. The Reaching Higher Program, produced by Mass Insight, helps parents and teachers to use the standards contained in the curriculum frameworks and MCAS results to improve student achievement. The Outreach Program utilizes attendance officers to make frequent home visits to enhance school attendance and further student success. The Parent Advisory Council (PAC), a partnership engaging parents in the school community, facilitates communication and serves as a vehicle to address concerns and to disseminate information. The Student Council is an organization designed to provide students with a voice in the governance of their school community. The Parents Special Education Council (PSEC) is a group which provides support and information to parents of students with special needs. The Parent/Family Liaison communicates directly with parents regarding student issues such as attendance, tardiness, and scheduled activities. Friends of Holyoke High School Sports, a cooperative partnership that includes members of

municipal departments, parents and school staff, combines the efforts of these individuals in order to provide students with services and facilities, as well as scholarship awards. The Renaissance Program recognizes and rewards the academic achievements of students. Its primary goals are to increase student performance and to raise the level of community participation in the school.

Health care outreach starts with the Teen Clinic, which provides individual students with medical and counseling services which help students deal with emotional and behavioral difficulties they are experiencing both in school and at home. The Care Center provides a program designed to help pregnant teens and parents. A Home Tutoring program assists homebound students with their daily assignments and testing. Alcoholics Anonymous and Narcotics Anonymous provide strength and hope to students in resolving issues with alcohol and/or drugs.

Holyoke High School's vision is to ensure that all students graduate prepared to pursue higher education without remediation and/or a rewarding career. The school is most successful in garnering career and post-secondary educational partnerships which will ensure that vision. Efforts are on-going to develop more school and health outreach programs and partnerships. (Sources: Guidance Department, Student Activity Coordinator, Scholarship Directory, Curriculum Guide)

Holyoke High School is involved in many productive business, community and higher education partnerships that support student learning. The Student Athletic Educational Support Program, Connections and GEAR UP are some of the programs that support academic performance. The Student Athletic Educational Support Program provides educational support and assists in the educational development of all members

of Holyoke High School's interscholastic athletic program. Participation in this program is mandatory for student athletes with a grade point average lower than 1.66, a grade of C-. The Connections After School Program's mission is to enhance the knowledge, skills and interest of participating students, to support their social, emotional and physical development and to strengthen their connections to peers, teachers, the community and the environment through a balance of academic, enrichment and physical fitness programs. GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) integrates service delivery, develops education plans for students, and establishes a framework of integrated activities. The program provides early awareness counseling services for students, parents, teachers, and guidance counselors, and provides supervision of tutors and academic advisors providing program services to students and parents. The Music Department produces a musical every spring, the funding for which is solicited from local businesses and community leaders. This partnership is now in its eighth year and allows the school to stage productions involving over one hundred and fifty students. Based on the number of quality programs involved in fostering productive business, community and higher education partnerships, it is evident that Holyoke High School engages in outreach activities to involve parents and families; actively solicits and has on-going partnerships; partners with business/community and higher education to support student learning; and keeps track of future enrollment, facility and technology needs. (Refer to the appendix for a listing of the many public agencies that work with Holyoke High School students.)

Holyoke High School, constructed in 1964, is centrally located within the city of Holyoke. The building is situated on a 22-acre lot, bordered by residential

neighborhoods, businesses and municipal buildings (Holyoke Medical Center and Peck Middle School). Over the past forty years, it has undergone several renovations. The rated occupational capacity of the school is 2,000 students. The school currently enrolls 1,250 students. Holyoke High School has two parking lots. The front parking lot, designated for staff and visitor parking, accommodates 182 vehicles, with provision for seven handicapped parking spaces. The back parking lot, designated for student parking, accommodates 180 vehicles, with nine handicapped parking spaces.

Holyoke High School consists of many specialized learning areas. The Art Department contains two art rooms. The Music Department has areas for instrumental music and for vocal music. There is one band room, seven band practice rooms and one choral room, equipped with a computer lab. The Science Department consists of nine science labs, two classrooms, one computer lab, and one prep room. The Mathematics Department consists of 13 classrooms, one computer lab, one closet, and one department office. The English Department, which includes the English Language Learners Department, consists of 16 classrooms, one computer lab and an office with a storage room and a closet. The Business and Educational Technology Department contains six labs with 128 computers as well as one department office with two closets. The World Languages Department consists of seven classrooms and one language lab. The Social Studies Department consists of 10 classrooms, one department office, and one book closet. The Special Education Department consists of two designated RISE classrooms and one storage area. It is not housed in a centralized area, and it is provided with no department office in which to store individualized educational plans and student files. It

has limited up-to-date books, adaptive technology, storage areas, resource rooms and other related services.

