

CITY OF HOLYOKE
SCHOOL COMMITTEE

SCHOOL COMMITTEE AGENDA

DATE: MONDAY, JUNE 6, 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**
 - Presentation by Holyoke Public Library
 - Dean Special Education Transitions Program Update – Carol Hepworth
 - ELL Servicing District Wide Update – David Valade
 - Sodexo Update – Lenny Gibbons

4. **NEW BUSINESS**
 - a. **Minutes of Meetings**
 - Special Meeting of May 9, 2011 (pages 1-5)
RECOMMENDATION: That the School Committee vote to approve the minutes.
 - b. **Reports of Committees**
 - Curriculum and Instruction Subcommittee of April 25, 2011 (pages 6-9)
RECOMMENDATION: That the School Committee take up the issue of the Salud Exito Program for action.
 - Rules-Policies Subcommittee of May 17, 2011 (pages 10-24)
RECOMMENDATION: That the School Committee vote to accept the subcommittee's recommendation and approve the uniform pilot program for Peck School.
RECOMMENDATION: That the School Committee vote to accept the subcommittee's recommendation and approve the Promotion/Retention Procedures and Policy.

RECOMMENDATION: *That the School Committee vote to accept the recommendations from administration on the appeals board process and procedures.*

Finance Subcommittee of May 18, 2011 (pages 25-29)

RECOMMENDATION: *That the School Committee vote to approve the minutes.*

- c. **Center For Excellence Field Trip Request to New York City** (pages 30-34)
RECOMMENDATION: *That the School Committee vote to approve the field trip request from the Center for Excellence to New York City.*
- d. **Travel Requests** (pages 35-46)
RECOMMENDATION: *That the School Committee vote to approve the travel requests.*

5. **OLD BUSINESS**

- a. **McMahon School Zoning Update**

6. **PERSONNEL**

- a. **Retirements** (page 37)
RECOMMENDATION: *That the School Committee vote to receive the retirements.*
- b. **Resignations** (page 38)
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, MAY 9, 2011
TIME: 6:30 PM
DEAN TECH HIGH SCHOOL

School Committee Vice Chair William Collamore called the meeting to order at 6:30 p.m.

ROLL CALL

Present: Mayor Elaine Pluta, William Collamore, Michael Moriarty, Howard Greaney, Dennis Birks, Cesar Lopez, Devin Sheehan, and Peggy Boulais (arriving at just after roll call at 6:31 p.m.). Also present: Superintendent of Schools David Dupont, Assistant Superintendent Kim Wells and Finance Director Chris Regan.

PLEDGE OF ALLEGIANCE

Mr. Dupont explained that this is the initial phase of the budget process and the process is new to everyone. The process includes deep involvement of administrations in the schools and central office. This is a transparent budget that will eventually plug into the District Improvement Plan and the Accelerated Improvement Plan.

He thanked all administrators and Chris Regan for their willingness and hard work in this process. This initial budget includes what school administration says it needs to provide the best services for students. There will be adjustments and a few more meetings to address funds that are available.

Ms. Regan said this budget includes what administrators feel they need to fully meet the needs of their students. The understanding is that not everything would be funded in the initial year but that it is very important to look at the requests and determine what the needs are to move forward and to plan for the future to best meet the students' needs within the limits of available resources.

The big change this year was from a top down process with the budget developed by administration to a process that was inclusive and thorough involving all school and department administrators. The budget process involves looking at grant funding as well as Chapter 70 funding. Grant funding is not yet known but many of the entitlement grants have been fairly consistent and those have been considered in the overall revenue picture.

The information provided includes a listing of estimated revenues.

Mr. Moriarty said he did not see E-rate funding listed. He asked if that appears as a revenue source.

Ms. Regan said the E-rate is not revenue, it is seen as a reduction on certain invoices and it is netted out.

Mr. Sheehan asked if any grants listed have the potential to not be funded.

Ms. Wells said when the budget was put together they eliminated the grants that were either not going to be funded or those for which there was a very good chance that funding would be decreased significantly. The grants included are those that are expected.

