

CITY OF HOLYOKE
SCHOOL COMMITTEE

SCHOOL COMMITTEE AGENDA

DATE: MONDAY, MAY 16, 2011
TIME: 6:15 PM
LOCATION: Fifield Community Room Dean Technical High School, 1045 Main Street

1. **CALL TO ORDER ~ ROLL CALL ~ PLEDGE OF ALLEGIANCE**

2. **PUBLIC DISCUSSION***

3. **COMMUNICATIONS & REPORTS**
 - a. **Student Reports**
 - b. **Superintendent's Communications**
 - Enchanted Circle Theater Update

4. **NEW BUSINESS**
 - a. **Minutes of Meetings**
 - Special Meeting of April 11, 2011 (pages 1-16)
RECOMMENDATION: That the School Committee vote to approve the minutes.
 - b. **Reports of Committees**
 - Rules-Policies Subcommittee of April 25, 2011 (pages 17-20)
RECOMMENDATION: That the School Committee vote to approve the minutes (no substantive motions.)
 - c. **McMahon School 8th Grade Field Trip Request to High Meadow** (pages 21-24)
RECOMMENDATION: That the School Committee vote to approve the field trip request to High Meadow.
 - d. **Travel Requests** (pages 25-26)
RECOMMENDATION: That the School Committee vote to approve the travel requests.

5. **OLD BUSINESS**
 - a. **Common Core / Mass Core** (Kim Wells)
 - b. **School Lunch Prices and Charging Issues** (Lenny Gibbons)
 - c. **Suffolk Street Office Bid**

6. PERSONNEL

a. **Appointments** (page 27)

RECOMMENDATION: *That the School Committee vote to receive the appointments.*

b. **Retirements** (page 28)

RECOMMENDATION: *That the School Committee vote to receive the retirements.*

c. **Resignations** (page 29)

RECOMMENDATION: *That the School Committee vote to receive the resignations.*

7. ANNOUNCEMENTS & ADJOURNMENT

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

*The Holyoke Public Schools makes available a public discussion period for persons in the audience to address the Committee on specific agenda items. In order to hear as many speakers as possible, the Committee asks individuals to continue their remarks to two (2) minutes. Any person wishing to submit longer testimony should give copies to the Superintendent before the meeting so that it may be distributed to Committee members. The speaker can then summarize this testimony at the meeting within the two (2) minute time period. Persons wishing to speak should register with the Superintendent immediately before the meeting begins. Individuals who request specific items to be included on the Committee's agenda should mail a written request fifteen (15) days in advance of a Committee meeting date to the Superintendent of Schools, 57 Suffolk Street, Holyoke, MA 01040.

CITY OF HOLYOKE
SCHOOL COMMITTEE

SPECIAL MEETING OF THE SCHOOL COMMITTEE
MONDAY, APRIL 11, 2011
TIME: 6:15 PM
DEAN TECH HIGH SCHOOL

School Committee Vice Chair William Collamore called the meeting to order at 6:20 p.m.

ROLL CALL

Present: Mayor Pluta, William Collamore, Michael Moriarty, Howard Greaney, Yvonne Garcia (arriving at 6:34 p.m.), Dennis Birks, Cesar Lopez, Devin Sheehan, Peggy Boulais; Excused: Gladys Lebron-Martinez. Also present: Superintendent of Schools David Dupont.

PLEDGE OF ALLEGIANCE

Mr. Dupont explained that Holyoke is a Level 4 school district based on its designation as an underperforming school district. One of the requirements was to have an active district turnaround plan that was to be monitored and evaluated both internally and externally. The Department of Elementary and Secondary Education reviews such districts through district reviews of progress being made. This past October Holyoke had a district review performed with visitors in the district for several days. A report was eventually generated and provided to the school district to make factual corrections. Those corrections were sent to DESE and the report then goes to the Board of Education, as reported by the Commissioner of Education.

Representatives from DESE are present to report on the review: Commissioner Mitchell Chester, Linda Foisey, from the Office of Targeted Assistance, and Ava Mitchell, from the Center for Accountability.

Commissioner of Education, Mitchell Chester, said he wanted Holyoke to know that the school district is a very high priority for him. Holyoke is one of the most important school districts in the Commonwealth. Holyoke serves some of the Commonwealth's most challenged populations. These are children that deserve everyone's support and who need an excellent education. These are children who, if they don't receive an excellent education, are often from circumstances that they are unlikely to make up that ground on their own. It is critical that the School Committee members, as leaders of the school district, and he, as the Commissioner of Education, make sure that the children of Holyoke get a top quality education that will prepare them for after they leave high school.

Commissioner Chester said he is encouraged but also concerned. He is encouraged because he thinks this community and the leadership in place has a lot of promise. The Superintendent is participating in an induction program that works through DESE and has shown nothing but a willingness and a commitment to taking advantage of the resources and support being offered. DESE made a recent investment and over time has made a significant investment in Holyoke. In the last year DESE has made investments in Holyoke that it would not have made if there was not confidence that the community would use the tools well. The first investment was the approval of turnaround plans for 2 level 4 schools. DESE did not approve those plans, statewide, lightly. A number of plans were sent back to districts because they felt them to be insufficient. Holyoke submitted successful grants for both schools

for major funding for transforming Morgan School and restarting Dean School. Morgan will receive over \$1.25 million and Dean will receive over \$1.5 million. The funding was not automatic. DESE had to be confident that the plan had the potential to accelerate the results for the children served by the school.

Commissioner Chester said he is very much in Holyoke's corner and he is very much encouraged by what he has seen. He also said he continues to be concerned about the education that Holyoke students receive. Holyoke is a district that serves a challenging population with many students who come from families that are financially stressed, families where English is not the first language, and many of those students are learning English; Holyoke has many students whose families, because of economic circumstances or otherwise, are mobile and are not in the district for consistent stretches. He said he recognized all of those factors. Those factors make Holyoke's challenge greater than many of the districts in the Commonwealth. Holyoke has the lowest performance in both English language arts and mathematics of all K-12 school districts in the State. Only 1 of 3 students demonstrates proficiency in ELA. The lowest results are in the lowest grades and results improve in higher grades. He is concerned when he looks at that against the rate at which students are identified for special education services; more than 1 in 4 students is identified as a student with special needs. When he sees that kind of identification coupled with lagging results in early grade literacy, that is a flag to him that, rather than having programs that do the job of ensuring that students are readers early and learning how to write, and finding ways to intervene with students who are struggling, there is a large reliance here on identifying students as disabled. That profile stood out to him.

Commissioner Chester said there has been some improvement in growth scores. There are some positive signs but there are some warning signs. He thinks there is a commitment and a dedication in Holyoke to the task, which is not an easy task; it will require all to rethink how business is done, from the ground up, to turn things around and get results.

Attendance in Holyoke now is worse than it was 4 years ago. The dropout rate is the third lowest in the State and the graduation rate is the second lowest in the state. He said he remains concerned but dedicated to the task of delivering the kind of education, of looking for strategies and the kind of changes that are necessary to get better results for the students. He said he has heard that same commitment from the Superintendent and some of the board members he has talked with. He said DESE would support Holyoke. He said his bottom line is what is happening with the children.

Holyoke has been in underperforming status for 7 years and is now in what is being called level 4 status. In January 2003 the district underwent an education quality and accountability office review which led to the State Board's declaration of underperformance in November of 2003. The school district worked on turnaround plan which the State Board of Elementary and Secondary Education accepted in 2004. From May of 2005 until early in 2010 DESE provided substantial support to the school district and it continues to provide support. Over that 5 year timeframe DESE paid to bring in America's Choice as a turnaround partner to work with the district. In June of 2010, under the new act relative to the achievement gap DESE identified the first 35 underperforming level 4 schools in the state. The 35 schools are in 9 different school districts, 2 are in Holyoke. DESE conducted a district review in late October and today is the formal presentation of findings from that review. This review will inform DESEs work with Holyoke, planning, and assignment of resources to support efforts to accelerate progress. DESE is dedicated to being a partner with Holyoke and to learning with Holyoke. Again, he said the bottom line for him is what's happening for the students that are being served.

Ava Mitchell said she would give an overview of the district review along with the findings and recommendations. The review was conducted by a team of 6 former superintendents, business managers, directors of human resources and principals. The team conducted a 2 day review of documents and data analysis, a 4 day on site visit and approximately 35 hours of interviews with over 40 stakeholders including school committee members, city financial personnel, school leadership, district leadership, principals, instructional coaches and counselors. Personnel interviews were conducted with administrators and teachers. They visited 9 schools and 50 classroom observations with about 20 hours of instructional time and saw about 1,000 individual students learning in their classrooms.