The Physical Education Department contains one large gym, one small gym (whose windows are in need of repair), one 6-lane 25-yard pool, one free weight room, one fitness room, one athletic training room, one girls locker room with a staff office, one boys locker room with a staff office, one home team room, one officials' locker room, and one visiting team room with one large table for physical therapy. Outdoor facilities include a baseball field, a softball field, the Roberts Sports Complex which includes a football field and an 8-lane track. There are also five tennis courts, an outdoor volleyball court, two outdoor basketball courts, and a grass practice field.

The auditorium seats 857 people. Audiences that are larger than that number need to be moved to the large gym where seating facilities are able to accommodate up to 1,250. The school houses seven departmental offices for department chairs and one office for the library media specialist. The preparation areas for teachers include three teachers rooms and one copy room. The library has a seating capacity for 100 students. The area consists of an office, a circulation desk, 13 free-standing book racks, three wall-mounted shelves, 10 computers for student use and one computer for the circulation desk. There are three offices located in the library; two of the offices are used for the GEAR UP Program, and the third is used by the English Language Learners Department Head. The library has a designated entrance and exit with detectors.

The guidance facility contains seven guidance offices and one guidance library which is available to students and parents to view college applications, scholarships and other related documents. Several programs and individuals also use the guidance

facilities. They include: Upward Bound, the UMass Pre-College Program (now Upward Bound through Holyoke Community College), college representatives when speaking with students, the school psychologist for testing, and social service agencies for interviewing students. As a result of these many activities, space is at a premium, and storage racks in each office are a necessity.

In the student cafeteria, there are four offices. Two offices are used by the Jobs for Bay State Graduates Specialists; one is used by the Compliance Officer; the fourth office is used by the Outreach Worker.

The Teen Clinic at Holyoke High School, which is independently operated by the River Valley Counseling Center, contains eight rooms: one small computer room, one small file room, one reception/waiting room, two counseling rooms, two medical examining rooms and one office/staff room. Three other offices are located in the health suite in which the Teen Clinic is located. They house the school's Special Education Team Leader (SETL), the Mediation Coordinator, and the district's Management Information Systems Supervisor.

The school's health facilities consist of one office for the two school nurses. This office also contains the waiting room. Two other rooms are located inside the nurse's office. One has been converted into a bathroom. The other is the office space for the school's Attendance Officer.

The general administrative offices consist of one general office, three administrative offices, one attendance/scheduling office, two secretaries' offices and one conference room.

The food preparation and service area contain one student cafeteria with two serving stations and one teacher cafeteria with one serving station. The food preparation area is viewed as adequate, but it is too far away from the refrigerator. The dishwasher is constantly being repaired and continues to work only because of the repairs.

Storage consists of 15 departmental storage rooms, four custodial storage rooms and 11 custodial closets.

The entrance to the pool is handicapped accessible, as are the bathrooms on the second and third floors. Changing tables for the handicapped are not available on the second floor, but one is available on the third floor. Science lab facilities are not wheelchair accessible, are out-dated, and are not available to all teachers. Drinking fountains are not all handicapped accessible (11 of them in the building are), and an insufficient number of them exist on each floor. On the ground floor, there are no male or female bathrooms available for the general student population. Shower rooms in the locker rooms are not handicapped accessible.

Pedestrian and traffic safety is reported to be adequate. Ample room is available for the flow of buses, and pedestrians can move safely about the property. A police officer is on duty before, during, and after school to ensure the safety of both pedestrian and vehicular traffic in the front parking lot. Safety concerns exist about vehicular traffic in the back parking lot at dismissal time.

The handling of hazardous materials and fire safety are addressed according to code. Emergency evacuation routes are posted throughout the school. All occupational health and safety guidelines are currently being met. Most asbestos has been removed

from the building, with the remaining asbestos sealed as per code. Electrical, plumbing and general building codes are being met.