Mr. Lopez asked if the Morgan and Dean level 4 grant funding is included.

Ms. Wells said those school improvement grant funds are not included because they are for very specific pieces. Those grants have not yet been awarded.

Mr. Lopez asked if the orchestra director that Mr. Todd had mentioned was included in the budget.

Ms. Wells said that is in the unified arts area.

Ms. Regan said anything not included in this submission will be included in the next step of the process. Now that the budget is laid out in this format it will be easier to go over and to determine what might be missing or what might need to be removed.

She explained that there is a section that includes the overall costs identified by department, school, etc. The total estimated request is \$93,481,729 and there are estimated available funds of \$87,418,170, leaving \$6,063,559 to be reduced. This is not cutting the budget but reducing proposals, which are higher than last year.

There is a section that lists proposed new positions for FY 12. The administrative and other district wide expenses section is seeking \$786,906 in additional positions; curriculum district wide is seeking \$1,540,000; the schools are broken down individually and the additional requests from the schools total \$3,619,677 for a grand total additional requests district wide of \$5,946,583. There is clear knowledge that not all of this will be funded.

There is a section that lists expenses by category for each department and school district wide and the categories reflect DESE reporting categorizations. Narratives are included for each of the schools.

There will need to be discussion to determine what might be an equitable allocation of resources among the schools and programs. The Chapter 70 formula could be looked at along with enrollment by school, including ELL, sped, low income, etc, to determine what kind of money is needed to meet the various needs at the schools based on those populations.

Mr. Dupont said the reductions will not be based on a standard percentage across the board. Funding will be based on the needs at the individual schools.

Mr. Moriarty noted that substitute costs are distributed among the schools this year which was not the case in the past. Unified arts are also dispersed among the schools. It seemed to be a bit easier to see what the unified arts staffing patterns were when those positions were located in one department.

Ms. Regan said she could provide backup data that will show positions funded by the various categories. The district has been spending about \$750,000 on substitutes annually. The thinking is that if the principals have budgets that they can control, they will have funds in their budgets for other purposes.

Mr. Moriarty said he agreed with that philosophy in terms of principals being able to find efficiencies in various budget items so that could fund other things in their schools. Perhaps if this goes well consideration could be given to budgeting other costs, such as energy expenses, in the individual schools.

Ms. Regan said the state sees utilities as a separate cost not part of educational services; it is reported as one number at the end of the year. However, that is something that could be looked at next year for the individual schools.

Mr. Greaney said he is still bothered by the \$310,000 for rent for Suffolk Street. He said the Committee has an obligation to find a city owned property so that rent could be eliminated. This is money that could be going into classrooms.

Mr. Sheehan noted in the human resources budget executive summary that there is a half a percent salary increase included that is retroactive to FY10. He asked if that was done across the board.

Ms. Regan said that is not assuming there would be raises but it is included for budgeting purposes; if it is not approved that will not be implemented.

Mr. Moriarty noted that the first goal in the district improvement plan talks to increasing proficiency levels for 3rd graders. He said he greatly appreciated the narratives provided for each section of the budget because they are helpful for transparency and for informing School Committee members about what principals want for their schools. He noted that Donahue School Principal Amy Fitzgerald's narrative focused very much on that 3rd grade proficiency goal and how Donahue School will address that goal with available resources. Where that is articulated it makes it easy to see and advocate for not cutting that important goal.

Mr. Moriarty noted the total \$5.9 in additional requests and the need to reduce \$6 in overall spending. He said that some of the new requests for positions are truly needed and he would give priority to those positions based in the schools because that is where the children are.

There was narrative around purchasing new curriculum materials and textbooks to address Mass Core. He said he did not expect to support a lot of that this budget cycle. That is something that requires long range planning.

Ms. Wells said those purchases are more about alignment between the two high schools vertically and horizontally, which is something that was cited in the district review.

Mr. Moriarty said he also noted a number of large ticket items in some of the elementary grades in some of the content areas. That is an area that he thinks needs to be isolated so thought can be given to not purchasing hard bound textbooks but more about purchasing digital means and smaller expendables. His concern is that large texts become obsolete rather quickly.