The review focused on 4 key questions:

1. How does the district address the issues that placed it in Level 4? This question focused on the extent to which the district implemented the initiatives in the turnaround plan. The review found that there were many positive initiatives in the district that addressed some of the issues that placed it in level 4 but at this point Holyoke has not completely and systematically carried out the initiatives in the turnaround plan.

2. Is student achievement on the rise? The review team found that student achievement in the Holyoke Public Schools has risen slightly faster than the state from 2008 to 2010 with an achievement trend upward in ELA and math, in absolute achievement in terms of student growth, but it wasn't significant enough to start closing the gap between Holyoke and the rest of the state.

3. Does the district and schools have strong systems and practices in place? Overall the review found that there has been considerable progress in Holyoke with regard to the K-8 curriculum in math and ELA and there are pockets of some really good work with regard to data analysis at the school level, especially at the elementary and middle schools. Overall, however, the district systems are not strong enough to provide effective to school leaders and teachers. There were 14 findings that detail the level of supports that the district was providing to the schools. She wanted to be clear that even though there are some systemic weaknesses that were uncovered during the review, the fact that Holyoke has put in place K-8 math and ELA curriculum and has started to use data in schools to analyze that curriculum is a serious accomplishment. Under leadership and governance the review team found that the school committee was not fulfilling a strong enough governance role in oversight and accountability from the superintendent level down to district level administrators. Under curriculum and instruction the review found that even though the K-8 curriculum was a vast improvement there was uneven instructional quality and delivery of that curriculum and found there was a need for greater teacher expertise to teach ELL and special education students; teachers needed more support with that. In regard to the regular 9-12 high school curriculum, there was not enough vertical alignment between the middle and high schools. In assessment the review found that although data use had increased in schools' practice to assess where students are and making the right instructional moves based on that, there is a need for a more consistent districtwide approach to better support principals and teachers.

Under human resources and professional development, the review found that the HR department needed to be more fully integrated in the role of supporting development of human capital from involvement in refining use of evaluation tools in terms of making sure that principals and teachers are well supported and have professional development and other critical areas with regard to timelines and policies.

In the area of student support the review found that at this point the collection of student support activities was not high quality and comprehensive enough to significantly impact some of the serious issues that Holyoke faces in regard to the kinds of challenges that students and families bring. There is also a concern that the 2008 zoning led to some inequities between the schools.

On the plus side, a model recommended in the report is the Full Service Community School Model at Peck School, which is quite laudable. The review team was quite encouraged to see that model being used as a starting place for the Morgan School.

On financial asset management the review team was concerned that here was little known relationship right now between the amount of investment in the Holyoke Public Schools and results.

The last key question was a recommendation to the commissioner about whether or not the district has built capacity to maintain continued improvement on its own without continued assistance from DESE to the district. The review team found that although Holyoke has set in motion many initiatives that may increase the potential of the district to operate more effectively on its own, at this time DESE should continue providing the level of support that is provided for level 4 districts.

There were 12 recommendations with the review.

That Holyoke develop a district plan with DESE's assistance that would take into account the plans already in place and also look to address the findings from the district review.

That the School Committee should grow in terms of its role on focusing on its governance role and holding the Superintendent accountable through the district plan.

In curriculum and instruction the recommendation was to refine the high school curriculum to ensure vertical alignment and to increase the amount of monitoring of instruction in the schools.

To support teachers by providing more effective supervision, to provide targeted professional development with specific strategies to teach the students that are in Holyoke, a more supportive and useful evaluation tool that would give teachers the kind of information they would need to improve their practice.

Under human resources and professional development there were some recommendations to look at teacher recruitment and assignments earlier in the year and to align the professional development plan so staff can stay focused. Rather than having so many initiatives, teachers should focus on specific instructional strategies that are real priorities.

In areas of support the recommendation was to adapt successful models such as the one at Peck and develop a more systemic approach and to study the equity of the implementation of the K-8 model.

To evaluate the effectiveness of the staffing programs and services the district is investing in right now;; to invest more heavily in those models that are successful and to weed out the ones that are not making the mark.

Linda Foisey said that since 2005 DESE has provided the district with assistance and has learned much as a result of the provision of that assistance and how that is being translated into a plan for how to

continue to provide support in the coming years. Since 2005 DESE has supported Holyoke's improvement work in a variety of ways. In total over the last 5 to 6 years DESE has provided over \$2 million in grants to the district and its schools to support improvement efforts. Some of those grants have been more prescribed in that the money was for specific purposes; others have been much more flexible and have been used at district leadership disposal. In addition to that, since 2005, DESE has spent over \$5.5 million in direct contracting with partners to support the work in the district.

In 2005 America's Choice was selected to be the priority partner to support the work in Holyoke. At that time there were 6 key priority areas that America's Choice was addressing. The first area was the curriculum development in English language arts and math, having recognized a serious need for there to be a systemic approach to curriculum. The second area of priority had to do with training for all teachers in new instructional practices. These instructional practices were directly connected to the reform model that was America's Choice framework. The third priority had to do with leadership development for principals and district leaders. Folks from America's Choice established routines by which principals could meet and be trained and understand their roles as instructional leaders. The fourth priority had to do with intervention programs so that students could be identified and helped when they were not able to make the most of the regular classroom instruction. That included the purchase of materials and training for teachers. The fifth priority area in the America's Choice intervention had to do with supporting the building of district capacity in broad areas like planning, management, use of data and communication. The last key area America's Choice focused on was in the creation of a plan for addressing the needs of the district's English language learners.

Adjustments were made in each of the 6 key areas along the way in order to accommodate the specific conditions and challenges in this district that everyone encountered.

DESE also supported the School Committee's effort around the superintendent search by providing funds for advertising costs and by placing the Commissioner's representative on the search committee as an active member.

DESE provided NISL training in a first-ever model with Holyoke where the full cohort of administrators in the district was trained.

DESE has supported the cost of hiring an independent evaluator to assess the impact of partner support.

As Holyoke has, DESE has reflected over time what has been learned from all of that; what are the most important take-aways, and they continue to think in a forward way about what kind of support they can provide. First they realized how hard it is to define, in a turnaround plan, realistic goals, objectives, actions plans that are measurable, and then make clear to everyone what the district or school is trying to do and, most importantly, what it would look like if those actions get traction in the district. They realized that they needed to do more work in terms of providing guidance for the development of the district's turnaround plan. Another big lesson for DESE was that building district capacity and improving school performance goes hand in hand; it is not one or the other. Key district leaders have to focus with laser like attention on implementation of improvement activities and must carefully monitor progress. The district needs to understand exactly what it is that's making a positive difference and figure out how to share effective practices across all of its schools while also understanding what is not having the intended effects and why and how to make adjustments along the way. Careful coordination and support for implementation of the district improvement plan is critical. Someone with authority for keeping the focus, facilitating problem-solving, and ensuring a consistent message so that parents,

students, teachers, administrators, community members and the School Committee, have a role and a voice in improving programs for students, has to be responsible.

As a result of that, DESE has proposed for the 4 level four districts in the state a new plan for how DESE will support the work going forward. DESE intends to provide Holyoke with support for the development of a sound, very focused, level 4 district improvement plan and with ongoing support over the course of this year and perhaps into next, to oversee and manage implementation of that plan. Together with the superintendent, DESE will appoint a plan manager whose job it will be to spend significant time in the district. DESE plans to support this high level position at a half-time level. Holyoke's plan manager will be in the district half of the school year to lead the development of the plan. Superintendent Dupont and his staff have completed the work of developing a district improvement plan so in this district the work of the plan manager will be to integrate what district leaders have already identified as key priorities with what the district review report sites as things needed to be worked on. This level 4 district improvement plan will be completed by paring down and focusing on a few key priorities for improvement along with a very heavy emphasis on the capacity to answer those questions asked earlier about how to know things are working and making a difference. Emphasis on key action strategies, clear implementation benchmarks and early evidence of change will all be part of the template that DESE developed for this person. The plan manager will be person who is on the ground with direct responsibility for keeping the focus on implementation of every action set out in the level 4 district plan. The plan manager will report directly to the superintendent and will issue regular reports for the School Committee to review. DESE believes this is sort of unparalleled focus on the district plan will help everyone know that what should be happening is actually happening on time, whether everyone is clear about what they need to do in order to make these things happen, where there are changes being made, whether those changes appear to be making a difference and how much difference, where the evidence is that change is actually happening, where there are progress benchmarks set out in the plan and whether those periodic benchmarks are being met or not because if they are not, it is important to look at what is going wrong and how it can be fixed, as opposed to waiting until the end of the year. The plan manger will provide guidance around how working with the superintendent, we actually problem solve, in ways that get things back on track. The plan manager will also be responsible for some frequent reporting out to the Superintendent, to the School Committee, to the Commissioner, to the State Board of Education and to the community. DESE thinks this new way of doing business that holds everyone accountable, including DESE, will help all parties to gain a better understanding of what works, what needs attention, and how to redirect both energy and resources. They expect over the course of the next week to introduce Superintendent Dupont to a small group of potential plan mangers, people who they have vetted, who have the requisite set of skills and experience to do this job and they will jointly select a candidate who is the best match for Holyoke and then the planning work will begin.