The heating and ventilation system is the original system installed in 1964. It has non-functioning or bypassed thermostat controls, missing or non-functioning motor and fan controls, and no accessible or centrally located controls for classroom ventilation units. The lighting, communication and sewer facilities are adequate.

Custodial and janitorial services are adequate and timely. Teachers report that sufficient funds and personnel have been available for daily maintenance and repair. Holyoke High School is a clean, well-maintained building. There exists a great deal of pride in the school on the part of the faculty, staff, students and administration. The custodial staff works conscientiously to provide an on-going maintenance program to meet the operational needs of the school.

The overall safety of the building has been enhanced by means of the installation of new outside doors, cameras for the exterior of the building, a new telephone system, a student identification system, the employment of a police officer during school hours, and random searches of students and lockers. Handrails in the staircases have been repaired or replaced as necessary.

The hallways of the school are bright and clean. Student artwork is displayed throughout the building. Further attention, however, is needed to enhance the overall image of the building. Many of the windows in the building are clouded and scratched. Some of the tiled hallway floors are worn through to the concrete sub-floor and are in need of replacement. The kiln in the art room is not properly vented.

The entire building is handicapped accessible because of the elevator, which was just recently replaced and equipped with handicap accessible controls. However, there is no secondary means of egress from the second floor. If the elevator were to malfunction, students who are wheelchair-bound would have to be carried down the stairs. In addition, science lab tables are not handicapped accessible, and door handles do not meet handicap requirements.

One of the major problems in the building is the inadequacy of the heating and ventilation system. The pneumatic controls for the heating system are not in operation. Therefore, heat is distributed unevenly throughout the building. Faculty and staff are required to turn ventilator units on and off. Not only is this a waste of heat, but it also presents a safety hazard. Many units are not equipped with switches and must be plugged/unplugged, which causes excessive stress on old electrical cords, plugs and sockets.

Progress has been made recently to address the physical needs of Holyoke High School. Concerted efforts, however, are often wasted because the processing of purchase orders is ineffective. Streamlining this process will be beneficial to the entire school community.

The commendations for the school plant far outweigh the recommendations to improve the facility. Also, many of the recommendations have begun to be implemented.

The chemical storage system is based on current chemical industry guidelines. Other areas beside the stock room are available for burning, heating, hot plate usage, and mixing. Chemical fume exhaust hoods, emergency gas valves and lab table electrical and GFI plugs are properly labeled, however, they are not all in good working order. There

are not enough lab stations for the amount of students in each class, and some lab classes have no lab facilities available at all. The chemical storage room is continuously ventilated, and ladders are available in the storage room if needed. The storage room should be labeled as a restricted area where hazardous materials are stored. Shelf locations should be identified with corrosion resistant tags (in progress). Ventilation is adequate for all work performed. No science equipment contains mercury. A telephone (with emergency numbers clearly posted) should be installed in the storeroom. An appropriate supply of first aid materials should be readily available in the storeroom. Detailed diagrams of the storeroom should be produced and placed in the science office and main office. Any chemical storage facility should have two exits. Holyoke High School's has one exit.

Limited space is available in the auditorium to accommodate wheelchair-bound patrons. There is elevator access to all floors that is in compliance with federal and state safety regulations. Lighting in special needs classrooms is not conducive to students with sensory integration disorders. The kitchen areas within the two RISE classrooms are either damaged beyond repair or non-existent, presenting health and safety concerns. Each classroom needs appliances which are handicapped accessible and in good repair. One of the classrooms also needs a toileting and changing area. The bathroom presently utilized is a distance away from the classroom and, therefore, two staff people are required to be out of the classroom to accompany any student to the bathroom. The staff members are then left with no means of communication should an emergency arise.

Modifications are needed throughout the school to promote inclusion programs. Program issues include limited accessibility to the pool due to the lack of a lifeguard

always being available; limited accessibility to the band and choral music program; and limited accessibility to the gymnasium due to scheduling conflicts. A pilot science program is available one period per week; however, there is no provision for common planning time.

Under federal and state laws existing in 1964 when the building was opened, all building codes were met. Since then, the following upgrades were completed: a new handicapped accessible elevator was installed; all asbestos lighting on the auditorium stage was removed; a state of the art lighting and sound system was installed; and fire doors with alarm triggers were installed throughout the building.