Mr. Greaney asked if there are any grant funds available to help with the funding issues created by transiency.

Ms. Wells said RTTT funds will address a wrap around zone initiative which is similar to the full service community school model that has been implemented at Peck. Planning will begin next year with

implementation to follow at Kelly School. She is hoping to be notified soon as to whether the district will be invited to submit a final application for those monies.

Mayor Pluta asked if the administrative office rent of \$310,000 included utilities.

Ms. Regan said utilities are part of the rent. The rent last year was approximately \$340,000.

Mayor Pluta asked if the Medicaid reimbursement of \$210,000 includes payment for the vendor and additional staff.

Ms. Regan said all of that is included in the Medicaid line. The cost in FY 12 will be lower than in FY 13 because of the way billing is allowed.

Mayor Pluta asked if the McKinney Vento transportation costs of \$280,000 will decrease at any point.

Ms. Regan said she thought that had been fairly consistent but she said she would look into the question.

Mayor Pluta asked if the legal services of \$110,000 could be reduced in some way. There were a number of units in contract negotiations this year and that won't be the case next year. She asked for additional information on how much the \$40,000 base contract cost covered.

Mr. Dupont said they have been talking about an itemization for the expenditures.

Mr. Greaney inquired about the 112 out of district placements for students and whether there was an increase or decrease from last year.

Carol Hepworth, Director of Special Education, explained that the number fluctuates. Holyoke has only sent one student out of district so far this year. The issue is that if a student comes into the district with a placement written into their plan the district has no choice but to honor the placement. She said that last year there were about 120 out of district placements so the number has been lowered.

Mr. Sheehan noted that the preschool autism program is looking to take in students from another community so funds will be coming into the district because of that program.

He noted that the whole issue of an EMO for Dean is still out to bid. The Dean budget proposal is a good one. He asked what liberties an EMO would have to seek additional funding for the school. He also asked what would happen if the bids for the EMO came in significantly higher than anticipated.

Mr. Dupont said he was told, but not guaranteed, by DESE that there was more than a good chance that RTTT money could be used to support the EMO. There will be an interview this week on one proposal. He said he thought the district would have more control over the budget in the first year because it would be more of a planning year. By the time an EMO comes on board it will probably be mid-June.

Mr. Moriarty noted a \$1.5 million line for a vendor in the special education department. He asked to get clarification on the scope of services provided by that vendor. He also asked for clarification on the Gateway to College Program.

Mr. Dupont said there are 19 students in the Gateway to College Program and 30 are projected for next year.

Mr. Dupont explained that from this point he will be going into a round 2 with principals and administrators to look at reductions. Administrators and principals will be at Finance Subcommittee meetings to go through budgets and answer any questions that members have.

Mr. Collamore said that transfers from any revolving account into the regular budget would require a vote of the school committee.

Ms. Regan said that is not a transfer, rather, funds are being expended from the revolving fund for certain expenditures. Expenditures from the revolving account are allowable without further appropriation. Funds are not being transferred from one account to another. These expenditures are being requested as part of the budget process so that once the budget is accepted there would be no need for additional votes.

Mr. Moriarty said he would like to get a supplement on athletics on any projections where there are opportunities for increases in the revolving account.

He noted the request for an additional grant writer to help with more outreach and access on the private side. He said he would like to see how spending the additional sum of money on another grant writer position would show a return on that investment in terms of increased revenues.

Mr. Sheehan said it would also be helpful to see yearly revenues from the athletics department, including what can be expected in 2011/2012. He asked if cost of renovations for the weight room is still in the account.

Ms. Regan said she thought those funds for the weight room renovation had already been expended.

Mr. Sheehan said that at subcommittee he would like to see the listing of staff for the schools and administrative areas over the last few years.

Ms. Regan said she is just beginning to compile that information as it comes in from principals.

Mr. Sheehan said he would like to see some of the reasoning behind why some of the various directors are compensated at different rates, i.e., the humanities director, math director, science director, reading director, etc.