The level 4 district's improvement plan is due to the Commissioner for his review and approval by May 30th with actual implementation of the improved plan to begin in July. Joan Tuttle is DESE's person on the ground in Holyoke serving as the district liaison. She keeps Holyoke well-connected with things happening at DESE, including hooking up the district with other units in the department that can provide support. Ms. Tuttle's services will remain in place.

Commissioner Chester said that the distance to travel is far. Holyoke is in a hole. DESE is dedicated to support Holyoke in getting out of that hole. DESE heard that the district is up to the task and they will do their best to help Holyoke be successful in that regard. DESE will be stepping up support of Holyoke's efforts. Holyoke has some strengths to build on. There is a K-8 curriculum in place that was not in place

5-6 years ago. The trick now is to implement that in a consistent way; it is inconsistent at this point. Holyoke has models like the Peck full service model that is designed to address the nonacademic needs of students so that when students are in the classroom they are ready and accessible for instruction. The district has submitted 2 very good plans to transform Morgan and to restart Dean; those are promising. DESE wants to build on those promising components. But unless a way is found to leverage strong momentum, stronger speed, greater acceleration, the district will not get out of the hole. Everyone needs to be up to that work and dedicated to that work. He has heard that the district is up to the task and DESE is here to be partners in that work. He stated that for him, at the end of the day, the bottom line is, what is happening for the children of Holyoke, what is the evidence that the district is moving in the right direction and that it is being done with all due speed, because the children's' future is at stake as is community's future.

Mr. Birks said that when Karla Baher was last in Holyoke to meet with the School Committee there was discussion about how much time the schools have to turn around. At the time the discussion was about Dean and Morgan. It was unclear about the three year limit and when that three years started and whether it would start when the EMO was put into place for Dean. And now, there is talk about a plan manager.

Commissioner Chester said there is an intersection of state and federal requirements at play. In many ways state and federal law are on the same page but in some ways not quite on the same page. Under state law there a 3 year timeframe under the law with what are called underperforming schools, which Morgan and Dean are so designated. They are in the first year of turnaround under state law's 3 year time frame. The district has a variety of tools at its disposal to turn things around. At the end of those 3 years DESE will look at what kind of progress has been made, the success of the district against the benchmarks that were set in those turnaround plans, and they will make a decision. The decision could be 1 of 3 things. One would be that there is so much improvement, and things are on such a good track, that one or both schools could be taken out of the underperforming level 4 status. The second decision could be that there are some promising signs but the school has not made enough progress or the district has not made secure enough progress with the school that it is time to remove the school from level 4 underperforming status and the status would be extended. The third possibility is that the evidence is not there that things are turning around in the schools and DESE would need to find a receiver for the schools. The term receiver is in the state legislation that gives the state the responsibility of running those schools. The schools are in the first year of those 3 years under state statute. The federal requirements around the large grants that have been given to the schools for school improvement purposes have their own set of requirements but they are roughly the same as the state's.

Ms. Foisey said one thing that is a little confusing about this is that on the one hand there is the new state law which says once DESE identifies the level 4 schools those schools are required to develop a turnaround plan that must be accepted by the Commissioner. From the time that plan is accepted the district and school have 3 years to implement that plan and turn the school around. The turnaround plans for Holyoke's 2 schools were formally accepted around March of 2011. The complicated factor, as the Commissioner said, is the fact that those schools, through the district, also applied for the federal school improvement grant which has been awarded, and although DESE awarded a large sum of money, that money is spread out over 3 years. Dean and Morgan will be expected, at the end of their first year, sometime around next March, to be able to show improvement based on implementation of the activities found in their turnaround plan. They will also have to reapply for the second portion, the year 2 portion, of those grants. It could be that Dean, for example, could be in a position where they are still

held to state law and must continue their turnaround work but might not, through reapplication, be awarded the second portion of the school improvement grant money. It's important to think that the turnaround plan takes the school over 3 years and that is not a lot of time, people have to really focus and bear down. At least through this next year there is a substantial amount of money to support that turnaround plan. One would hope that at the end of that first year the district and school are poised to apply successfully for the second portion and then the third.

Mr. Sheehan said that Ms. Foisey has said that the 3 year plan starts in March when the plans were accepted. Ms. Baher spoke about a 3 year plan in December. A few weeks ago the Commissioner made comments that they could come in after a year and take over. He asked if the partnership had changed. He asked the Commissioner to explain the various comments around the amount of time Holyoke has.

Commissioner Chester said the newspapers reported some of what he said, but not all of what he said. He said he wanted to be clear that for him the bottom line is if he is seeing substantial improvement in the results for Holyoke children. He made those comments (Mr. Sheehan referred to) at a State Board of Education Meeting. He had some hard questions from the State Board and the Secretary of Education as he was reviewing progress in the level 4 districts. State Board members wanted to know how confident he is that the district is on the right path. The State Board members were very cognizant of the fact that Holyoke has been in this status for 7 years. State Board members were cognizant of the fact that a substantial amount of state discretionary dollars over the years have gone into supporting turnaround and improvement efforts and the State Board of Education asked him what happened to it. He was asked if in 5 or 10 years from now this conversation would be repeated about why there are not better results or better outcomes in Holyoke. In that context he reminded the State Board of Education of the range of tools that state legislation provides to the Commissioner and to the State Board of Education in terms of watching the progress of districts and schools that have been identified for improvement. Under the state statute there is reference to underperforming and chronic underperforming. The authorities under state statute include receivership at the district level. He told the State Board exactly what he said to the Holyoke School Committee, that he is seeing promising progress in Holyoke. He said that some good plans have been received along with commitments. But, he told the State Board that his bottom line that is the results would be watched in terms of what happens to the students of Holyoke and if the trend line would accelerate upward or if it stays flat. He said he would not hesitate to employ the tools that the legislature has given to him to ensure that the kinds of results and progress the students are deserving are seen. That was the context in which he made the comment. He said he is not ready to throw in the towel in on Holyoke or in any of the other districts. There is leadership that is committed to getting the job done. There are school committees that have adopted plans and DESE will continue to work with them to try to ensure their success. But, at the end of the day, for him, it is if the results are being seen or not.

Mr. Greaney said the School Committee has hired a dynamic superintendent who can turn this school district around. The bottom line for this new superintendent for the past 35 years in the classroom and forward, has been the students. He assured the Commissioner that there is no lack of a sense of urgency in Holyoke from the faculty or staff and there is certainly not a lack of will. He said he didn't know if those statements made in The Boston Globe were directed at Holyoke or not, but they are very inflammatory. He assured the Commissioner that those things do not apply to Holyoke.

Mr. Moriarty said he had read the report carefully. He thinks the report is awful, so bad that he would encourage the Commissioner to make no policy based on the report. He said he agreed with the bottom line: the turnaround plan failed and that should be acknowledged outright. The district is no further

along with the data now in overall terms than when the process began. He was extremely concerned to read that the previous superintendent had not evaluated district administrators in the prior year. While he was aware that the school committee had not evaluated the superintendent, as he was retiring, apparently in violation of statute, which he was not aware of, he was outraged to discover that the superintendent would not be evaluating his immediate reports. He checked with counsel and the school committee is given very limited authority to oversee that. School committees cannot see personnel records including principal evaluations. The committee could only ask the superintendent to certify that the evaluations had been done. The committee was informed of this only after the superintendent had gone. He asked why there was not an interim report on this. The next plan will fail if there are not, as Ms. Foisey has suggested, repeated and regular reporting back to the school committee with information needed to do the job. This report just blames the school committee for not doing something that legally the committee was not authorized to do. The report's financial analysis has been completed with almost childlike simplicity. It read like a political document. The message was that even with all the funds provided, clearly the people in this district are not getting the job done. When looking at the per pupil expenditure you have to look at places where there report contradicts itself, such as how the district has had to reduce force in special education areas, yet, legally out of district placements must be honored, there is only a limited amount of space to meet class size requirements, etc., so Holyoke's cost per pupil is not fully under the district's control yet somehow it has failed. The report does raise some legitimate concerns. He would welcome DESE rendering assistance to make sure evaluations are done promptly, properly and in a better way than any other district. He does want to work with DESE to find the data points that will change the district. Grade 3 ELA is an important place to look. Only 25% of 4th graders are proficient readers and if that doesn't change, this conversation will not be good in 3 or 4 years. There is a task force already working on a plan to revise all of that. There is a task force working to address questions around admission at Dean. That has not been approved at the state level so it will not be implemented for September. There is a lot of scapegoating in the document that will not help the district. DESE has had a role in overseeing the funds over the last 5 or 6 years. Consideration has to be given to the America's Choice experience within the district. Their skill set was in turning around schools and not districts. When it didn't work, it just went away. Everyone has learned from that and is moving forward. He urged the Commissioner again to find other means to make policies for the school district.