Specific staff members in the building are responsible for the maintenance and monitoring of equipment. In cases requiring further care, specialists outside of the facility are utilized. The head custodian coordinates in-house repairs. Repairs requiring further treatment are sent to central supply. Any item requiring additional work is sent out to a private contractor.

The library media specialist monitors the audiovisual equipment. Small repairs and maintenance are done in-house. Any item which requires extensive repair is usually replaced.

Technology equipment is catalogued and maintained by an in-house technician. Replacement is determined on a needs basis by the principal and the Executive Director of Finance and Operations.

Regular maintenance, replacement schedules, and cataloging systems are in place for all furniture and equipment. The in-house technician maintains technology equipment. Requests for repairs are e-mailed or placed in his mailbox. Replacement is determined on

a need basis. The custodial staff maintains custodial and building equipment. Assistance is provided by central supply. The head custodian keeps a current inventory of all building equipment. Each department head keeps an inventory of his/her department's instructional and non-instructional materials and is responsible for distributing and collecting those materials.

Equipment is properly maintained, catalogued and replaced as needed. Outside contractors such as Uplinc and ELKCO (an Apple distributor) provide contracted services for the entire school district to service computers, servers, and software. The new television studio and media center is serviced by Valley Communications. Replacement is determined on an as needed basis. In the budget, a maintenance line item is in place for Holyoke High School. Equipment is replaced on a need basis if the current budget includes a line item for capital improvements. If a need arises for a classroom repair or for maintenance, a teacher can report the problem to his/her department head or the head custodian. Requests for classroom supplies and equipment are submitted in the late spring to the department heads. The department head submits his/her budget to the principal who then determines what each department will receive based on the budget. Each department head is responsible for cataloguing his/her books and supplies. Program and curriculum changes as well as wear and tear determine the need for book replacement.

The custodial staff is very thorough and experienced with respect to timely repairs to, and upkeep of, the facility. Therefore, the facility is in remarkable condition for its age. The maintenance of an aging heating system is clearly a weakness.

The custodial staff completes the general day-to-day maintenance. Obtaining supplies such as soaps and cleaners is a constant struggle. The facility is adequately

staffed with ten custodians, five of whom work the day shift, while the other five work the night shift. There have been equipment improvements including the purchasing of automatic floor scrubbers, regular scrubbers, and wet vacuums. Certain areas require improvements in maintenance. Many windows, burned out exhaust motors, worn out floor tiles, ballasts in lighting fixtures, and ceiling tiles need replacement. An upgrade to the heating/ventilation system is recommended, and grant funding has already been approved by the state for this project. Due to the age of the facility, major repairs are often necessary. These repairs require both time and money. Therefore, they are not always completed in a timely fashion.

The cafeteria is adequately staffed with 14 employees, and all equipment is in working condition. There is ample space for the storage of food supplies. The cleanliness of the cafeteria is commendable. The cafeteria is in need of an ice machine, and an improved salad bar is necessary. (Resources: Head Custodian, Maintenance Administrator, and Administrative Assistant)

Planning is on-going to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements within the school. The record-keeping system used to track yearly school enrollment as well as staffing allocations is *Administrator's: Plus* by Rediker Software, Inc. Holyoke High School does not have a formal technology plan or a school strategic plan, although there is a district-wide technology plan which delineates needs for a five year period in areas such as staffing and capital improvements.

Assessing the effectiveness of ongoing planning to address identified student learning needs is broken up into the following areas: program needs, staffing needs,

facility needs, technology needs and capital improvements. In assessing program needs, advanced placement classes challenge the most gifted students, whereas programs such as Read 180, Ramp-Up to English, and Ramp-Up to Algebra assist students with identified academic needs. Massachusetts Comprehensive Assessment System (MCAS), Scholastic Reading Inventory (SRI), and Measures of Academic Progress (MAP) data all assist with documenting and assessing student progress.

In assessing staffing needs, factors which are considered include student enrollment, curriculum changes and the academic and emotional needs of students. The New England School Development Council (NESDEC) performs district-wide assessment of all school buildings in the district and identifies needed improvements. Custodial and maintenance staff report any needed capital improvements directly to the principal. Local technology plans (2003-04, 2004-05) address current technology needs for the Holyoke Public Schools. (See documentation)

School leadership solicits community feedback regarding issues related to school budgets and bonds through several avenues. The School Improvement Council reviews educational data and subsequent budgetary recommendations. Community members have seats on the Council. School Committee meetings at which budgetary needs are discussed are made available to the community through the local cable access channel.