MOTION: Mr. Sheehan made a motion, seconded by Mayor Pluta, to refer the preliminary budget to the Finance Subcommittee. The motion carried unanimously.

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

The Special Meeting of May 9, 2011 adjourned at approximately 7:40 p.m.

CITY OF HOLYOKE
SCHOOL COMMITTEE

CURRICULUM AND INSTRUCTION SUBCOMMITTEE
MONDAY, APRIL 25, 2011
TIME: 6:30 PM
DEAN TECH HIGH SCHOOL

Curriculum and Instruction Subcommittee Chair Yvonne Garcia called the meeting to order at 6:30 p.m.

Present: Yvonne Garcia, Dennis Birks, Michael Moriarty (arriving at 6:37 p.m.); excused: Gladys Lebron-Martinez. Also present: Assistant Superintendent Kim Wells, Director of Student Services Doug Arnold, School Committee Vice Chair William Collamore.

EDDIE EAGLE GUN SAFETY PROGRAM

Ms. Wells explained that this information was provided about a year ago to Dr. Carballo and it pertains to gun safety programming in the schools. The program involves 15 to 30 minute lessons for students, depending on age level with about 5 lessons per grade level. The lessons appear to be developmentally appropriate for students. She would need more information about the total length of time that would need to be put into this, training needed to deliver the information, and the big question is, where it would fit into the curriculum.

Mr. Sheehan noted that the Fire Department provides a comprehensive fire prevention program for students; he asked if the Police Department provided any similar program and whether gun safety would be included in that.

Ms. Wells said she was not aware of any district wide program through the Police Department.

Mr. Sheehan said he'd like to explore what can be done through the local and/or state police. That would also be a good way to build relationships with students and public safety personnel.

Ms. Wells said there might be a way to build some of this into the health and safety curriculum and the social competencies curriculums but it will take some time to figure out how and through what venue.

Mr. Birks agreed that this is something that could be offered through the Holyoke Police Department.

Mr. Moriarty suggested including this information in the conversation with the Police Department to perhaps articulate a bridge into the schools. He said he is supportive of this because it is well defined by an organization that understands the issues of gun safety in a very clear context, and particularly in reaching out to young children who will sometimes be exposed to firearms. Some knowledge and preparation for the appropriate things to do if that happens can save a life.

Ms. Wells said she could set up a meeting between Mr. O'Connell and Captain Fletcher or another HPD representative to talk about what a program at the preK-3 level would look like. Gun safety is a big piece of what of what the schools deal with but there is a need to make sure that it gets done in a way that all of the other important things that also have to be taught can be completed as well.

SALUD EXITO

Ms. Wells explained that this program would be implemented with children in 6th grade. Materials would be sent home to parents and could be used as conversation starters for topics that families might not otherwise engage in. With approval, this will begin sometime during October or November of next school year. There is an opt out for parents and for students. The survey is fairly generic in nature and asks questions about how the child feels about him/herself in terms of friends, do they feel like they can talk to their parents about sensitive issues such as drug and alcohol abuse, adolescence, puberty, sexuality; but it does not ask children to identify those things. Because this is a research project, some children would receive the Salud Exito materials and others would receive different materials. At the conclusion of the program all parents would be eligible to receive the materials. There would be follow up surveys 3 months after the last CD is delivered and 12 months after the last CD goes out.

Mr. Sheehan asked to see a copy of the survey and it was explained that it must remain confidential in order to maintain the integrity of the survey. Mr. Sheehan said the survey would be a public document as it has been discussed in a public meeting.

Ms. Lydia O'Donnell explained that, just like a test or an exam, as soon as the survey is widely distributed CDE loses some of the ability for it to work as intended. The National Institute of Health and the CDC want to develop parent education programs. NIH will not profit in any way from this research. NIH wants to build an evidence base for this program. Their work thus far tells them that parents like the materials because they don't often get things that tell them how to address sensitive issues with their children, such as healthy relationships and feeling good about their bodies. They are already working in multiple school districts in Houston, will be working in El Paso, Springfield and San Antonio. This is a unique opportunity to do a bilingual approach for families to open up discussions about issues. Tips for parents include how to set rules, what kind of monitoring is appropriate, how parents look at school work, etc. The materials stress the importance of attending school regularly and they stress the importance of parents' involvement in children's lives as the children get older. The idea is to create opportunities in regular family life to encourage talking about particular issues.