Commissioner Chester said a lot of effort is put into producing a report like this. It involves time on the ground, documents, interviews with people, and observations in classrooms. He said it is not a political document. It is very much the picture that a review team saw when they reviewed the district.

Mayor Pluta said she appreciated the recommendation for having a plan manager to help with oversight and management of the district improvement plan. The Commissioner talked about the challenging population on Holyoke, including ELL, transience, and special education; she asked how a plan manager would help to directly address such challenges. Holyoke especially needs help to find ways to address the needs of the transient and mobile families. She said she was sure the superintendent and his staff would be diligent in implementing the plan. To compare Holyoke to other cities and towns that don't face the same challenges is totally unfair.

Commissioner Chester said there are a lot of communities in the Commonwealth who don't have the kind of challenges that Holyoke has, but there are a number that do. Part of what DESE will do is connect Holyoke with some of those communities that are moving on issues like attrition of students, mobility of students, influx of immigrants from non English backgrounds. There are a number of

communities dealing with these issues. While there are no silver bullets, they have strategies they are employing that are very promising.

Mayor Pluta asked if those communities have numbers that are comparable to Holyoke with those particular challenges.

Commissioner Chester said there are other communities in the state that are very comparable.

Mr. Birks said he was pleased that the Full Service Community School has been recognized. Principal Paul Hyry has done an outstanding job, he is a proven leader, and he has surrounded himself with good people at the school. Peck is on track to make AYP, as is Donahue, and all the other schools are improving. The Commissioner has talked about a gap; this gap took years to create while this district has been ignored. Most inner city schools where the student population is largely poor, largely Hispanic or of color, have been ignored for a long time. Now with the No Child Left Behind Act, the data shows that. Holyoke is coming back and it is coming back strong. The district has strong leaders like the new Superintendent and Principal Paul Hyry. The Committee has been told that there is not a lot it can do because the state is dictating what and how things will be done. He said the current Superintendent was the first to come out and speak in strong terms about comments made by the Commissioner. He, personally, liked that response and felt it showed that the superintendent is a leader and is willing to speak out for his schools and district. He feels that Holyoke should continue to look towards full service community schools. He asked if the Dean plan is flexible enough to be able to integrate some of the things happening in the full service community school model. Also, he asked how much progress the district has to make to close the gap. He said there are a lot of people working very hard but it seems sometimes like there is no end in sight.

Commissioner Chester said the plan at Morgan does revolve around implementing a full service community school model. The Dean plan does not focus primarily on the full service community school model. The Dean plan is very different. With regard to the question around closing the gap, there are benchmarks that would be signals along the way as to whether good progress is being made. Those benchmarks are built into the plans which will be part of the way in which success of the plans will be evaluated.

Mr. Sheehan asked if DESE would pay for the plan manager.

Ms. Foisey said it would.

Mr. Sheehan asked if the plan manager would be on the payroll of the Commonwealth or would the money be funneled to Holyoke and the position would be on Holyoke's payroll.

Ms. Foisey said the proposal could go either way. DESE could hire the plan manager as a consultant or, if the district wishes, it could be a grant to the district to support paying for this person's job.

Mr. Sheehan said it was mentioned that the plan manager would be on board the rest of this year and maybe next year. He asked if the district could lose the plan manager as of June 30th with the beginning of the new budget cycles.

Ms. Foisey said, assuming this is a successful partnership, DESE would be talking about supporting this position over the course of the next several years, depending on what kind of success they see. They

are not going to pull the position away when they think the district is beginning to get traction. As long as they agree with the superintendent's assessment that things are moving in the right direction, that the plan manager is playing a critical role, that most times in districts the superintendent doesn't necessarily have the kind of time to devote this level of attention to this kind of implementation, then they will continue to support it.

Mr. Sheehan said that the district has been requested by DESE to find an EMO for Dean after DESE rejected the transformation plan that was developed with the assistance of DESE suggested consultants. Dean will have an EMO and the district will have a plan manager. The Committee was told by Ms. Baher that no EMO has never managed a vocational school. He asked how DESE looks at partnerships with EMOs, what timeline has been laid out for the EMO, and what if the EMO fails?

Ms. Foisey said when the original turnaround plan from Dean was submitted to DESE it was not approvable. In DESE's estimation it did not go far enough in terms of trying to make really substantive changes that would create a dynamic change in the culture, conditions and capacity at Dean. As DESE engaged in conversations with the superintendent and others about that it became clear that in order to move in the direction of implementing something much more dramatic that would be much more likely to execute a timely turn around, restart seemed to be the most acceptable of the four federal plans if the district were going to apply for the federal money to support the work. As part of what the federal government expects in its description of the restart model, there needs to be an EMO, a partner who is working in the school and actually managing it. DESE understands that the district has done its due diligence, has submitted an RFQ to search for just such a partner or group of partners who have that capacity to come in and work alongside administrators and teachers at Dean and execute this very rapid and dramatic change.

Mr. Sheehan asked what the plan is if the EMO doesn't work. As Ms. Baher has said, this is a first in the country. What are the expectations of the state on the EMO? Is turnaround expected by next school year? When does DESE expect to see rapid turnaround?

Ms. Foisey said a couple of partners have expressed interest in taking this on and they are hopeful that as those partners are vetted there will be someone in whom all can have confidence to do this. DESE is trying to be reasonable. DESE is in this to try to support this work on behalf of the students in Holyoke. If DESE finds itself in between a rock and a hard place in terms of timeline or an inability to find an appropriate partner, they are going to try to work with the district to do everything they can to make that happen.

Mr. Sheehan asked if someone from DESE, or possibly the plan manager, would be interviewing the EMO.

Ms. Foisey said the plan manager is designed to support implementation of the district plan. In the plan for Dean there is also the description of just such a role for someone who is not focused necessarily at the district level but much more in supporting Dean in implementation of their plan. DESE is having a conversation with the superintendent about whether it would make sense for that to be the same person, or would it make sense for those to be two different people with very different areas of focus. They are willing to sit down and try to think that through with folks in the district to make the best decision possible.

Mr. Sheehan said that Ms. Baher told the Committee in December that the state would also be vetting these EMOs prior to the district having to go out to bid and would provide a state approved bid sheet of EMOs. He said he has not seen that list.

Ms. Foisey said that is a list DESE called priority partners. They are in the process of rolling that out. It is one of their initiatives in Race to the Top but it is not done.

Commissioner Chester said he was deliberately trying to strike a good balance between telling the Committee that they are here to see the district be successful, because there is nothing he wants more than that, and, at the same time, making clear the concerns he has as he looks at this. He asked the School Committee if they know the statistics on Dean. He will meet with the Lt. Governor in the morning to celebrate the success of vocational technical high schools in the state, many of which are overenrolled, oversubscribed, most of which have some of the highest academic results in the state. He asked the committee again, if they know the data on Dean.

Mr. Birks said the Committee has gone through that data.

Ms. Mitchell said she wanted to make clear that the reviews are designed to assess the strength of district systems, policies, practices and procedures. It is not an evaluation of people. It is an evaluation of how strong the systems of leadership and governance are, the curriculum and instruction system, the assessment system, program evaluation, the human resources system and financial management. There is no multi school district in the Commonwealth that any one person who is alive today has had a role in creating. This is an inherited system that was not necessarily at the time it was developed designed to address all of the challenges Holyoke is facing today. Holyoke is not the only district in that position. The review does not come from the perspective of, are people working hard enough, are people ready and willing to do the job, it is how strong are the practices, and the practices and systems are historical. She said she wanted to be sure that is clear because it definitely does not take away from the hard work that people are doing in the Holyoke Public Schools.