The annual school budget is submitted to the School Committee by the principal of Holyoke High School. The School Committee approves or rejects the proposed budget. Holyoke High School has been fully funded for the current fiscal year, as it has been for the past several years. (Source: Interview with the principal)

Decisions pertaining to budget needs for student learning rely on the input of the School Leadership Team, the School Improvement Council, building department heads, and faculty to the principal. Once a need is identified by a teacher, that individual can submit a request to his/her department head who in turn submits it to the principal for consideration.

The results of major standards-based tests including MCAS, MAP, and Massachusetts English Proficiency Assessment (MEPA) contribute to efforts in assessing the effectiveness of the implementation of the Holyoke High School vision statement. This statement is a commitment to preparing students to become productive and responsible citizens in a diverse society and is a fundamental component in the budgetary decision making process at Holyoke High School.

When the school's practices are compared to the Community Resources for Learning Standard Rating Guide, Holyoke High School performs at the **ACCEPTABLE** category.

Adopted by the HHS staff on February 1, 2007

COMMUNITY RESOURCES FOR LEARNING

EXECUTIVE SUMMARY

Holyoke High School satisfactorily engages students in their educational process. The school offers a variety of programs and support services to achieve the school's stated expectations and creates a climate that supports these goals. The school makes every effort, given limited resources, to engage each student in the programs and services at the high school. This requires various school and community resources. The school continues to develop business, community, and higher education partnerships as an integrated part of the school curriculum.

The current high school building was constructed in 1964. While the building has aged, numerous improvements have been made to the facility. Because of these improvements, students have benefited. There have been numerous updates and installations, and several mechanisms have been put in place to ensure student safety.

Many programs have been implemented to aid student performance and are designed to bring students with academic deficiencies to grade level. The school also engages in outreach activities to involve parents and families in supporting the academic performance of its students. The community fosters a close relationship with Holyoke High School through various careers, post-secondary and outreach partnerships.

Through the collaboration of municipal agencies and the school, Holyoke High School now has both a state of the art auditorium, which has increased revenues from its use and enhanced the performing arts at the school, and the Roberts Sports Complex, which has benefited both the school and community at large.

Efforts are on-going, through multiple improvements, to maintain an aging school and to comply with all state and federal regulations. While the custodial staff and food service staff perform to the best of their ability, upgrades and maintenance require both time and money. Major improvements to heating, ventilation, and windows require attention. The annual school budget is submitted to the school committee by the principal and has been adequate to provide and maintain a comprehensive program of studies and the necessary staffing.

When the school's practices are compared to the Community Resources for Learning Standard Rating Guide, Holyoke High School performs in the **ACCEPTABLE** category.

COMMUNITY RESOURCES FOR LEARNING

STRENGTHS AND NEEDS

Strengths

- Holyoke High School's vision to garner new partnerships
- Safety improvements in the building
- Custodial staff
- State of the art athletic facilities
- State of the art performance auditorium
- State of the art television studio and media center

Needs

- Replace the heating and ventilation system
- Replace the windows throughout the building
- Build general population bathrooms on the ground floor
- Bring the entire building into compliance with the Americans with Disabilities Act
- Repair/replace the kitchens with handicapped accessible appliances in the RISE classrooms
- Construct a toileting and changing area in one RISE classroom
- Replace lighting for students with sensory integration disorders

Appendix: Business, Community and Higher Education Partnerships Listing

- Big Y Homework Help Line
- Athletic Tutoring Program
- Connections Program
- GEAR UP Program
- Holyoke Community College
 - 1) Tech Prep Program
 - 2) Cooperative Education and Career Services
 - 3) Pharmacy Technology Programs
- Upward Bound
 - 1) Northfield Mount Hermon
 - 2) Holyoke Community College
- Alcoholics Anonymous (AA)
- Narcotics Anonymous (NA)
- Career Point
- Educaid (First Union Company)
- Project Success
- The Care Center
- Teen Clinic
- STEP (Student Temporary Employment)
- Reaching Higher (Massachusetts Insight Education)