Ms. Wells said the data would be relevant to the HPS in terms of attempts to engage families and the community on social and emotional development of children.

Mr. Sheehan said the original proposal talked about compensation for coordination at the school district level. He said he was not sure if that could be allowed.

Ms. Clark said after every round of surveys a school is offered an honorarium of \$250 to work out the logistics of the surveys and the7 would also offer a \$250 honorarium to an administrator as well.

Ms. Wells said she would need to check to see if there were any Ethics issues. A stipend might be possible if the opportunity was posted and everyone had equal access.

Ms. Helen Gibson suggested that the second honorarium could be a donation to the school to be used for something such as a field trip.

Mr. Sheehan asked if this is supported by administration.

Ms. Wells explained that she and the superintendent did look through the survey and none of the questions appeared out of sorts or overly controversial; it stayed very general and, on the surface, was specific to issues 6th grade children are dealing with in terms of friends, where they fit in socially and how they perceive themselves and their peers in terms of what is socially acceptable or not. The district would receive a copy of any reports.

Mr. Collamore left the meeting at 7:09 p .m.

Mr. Sheehan asked if parents could also be given information about local resources available to them if they had any further questions or wanted additional information.

Ms. O'Donnell said parents could also receive information on local resources they can reach out to for various types of assistance.

Ms. Gibson said that listing of local services is being put together as part of the Mayor's Pregnancy Task Force and that will be available for students and families.

MOTION: Mr. Sheehan made a motion, seconded by Mr. Birks, to refer the Salud Exito program back to the full board for action. The motion carried unanimously. The motion carried unanimously.

SOCIAL STUDIES – IMPLEMENTATION OF CURRICULUM

Ms. Wells provided information on implementation of the social studies curriculum across the district. Last year the district purchased brand new social studies materials for the middle schools. Those materials were inventoried and looked at with relationship to the frameworks and with regard to the amount of technology that could be used to keep the information current. The desire was to get as much of the program web based as possible. New curriculum maps were created for social studies. The elementary curriculum maps and social studies materials are being looked at this year. The intent is to be able to purchase new social studies materials for the early elementary grades next year. She provided a chart showing what each of the schools / grades are getting for social studies. Some of the amounts are different, but for the most part the times remain as close as possible. Some of the variations at the elementary level have to do with the requirement to provide 90 minutes of ELA and 90 minutes of math each day. Along with those requirements is the 30 day lunch period, required specials, required social competencies such as the bullying piece. Another piece involves early literacy skills intervention at the lower grade levels. The schedule is a work in progress at this point. Assessments are built into the curriculum maps so that progress can be gauged. English language arts and Social Studies can be better joined than is happening currently. Social Studies teachers can become better reading teachers so that ELA, literacy and writing concepts can be taught in content specific courses. There has to be professional development for content specific teachers to show them how to teach literacy skills to students. This is a priority that is in the district improvement plan.

COMMON CORE / MASS CORE

Ms. Wells provided members with information on Transitioning to the New Massachusetts Curriculum Frameworks in ELA/Literacy and Mathematics and on Mass Core for members' information.

Mr. Moriarty asked how the district will be preparing middle school students to be ready for these new graduation requirements.

Ms. Wells said those conversations are going on now in terms of Mass Core and what the district has in place currently. This is a significant, ongoing conversation because there are a lot of implications for students, for staff and for budget and resources.

Mr. Arnold said that while state colleges are raising their requirements, to match the Mass Core requirements, private colleges are lowering their entrance requirements. This might cause some students to choose a private college over a state college.

Mr. Moriarty said there should be lobbying to make sure this is not implemented statewide. This doesn't speak to successful admission to a four year college. It fails to credit if there is a more rigorous middle school experience and it takes away from local policy makers the ability to establish high school curriculum.