Ms. Mitchell said she also wanted to clarify that the findings of the review are not comprehensive. The findings point out the most significant strengths or weaknesses that the review team uncovers in the review. For example, with respect to financial management, they do a full analysis of how the district spends its money, they test payroll, purchasing and so on, and the system did not find any significant weaknesses. They wanted to point out what would be the most important things that Holyoke could consider moving forward and that is, given the challenges, how do you allocate money you have for the kinds of challenges you are facing. Everyone who is in this work approaches this with a very humble spirit. The work is not easy; it's challenging. The hope is the report will be a tool to think about, with the knowledge here in the district, how to make the systems even stronger to address the enormity of what you are facing.

Mr. Moriarty said there are 4 paragraphs that analyze a school district that spends \$70 million with all the complexity of Chapter 70 and Title 1 funding, and everything else, and concludes the district is spending large sums of money on education with relatively small gains in student achievement as a result. And, further, especially what is known about future revenue shortfalls at both the federal and state levels, continuing to allocate budget funds with little cost effectiveness is unjustified. He said that offers no meaningful analysis but says stop funding without major justification for change. That's a political statement if it doesn't have much more to back it up and that is just not in the report.

Ms. Mitchell said they could offer some of the data from the analysis that might contain the kind of answers being sought.

Mr. Greaney asked when the EMO list would be available. He said that the Committee was told in December that the list would be forthcoming.

Commissioner Chester said he would have to get back to the Committee on that, but it is his understanding that the district is proceeding with its own process for securing someone.

Mr. Moriarty said transiency is an issue that has a huge impact in Holyoke. It has been studied carefully. It was an explicit priority in that turnaround plan and the district made a serious, extensive and innovative attempt with the TOP program, which wasn't given sufficient shrift in the report. Part of that was a policy issue. Brown University came and reviewed it and they were philosophically opposed in their report to a substantially separate model for providing services to transient students. That is exactly what was being provided, for intentional purposes in the short term, and with good results. In many ways the way it was staffed was a precursor to what is not being done at Peck. It provided a gamut of services not ordinarily available to students as they came into the district. The TOP program is now gone because the district could not afford to maintain it. He does not know how knowledgeable or aware the plan manager will be in assisting the district with transiency. He asked if there is any articulated way for urban districts to be working with DESE on a statewide level to deal with an issue that is impacting everyone and Holyoke more than any other district. Holyoke tests children in the spring who haven't been in the district since February and the district is held to account for that. Nothing has been done even though that has been well known for 15 years.

Commissioner Chester said one of the vehicles is that 2 different groups of urban superintendents are convened. The larger group includes 20 of the largest school districts in the state, including Holyoke. The groups discuss topics of common interest and common challenge. There is also a network of the level 4 schools that includes 9 districts to bring schools together around common problems or practice and they can be supportive of sharing what's working across districts.

Mr. Birks said the Committee knows about the statistics around Dean and around the whole school district. The Committee also knows the people who are in the district and the students that are served. He said there are a lot of unknowns about the EMO. He asked what would happen if the EMO does not work. While Dean's plan is not focused around the full service community school model, if the restart plan is not working, can the district begin to implement something else, like the full service community school model. He doesn't want to wait for another 4 years to find out the new plan didn't work.

Ms. Foisey said one of the reasons DESE is taking this approach to assistance which involves a plan manager, a clear level 4 district plan, with specific progress benchmarks at frequent intervals so that the situation that was just described can be avoided. The idea is to be on top of this every day. The plan manager's role, when s/he is in the district meeting with folks in the schools, is to bring information back to the superintendent. When there seems to be a barrier or a glitch, the plan manager will begin the process of trying to figure out what's happening and why things are not being implemented the way they should be, what's the problem, and how does it get fixed. So there is a high degree of flexibility. DESE has learned that they need to be responsive and make changes along the way instead of waiting until the end of the line to say it's failed when it's very difficult to retrieve the information to determine what did not work.

Ms. Foisey said that when America's Choice came on board they were an entity that had a school reform model. They came in to work with the middle schools to implement their school reform model. A year and a half into that experience DESE began to realize that it was futile to train all of the teachers in the schools to have them working in isolation on curriculum, putting into place all the various aspects of the America's Choice reform model, when those schools lived within the district and if the district systems were not changing and growing to support the work in those middle schools at the time, chances were very good that once America's Choice, or whomever the partner was was out of the picture, the improvement that had been realized in those schools would languish because there would be no support at the district level in terms of systems to not only maintain work in those schools but to spread the work across the district. At that point a very deliberate decision was made to shift the focus of America's Choice to the district systems. Rochelle Herring, the point person on the ground for America's Choice, began to shift her attention to the district and began to work with Superintendent Carballo to focus on creating the systems at the district level. Was America's Choice a completely bad thing to do? She said no, she did not think so. She said she thought there are many vestiges of many pieces of good work that was initiated and supported by people from America's Choice, including the ELD programs, the K-8 curriculum, and other good things. She is one of those who will adamantly proclaim that was not a totally failed experience.

Mr. Sheehan asked when Mr. Dupont would have the names of the pool of candidates for the plan manager for Holyoke.

Ms. Foisey said they are making phone calls this week to the pool of about 6 candidates who had expressed an interest in this, whose resumes are on hand, to determine how serious they are. Commitment to a half time position for a half time principal or superintendent is sometimes a lot. They are trying to ascertain that sort of commitment. They will set up a meeting with Superintendent Dupont and provide names of people they think fit the bill and try to determine if a partnership can be created. That will be done within the course of the next two weeks.

Mr. Moriarty said he is no more interested in scapegoating America's Choice than he is in seeing the Holyoke School District scapegoated. That experience has to be looked at, however, as an EMO and a district manager come in and to ask, how quickly can all parties know when something isn't working so that something can be done to make things work. That did not happen with the America's Choice experience.

Ms. Foisey agreed and said that is one of the reasons why such emphasis is being placed on the design and development of a level 4 district plan that is very specific and focused on a few key things, not everything. One other aspect of the plan is, in addition to a plan manager on the ground leading development of the plan and its implementation, the Center for Accountability will be assigning a monitor whose job it will be to visit this district at least quarterly to meet with the Superintendent and the plan manager and to take a close look at progress made in terms of implementation. Those visits will result in quarterly progress reports that will come to the Superintendent and to the School Committee, and in semi-annual reports that will go to the Commissioner and the Board of Education.

Mr. Sheehan asked if there would be a follow up to the district review report.

Ms. Foisey said the expectation is that when the plan manager is on board and begins working with the superintendent and others at the district level, this report, and its findings and recommendations, is one of the things that will be taken into consideration as the level 4 district plan is developed. The hope is to

build on work that the superintendent has already initiated in terms of improvement planning, look at the findings in the report, cross reference those things and lay out a process that will allow the district to prioritize so there is not an expectation that everything will get addressed all at once.

Mr. Sheehan asked when the monitor from the Department of Accountability would be in place.

Ms. Mitchell said that would be approximately a week or two after the plan manger is identified. Part of the monitoring will include interviews with School Committee members from the leadership and government prospective.

Mr. Greaney asked what the timeline is for the identification of a plan manger.

Ms. Foisey said by the end of this week DESE will have a list of about 6 people who are interested in this position. They will meet with them to determine their availability and whether they seem to be a match for this job. The following week they will brokering introductions between superintendents in the level 4 districts and the group of people who have made it through the process and are interested in being plan mangers. They will try to make the best match for each district.

Mrs. Garcia said there are many districts in the Boston area that have been allowed to do innovative and project based schools. She asked the Commissioner asked how he felt about that type of school and whether they are working.

Commissioner Chester said the strategy that gets you from really struggling to struggling less is a very different strategy than one that gets a school that is good but not yet great to great. You would have to look school by school across the district. Where there are many young people who are making it through the first few grades and not reading well or writing well with weak math skills, he wouldn't recommend beginning by loosening things up and trying to be too overly creative. He would be really worried about having a sound program of instruction in early reading and writing and mathematics and he'd be watching that program carefully and giving teachers guidance and feedback with assessments that monitor students' progress and be much more structured and deliberate in that kind of situation. If he had a school in a district where 90% of the students reached 3rd grade reading quite well, doing math quite well, he wouldn't have to worry about that kind of structure. Then he might have to worry about providing enough enrichment or open ended kinds of work for those children.

PUBLIC DISCUSSION

None

Mr. Dupont thanked everyone for coming out and attending the meeting. He said everyone who works in Holyoke knows how hard they work and that there are challenges that have to be met. He said those challenges would be met.

Commissioner Chester said the visit and the information provided was brought in the spirit of wanting to see Holyoke succeed and wanting to see students from Holyoke get a top notch education. They would not go through these efforts if they did not have a belief that this district is capable and willing to deliver that kind of result. They are working hard with Holyoke because they think Holyoke is going to make it. They are dedicated to supporting Holyoke and to monitoring progress. They are dedicated to being up

front and direct with Holyoke about what their concerns are. But, at the end of the day they are dedicated to making sure that the children who reside in this community get a top notch education.

MOTION: Mr. Moriarty made a motion, seconded by Mr. Sheehan, to adjourn. The motion carried unanimously.

The Special Meeting of April 11, 2011 adjourned at 8:06 p.m.

CITY OF HOLYOKE
SCHOOL COMMITTEE

RULES-POLICIES SUBCOMMITTEE
MONDAY, APRIL 25, 2011
TIME: 5:30 pm
DEAN TECH HIGH SCHOOL

Rules-Policies Subcommittee Chair Michael Moriarty called the meeting to order at 5:32 p.m.

Present: Chair Micahel Moriarty, Yvonne Garcia, Dennis Birks; Gladys Lebron-Martinez was excused.
Also present: Assistant Superintendent Kim Wells, Director of Student Services Doug Arnold, School Committee members William Collamore and Devin Sheehan.

Mr. Moriarty noted that members had received copies of the draft proposal for a Peck specific uniform policy as requested.

Ms. Wells explained that administration has been working on the directive of the school committee to develop a proposal for uniforms at Peck School. This is the first year implementing uniforms at Dean, where there have been some struggles. Before stepping into a full implementation of a uniform policy there needs to be a clear understanding of the stumbling blocks and whether there is a way around some of those so that this policy could be implemented in a way that would be beneficial for the students and for the safety of that school.

Mr. Arnold said he worked with the draft submitted by the Peck parents and made some changes in terms of consequences for non compliance and discipline. Most importantly, students would not be suspended for non compliance. The idea is to make parents responsible for opting out. An application to opt out was included. The policy drafted by parents was expressed as a whole school policy which led staff to believe they would wear uniforms as well so that language was taken out. Also, the draft is now being called a uniform program and it is not being called a policy, which gives the principal a little more latitude because this is something Peck is proposing for themselves and the betterment of the school and students. They think the intent is wonderful but they did not want to make it something that staff members would have to deal with every day.

Mr. Hyry said his biggest question was also around concerns that this not turn into something that staff members have to spend a great deal of time dealing with uniform issues.

Ms. Well said much of the discussion was how to make a uniform program work with parents having the right to opt out. They also considered how, in an underperforming school district, to deal with children who chronically with out a uniform and whether it's realistic to think that punitive consequences, n circumstances that a child might or might not have control over, would be the right way to go. They wanted to consider how to implement a program with good intent if you allow for some parents to opt out. They considered what would consider a justified opt out and who makes that determination. Consideration also has to be given in situation where parents don't opt out but children show up on a chronic basis out of uniform and whether it's appropriate to assign consequences that could prevent students from being in school.

Mr. Sheehan asked how teachers would know that students have opted out as opposed to students who have not opted out but are not in uniform.

Ms. Wells said that kind of system would have to be established at the school.

Mr. Sheehan said he would also be concerned about parents wanting to move their children from their assigned zone because there either is or is not a uniform policy in their assigned school.

Mr. Arnold said that hasn't been addressed yet but it would have to be looked at because that certainly would be a reason for requests to change schools.

Mr. Arnold said they did take out the borrowed uniform piece from the Peck proposal because of concerns around a number of issues.

Mr. Sheehan asked if there are any documented cases where gang clothing has led to safety concerns at Peck.

Mr. Hyry said there is not data around that, but there have been some occasions where staff has had to make it clear to students and their parents that their dress patterns, combined with other behaviors, were causing real concerns. The first year the school opened there were some real problems with students who came from Lynch dressing in what was considered Lynch colors that created tension. That was documented because it led to some serious consequences for some students. Looking into the future, with the possibility of rezoning, that could be a problem again. Uniforms would not allow the ability for individuals to choose specific colors, etc.

Mr. Moriarty the statute allows some latitude with dress codes if there are concerns about health and safety generally. It would be good to quantify if there are safety issues in the schools or if there are issues with gang associated colors.

Captain Alan Fletcher, School Liaison Officer, said he thinks a clothing program at Peck would address some safety issues, including gangs. It is a way to reduce some who wear clothing with certain messages, such as gangs or drugs as well. He thinks this kind of program would enhance safety for students. It would give administrators and police fewer problems with bullying as well.

Mr. Sheehan asked if there has been an increase in bullying related concerns associated with clothing in the past 2 years.

Mr. Fletcher said there have been more bullying complaints but he could not say they were specifically about clothing, but some are.

Mr. Collamore asked what would happen to students if they did not wear a uniform.

Ms. Wells said under the proposal the first 2 infractions involve a call home to the parents to review the uniform program and the importance of the uniform. The third infraction is meeting with parents, and an after school detention. The fourth infraction notifies the parent or guardian by telephone and in writing that it's the fourth time and the parent must bring in the student's uniform. If the parent cannot be reached the student will be sent to class and receive 3 school detentions. This brings up the validity

of punitive consequences. A student would receive 3 after school detentions on the 4th occurrence. The question then becomes, what to do if the child doesn't come to the 3 detentions. The consequences are then not about the school uniform but about the school not going to detention for the school uniform. For the uniform program to be implemented completely there has to be a total understanding and acceptance on the part of all staff so there is no leeway or variance. Those are some of the struggles Dean has faced with the uniform policy. There have been issues around students being allowed to wear a sweatshirt on cold days when they come to school with a short sleeved policy; that is not part of the policy so the policy becomes lax as time goes on. If a child comes ill prepared or in an outfit that does not reflect the weather or temperature, the student is often allowed to wear a sweatshirt which allows messages to become mixed and the implementation of the uniform policy decreases. Dean staff has met with administration and there have been discussions about things like this. These concerns will come into play with an opt out provision.

Mr. Sheehan said he has concerns about consequences for students around an issue that students might not have control over, such as having a clean uniform to wear to school. The Springfield policy had different policies for various grade levels. He is concerned about 3 detentions for a kindergarten student, for example, which would happen under this uniform program. He asked what would happen, in general, if a student missed three detentions.

Mr. Hyry said the student would get some time in a n alternative learning setting, time away from peers, during the school day, lunch detention; there is a range of internal consequences.

Mr. Sheehan said he did not think parents should have to answer a litany of questions to document they want to opt out of the uniform policy. A parent has the right to say her/his child will not wear a uniform without answering other questions.

Mr. Birks said he has talked with people in Springfield does not have an opt out program and they have not been challenged. He said it is good to have the opt out in place if there is a concern about being challenged, but he was interested in hearing possible ways to not put that right out there in the beginning. There would have to be discussions at the school about how to manage any opt outs or infractions. He said he is in favor of uniforms because he thinks it enhances safety in the school and community.

Parent, Mari Santiago, said she has 2 students at Peck. She said she agreed with the opt out.
PARENTS – MARI SANTIAGO PARENT LEADERS PECK – 2 STU ON GRAD FROM 8TH ONE GOING INTO 7TH IN
However, she said the children don't have the right to opt out that is the right of the parent to decide for the child/ren. She asked that Peck parents have some time to look at the revised plan before endorsing it. Of 200 ballots submitted for school uniforms, 8 disagreed.

Maria Luisa Arroyo, Family Access and Engagement Coordinator at Peck, said the reasons parents wanted a uniform program at Peck is parents want it. This is a parent driven request. She asked that the Committee consider including the option to have a clothing closet available at the school with uniforms to be loaned. The Peck parents group would be responsible for laundering the uniforms and keeping the closet stocked with clean clothing so there would be no cost to the district. The parents plan to fund raise during the summer to purchase extra clothing and for costs of laundering them.

Ms. Wells said administration is not against the uniform program but they want to make sure it has value added for the school and for students in terms of what its purpose is. They also want to make sure that Mr. Hyry, his administrators and teachers can focus on being educational leaders and instructors rather than keepers of a policy that they have to chase down every day that takes away from leadership and instruction. There are implementation pieces that need to be worked out.