Mr. Arnold said that in addition, expecting special populations to graduate with 2 foreign languages and algebra could be a reach.

Mr. Moriarty said the state is looking to require the Mass Core because they feel some high schools don't have sufficiently rigorous requirements. Holyoke High School's requirements are close to this but provide a bit of flexibility on both ends that allow a special needs student to take a needed remedial class and a science whiz to take an advanced science versus a second language. Holyoke High School sends students well prepared for college.

Mr. Sheehan said since Mass Core is pushing dual enrollment and other means for students to be able to get what they need and want to excel, and students can earn a high school diploma and associates degree at the same time, perhaps it is time to look at a different schedule at the High School. The rotating schedule locks students out of dual enrollments.

Mr. Arnold said funding for dual enrollment has been eliminated so students would have to pay for those college credits.

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

The Curriculum and Instruction Subcommittee meeting of April 25, 2011 adjourned at 8:07 p.m.

CITY OF HOLYOKE
SCHOOL COMMITTEE

RULES-POLICIES SUBCOMMITTEE
TUESDAY, MAY 17, 2011
TIME: 5:00 PM
DEAN TECH HIGH SCHOOL

Rules-Policies Subcommittee Chair Michael Moriarty called the meeting to order at 5:09 p.m.

Present: Michael Moriarty, Gladys Lebron-Martinez, William Collamore; excused: Dennis Birks, Yvonne Garcia. Also present: Superintendent of Schools David Dupont, School Committee members Peggy Boulais and Devin Sheehan (arriving at 5:10).

MOTION: Mr. Collamore made a motion, seconded by Mrs. Lebron-Martinez, to take the question of the Peck School uniform program off the table. The motion carried unanimously.

Peck School Principal Paul Hyry was asked to review the highlights of the revisions of the uniform program. He explained that they were trying to find a way to move the uniform program forward, first and foremost to fulfill the spirit in which the Peck families have promoted it, and secondly, to make sure it meets legal requirements around freedom of expression, in a way that will meet the needs of both school and district administrators in terms of being a workable program.

A section has been added to indicate that the program would be reviewed regularly to determine how the program is working and if it makes sense to continue, etc.

In terms of the exemption protocol, the parents group wanted to add a step before meeting with the principal. That step would be requesting parents who want an exemption meet with Maria Luisa Arroyo, Family Access and Engagement Coordinator, and a parent to have a parent to parent conversation about the uniform policy. If the parent still wanted the exemption, s/he would fill out the paperwork and meet quickly with the principal to arrange the opt out. Changes were also made in the uniform to give students more options: white or light blue polo, t-shirt or sweatshirt, with or without the Peck logo only and blue or khaki pants; blue jeans would be allowed on Fridays. Also included is the possibility for an occasional dress-down day as prearranged by the school.

In order to make this work well, and try to avoid constant clash, the proposal includes the opportunity to put students in a clean t-shirt that will put them in uniform for the day. T-shirts will be collected at the end of the day and used t-shirts would be laundered before being put back in stock with clean t-shirts. That is a piece they felt would be essential to make this program work. There is a strong commitment on the part of the parent leadership group to make sure there is an adequate stock of clean t-shirts.

Non compliance progression has also been changed. In the case of a young child a parent would be contacted to be sure s/he understood the uniform expectations. If an older child were to come with an acceptable reason, they would work with the child that day and if it happened again the next day, the school would need to work with the parent. He agreed with concerns expressed previously that it did not seem fair to give a young child detention when s/he is not necessarily in control of what s/he wears. Detentions are proposed to begin in grades 4-8. On the fifth occurrence there would be a discussion with the parent to find a way to address the situation.

They have added language to address student entry into the building in the morning that will create an orderly process and there will be a consistent presence of people to address concerns.

Mrs. Boulais said she liked the spirit of this initiative and she understood all that the parents are trying to building in the school. However, she said she did not agree with detentions for noncompliance. She suggested perhaps giving rewards for students who follow the dress code rather than meting out punishments.