Mr. Moriarty said he is pleased with the opt out as drafted. He agreed that parents speak for the children. However, he also has the responsibility for exercising rights for 2 children. There are 600 students in the school and at least 8 parents felt strongly enough to indicate they do not want uniforms. There has to be an opt out in the program. The proposed program is about communication and community building. Those first steps where parents are mandated to come to school to address the issue are important. With regard to loaning uniforms, parent groups can do a lot of things without writing them into a program or policy and those kinds of things are managed by school administration. He said he would hope that only newly laundered clothes only would be loaned out. A parent group can affectively and meaningfully do that kind of that and that also is community building.

Mr. Moriarty said he agreed that he did not want to see young children receive severe consequences because they parents were not cooperating with the program. He said he hopes parents would work with the school to complete the opt out process if that is their desire for their children. There has to be some age appropriate adjustment for consequences for younger children. He said hew as in favor of supporting this for Peck because it is parent driven and it is part of building that school community.

He suggested tabling this and taking it up sometime early in May.

MOTION: Mr. Birks made a motion, seconded by Mrs. Garcia, to table the Peck Uniform Program (to be take up again in May). The motion carried unanimously.

MOTION: Mrs. Garcia made a motion, seconded by Mr. Birks, to adjourn. The motion carried unanimously.

The Rules-Policies Subcommittee meeting of April 25, 2011 adjourned at 6:30 p.m.

HOLYOKE PUBLIC SCHOOLS
HOLYOKE, MASSACHUSETTS

REQUEST FOR STUDENT FIELD TRIPS

School: McMahon School Grade(s) 8th Date: 4/20/11
 Destination: Hill Meadow, Granby, CT Date of Field Trip: June 7, 2011
 Staff Person(s) in Charge: Rachael Carrillo

- Justification for this curriculum-based Field Trip is attached.
- Funding Source documentation is attached to this form (Include all copies of Munis Requisitions)

Munis Line Item Account being charged: _____

Munis Requisition Number: _____

Other: PTO, Consolidated Funds (ie. PTO, CONSOLIDATED FUNDS, HSC, GEAR UP, ETC.)

see attached

• COSTS

Number of Buses 1 Cost Per Bus \$ 270.00 = \$ 270.00
 Admission Per Student 40.00 X Number of Students 52 = \$ 2080.00
 Other Costs (specify) Nurse \$352.00; 7 adults \$100.00 security deposit = 280.00
 TOTAL COST: \$ 3082.00

Number of Students: 52 # of Teachers: 7 # of Parents: 0

Departure Time: 8:30 Estimated Time of Return: 4:30

Special Needs Requirements (Nurse, Wheelchair Bus, etc) Nurse

• I HAVE REVIEWED AND APPROVED THIS CURRICULUM-BASED FIELD TRIP.

Signature Principal [Signature] Date: 4/20/11

Business Manager's Signature: [Signature] Date: 4/28/11

Superintendent's Approval: [Signature] Date: 4/28/11

Bus Company Confirmation: _____

APPROVED
HOLYOKE PUBLIC SCHOOLS
STUDENT FIELD TRIP
Date: _____



Lt. Elmer J. McMahon School – 75 Kane Road – Holyoke, Massachusetts 01040
Tel. (413) 534-2062/63 Fax. (413) 534-2290

ddupont@hps.holyoke.ma.us
hrussell@hps.holyoke.ma.us
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Mr. David Dupont, Superintendent of Schools
Ms. Hilary Russell, Principal
Mrs. Marianne Currier, Assistant Principal

McMahon School
8th Grade Field Trip
High Meadow
Granby, Connecticut
June 7, 2011

In conjunction with the McMahon PTO, the 8th grade students will attend High Meadow in Granby, Connecticut. This day camp is a school-sponsored trip for the graduating 8th grade class to participate in a final experience together as McMahon School students. The activities are sports and entertainment based but allow for the staff and students to celebrate their final days as a member of the McMahon community.

High Meadow is a highly structured group experience with staff that build social and interpersonal skills in students while allowing them the freedom to select the activities most enjoyable to them. The all-day field trip will be from 8:30 to 4:30 with parents meeting students at the end of the trip at the school.

RECEIVED
HOLYOKE PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
2011 APR 21 AM 8:43

HIGH MEADOW - Granby, Connecticut

P.O. Box 338, Cheshire, Connecticut 06410

(203) 272-5358 / (800) 533-0029

OUTING AGREEMENT #1451 ¹⁴⁵²

In this Outing Agreement, the words "you" and "your" mean High Meadow Management Company, a Connecticut corporation. The words "I", "me", "my", "mine" and "customer" mean:

MCMAHON SCHOOL 75 KANE ROAD HOLYOKE, MA 01040

HILLARY RUSSEL- PRINCIPAL (413) 534-2062

RESERVATION DATE: You and I agree that High Meadow will be reserved for me on: TUESDAY, JUNE 7, 2011

TIMES FOR ENTERING AND LEAVING HIGH MEADOW: I will not enter High Meadow before 9:00 A.M. the Entering Time. I also agree to leave High Meadow no later than fifteen minutes past 4:00 P.M. the Leaving Time.

CATERING ARRANGEMENT: You and I have agreed on the following catering arrangements:

9:00 - 11:00 Buffet on Paper

FRESH DONUTS, DANISH, MUFFINS,
BAGELS, BUTTER & CREAM CHEESE

11:00 - 2:00 Buffet on Paper

NEW ENGLAND CLAM CHOWDER
WITH OYSTER CRACKERS
"MAKE YOUR OWN" TACOS
NACHOS WITH CHEESE & SALSA

9:00 - 4:00

POTATO CHIPS, PRETZELS
COFFEE, TEA, ICE WATER
COKE, ORANGE, SPRITE, DIET COKE
ROOT BEER, FRUIT DRINKS

12:00 - 2:30 Buffet on Paper

RAW VEGETABLE PLATTER
GRILLED HOT DOGS
SAUERKRAUT
GRILLED HAMBURGERS
GRILLED CHEESEBURGERS
SLICED TOMATOES & ONIONS
PICKLES & RELISHES
MUSTARD & KETCHUP
BARBECUED CHICKEN

POTATO SALAD WITH HARD BOILED EGG
NEW ENGLAND BAKED BEANS
FRESH COLE SLAW
GARDEN SALAD & ASSORTED DRESSINGS
BAKED PENNE
CORN ON THE COB & BUTTER

2:30 - 4:00 Buffet on Paper

GRILLED HOT DOGS
SAUERKRAUT
GRILLED HAMBURGERS
GRILLED CHEESEBURGERS
SLICED TOMATOES & ONIONS
PICKLES & RELISHES
MUSTARD & KETCHUP
FRENCH FRIES

2:00 Buffet on Paper

WATERMELON WEDGES
DECORATED SHEET CAKE

RECEIVED
HOLYOKE PUBLIC SCHOOLS
CAMP RESOURCE DEPARTMENT
2011 APR 21 AM 8:43

SPECIAL FEATURES ARRANGEMENT: The following features are included in my price per guest:

Popcorn and Cotton Candy
Prizes for event winners

Ice Cream Treats from the Truck
Lifeguards on Duty
First Aid Personnel on Duty

Activity Directors to organize events
A Disc Jockey with Music for Dancing and games

PRICE: PER STUDENT & CHAPERONE: \$40.00 + TAX (plus CT State Taxes)* **APPROXIMATE NUMBER OF GUESTS:** 50

OTHER FEES: There will be a Security Fee of \$100 for the day. Horseback Trail Rides may be available for students at \$20 or at cost.

***SALES TAX NOTE:** (As explained in Paragraph 12 on back of this Agreement)

RESERVATION DEPOSIT: (As explained in Paragraph 1 on back of this Agreement): \$500.00

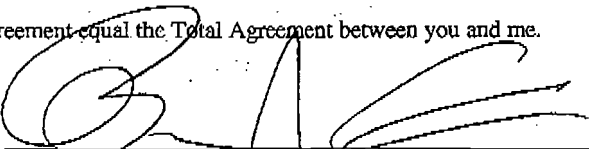
RECEIVED JAN 24 2011

RETURN DATE: This Agreement must be returned to you, properly signed by me, with deposit, on or before: DECEMBER 22, 2010 or this Agreement will no longer be valid. **AGREEMENT DATE:** You and I have signed this Agreement as of: December 7, 2010

TOTAL AGREEMENT: The terms on the front and back of this Agreement equal the Total Agreement between you and me.


CUSTOMER SIGNATURE

Hillary Russel, Principal
CUSTOMER NAME AND TITLE (please print)


BARRY S. COHEN, VICE PRESIDENT
HIGH MEADOW MANAGEMENT COMPANY

NOTICE: SEE BACK SIDE FOR IMPORTANT ADDITIONAL TERMS OF THIS AGREEMENT

Lt. Elmer J. McMahon School PTO

Nicole Muller, President

75 Kane Road

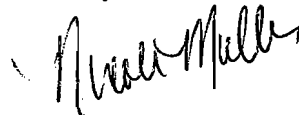
Holyoke, MA 01040

April 8, 2011

To Whom It May Concern:

This letter is to inform you that the McMahon School PTO will donate \$400.00 towards the Gr. 8 field trip to High Meadow on June 7, 2011.

Sincerely,



Nicole Muller,
President

RECEIVED
HOLYOKE PUBLIC SCHOOLS
GENERAL SERVICES DEPARTMENT
2011 APR 21 AM 8:43

TRAVEL REQUESTS REPORT

<u>NAME</u>	<u>POSITION/SCHOOL</u>	<u>NAME OF CONFERENCE</u>	<u>Date/Dates Conference</u>	<u>CONFERENCE LOCATION</u>	<u>TOTAL AMT. REQUESTED</u>	<u>FUNDING SOURCE</u>
Anthony Maspo	Teacher-Dean	American Culinary Federation National Convention	7 days	Out of State	\$2,590.70	Perkins Grant
Ralph Webb	Teacher-Dean	American Culinary Federation National Convention	7 days	Out of State	\$2,590.70	Perkins Grant

This form effective 01/01/2011

RECEIVED #50113057

MAY - 4 2011

City of Holyoke

Travel Authorization, Advance & Expense Voucher

Page ___ of ___ (Over for instructions)

Name: Anthony Maspo School: DEAN Vocational Date of Request: 1/1

Travel authorized by: [Signatures] Principal/Director Signature Superintendent of Schools' Signature Mayor's Signature

Destination: Dallas, TX Dates of Travel: From 07/21/2011 To 07/27/2011

In-State [X] Out-of-State Reason for travel: American Culinary Federation National Convention (Attach copy of Conference Notice)

Table with 4 columns: Transportation and Registration, Estimated Expenses, Advance Request, Reconciliation Report Actual Expenditures. Rows include Personal Auto, Air Fare, Tolls, Parking, Taxis, etc., Registration, Meals, Hotels & Phone, and TOTAL EXPENSES.

Request for Travel Expenses Advance, Account # to charge, Reimbursement Summary/Advance Reconciliation. Includes fields for Est. Reimbursable Cost, Maximum Allowable %, Allowable Advance, and Actual Advance.

I hereby certify, under the pains and penalties of perjury, the attached receipts and expense information are true and in accordance with the City's ordinance regarding travel. Signature of employee seeking authorization, Superintendent of Schools' Signature, Mayor's Signature.

This form effective 01/01/2011

RECEIVED #50113055

MAY - 4 2011

City of Holyoke

Travel Authorization, Advance & Expense Voucher

Page ___ of ___ (Over for instructions)

Name: Ralph B. Webb School: Wm. J. Dean Tech Date of Request: 1/1

Travel authorized by: [Signatures] Principal/Director Signature Superintendent of Schools' Signature Mayor's Signature

Destination: Dallas, TX Dates of Travel: From 07/21/2011 To 07/27/2011

In-State [X] Out-of-State Reason for travel: American Culinary Federation National Convention (Attach copy of Conference Notice)

Table with 4 columns: Transportation and Registration, Estimated Expenses, Advance Request, Reconciliation Report Actual Expenditures. Rows include Personal Auto, Air Fare, Tolls, Parking, Taxis, etc., Registration, Meals, Hotels & Phone, and TOTAL EXPENSES.

Request for Travel Expenses Advance, Account # to charge, Reimbursement Summary/Advance Reconciliation. Includes fields for Est. Reimbursable Cost, Maximum Allowable %, Allowable Advance, and Actual Advance.

I hereby certify, under the pains and penalties of perjury, the attached receipts and expense information are true and in accordance with the City's ordinance regarding travel. Signature of employee seeking authorization, Superintendent of Schools' Signature, Mayor's Signature.

Holyoke Public Schools
MEMORANDUM

TO: Mr. David L. Dupont, Superintendent of Schools

FROM: David A. Lawrence, Director of Human Resources

DATE: May 16, 2011

RE: New Appointments

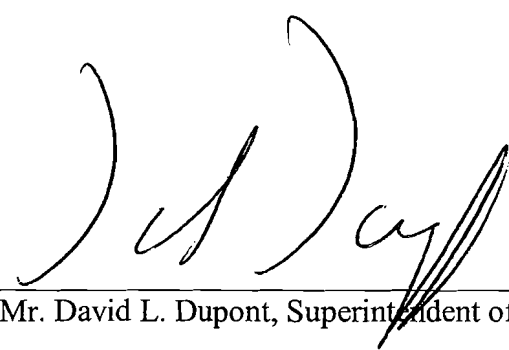
<u>NAME</u>	<u>SCHOOL</u>	<u>ASSIGNMENT</u>	<u>DATE OF HIRE</u>
Teachers			
Jennifer Gelineau	Systemwide	Violin Teacher	April 28, 2011

Paraprofessional			
Alethia Stratos	McMahon	Special Education Paraprofessional	March 30, 2011
Shirley Ramos	Donahue	Special Education RISE Paraprofessional	March 31, 2011
Lindsay Canuel	Metcalf	Special Education Autism Paraprofessional	May 2, 2011

Clerk			
Joanna Rodriguez	Dean	Temporary Clerk Typist	March 31, 2011

Custodian			
Matthew Sheedy	Dean	Jr. Building Custodian	April 19, 2011

Non-Union			
Crystal Colon	System wide	Supplemental Educational Services Coordinator	April 11, 2011

I approve and accept: 

Mr. David L. Dupont, Superintendent of Schools

Holyoke Public Schools
MEMORANDUM

TO: Mr. David L. Dupont, Superintendent of Schools

FROM: David A. Lawrence, Director of Human Resources

DATE: May 16, 2011

RE: Resignations

NAME SCHOOL ASSIGNMENT DATE OF HIRE DATE OF RESIGNATION

Teacher

Margaret Kenney	CFE	Math Teacher	September 1, 2003	June 30, 2011
Nicole Fagan	Donahue	Grade 2 Teacher	August 26, 2008	June 30, 2011

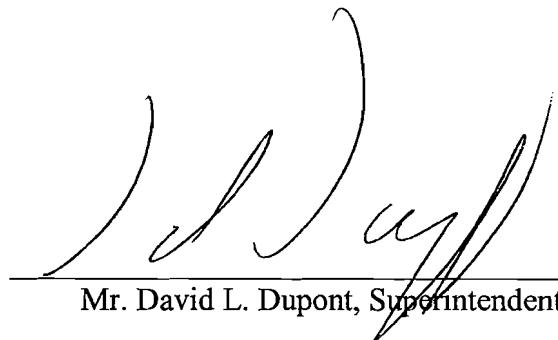
Paraprofessional

Anne Locklin	Peck	Paraprofessional	October 25, 2010	April 15, 2011
Rozani Acevedo	Dean	Paraprofessional	January 10, 2011	March 29, 2011

Clerk

Gina Whipple	HHS	12 Month Clerk Typist	November 22, 2010	April 22, 2011
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I approve and accept:

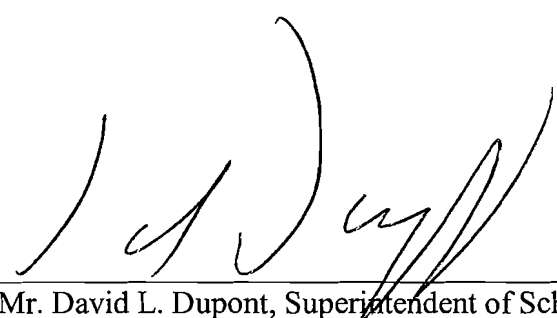


 Mr. David L. Dupont, Superintendent of Schools

Holyoke Public Schools
MEMORANDUM

TO: Mr. David L. Dupont, Superintendent of Schools
FROM: David A. Lawrence, Director of Human Resources
DATE: May 16, 2011
RE: Retirements

<u>Name</u>	<u>School</u>	<u>Assignment</u>	<u>Date of Retirement</u>	<u>Years of Service</u>
<i>Teachers</i>				
Alan Crandall	Dean	ELL Department Head	July 23, 2011	12
Clara Crandall	Kelly	ELL Teacher	June 30, 2011	20
Linda Griffin	Donahue	Special Education Teacher	June 30, 2011	35

I approve and accept: 
Mr. David L. Dupont, Superintendent of Schools