Mr. Sheehan said he thought having parents involved in opt out procedures that might violate student record privacy requirements. He is also concerned that there is only one vice principal at Peck and the drain this would have on the administrators in the school. He cautioned that if a parent asks for an exemption is has to be granted and that the school would have no authority to not grant the exemption. He also had an issue with the potential for compounding discipline that could occur as a result of a student not attending an assigned detention. He questioned management of enforcement issues, especially in regard to exemptions.

Mrs. Lebron-Martinez said she thought this should be supported. The population at the school is largely Hispanic and she felt most of those families would support the uniform program as that is what they are used to from Puerto Rico, where uniforms are required in schools. She said she was concerned, however, about the potential for suspension.

Mr. Dupont said there are inherent operational concerns. There has to be an administrative presence and he is not sure there is the capacity to do that. He has various concerns about having parents administering parts of the program.

Mr. Moriarty said the system has a track record with uniforms that indicates this is a tall order that is likely not to succeed. However, no school has put as much effort into the outreach or thought into the implementation as Peck. The only other community in the Commonwealth that has uniforms in a public school setting is Springfield.

Mr. Sheehan said that Worcester has a school by school, by petition to the school committee, uniform policy in 4 of its schools; there is an opt out in the Worcester program.

Mr. Moriarty said he sees the step with the parents as a way to communicate and persuade parents to participate. He said he was willing to take a chance on this because of the effort and participation of parents. He said, however, that there would need to be frequent communication on how it is or is not working.

Mr. Sheehan said there are serious reservations around the laundering of uniforms. He also had concern about appeals to transfer to or from Peck because of school uniforms. Discipline issues should be handled by administrators only and not guidance counselors or others.

Mr. Hyry said there will need to be good communication with the public and the community about the intent around this uniform program. There will need to be a well organized, systematic approach to assess the program as it goes along and a periodic decision making process around whether it will continue or not. He said he could not promise there would be 100% compliance, but based on the culture they are trying to create in the school, which, in part includes listening to parents who are saying something is important and they would like to try, he is willing to work to try to make it happen.

Mrs. Lebron-Martinez said that Peck has come a long way, and is now a place where parents want to send their children. She said she wanted to respect the work and wishes of the parents who have presented this proposal with support.

Mrs. Boulais said she would support this if the detention piece is removed. She agreed that the administration of the program needs to be watched. She said she likes the spirit with which this request came forward, but the detention piece is a concern for her.

Mr. Moriarty said he was not in agreement with removing the discipline piece. A defiant student of a certain age needs to be dealt with and stripping administrators of the capacity to act consistently with disciplinary policies is not helpful. He used gym clothes and detentions for not having them as an example for detentions. He did however say that the issue of penalizing students for this is something that could create issues for this initiative at the school and that is something school administration will have to consider.

MOTION: Mrs. Lebron-Martinez made a motion, seconded by Mr. Moriarty, to recommend that the uniform pilot program for Peck School be approved. The motion carried 2-1-2, with Mr. Collamore voting no.

PROMOTION/RETENTION POLICY AND PROCEDURES

Mr. Dupont explained that a considerable amount of time has been put in with feedback from principals around how students are promoted and retained. Consideration has been given to age appropriate placement, while meeting the needs of students and having them prepared to enter the grades they are heading towards.

Mr. Arnold explained that there is not one definitive policy on promotion and retention. Schools have different interventions available to students. The older students are the less chance they are to graduate high school. A student entering high school at 16 has a less than 5% chance of graduating. They asked every principal for input. They want to allow principals to have some autonomy to work within educationally sound guidelines. Students must pass English language, mathematics, social studies and science. They considered achievement levels. There are students who have been retained for non achievement issues in classes yet they perform at the advanced and proficient levels on MCAS. This debate has been going on for a long time. There has been no negative feedback from principals on the proposed guidelines. The one concern expressed has been that there be the ability to advance students a grade level in a case where students were retained but have made gains and could be moved on. The guidelines give principals the ability to do that.

Mr. Moriarty asked if the credit recovery program has been successful.

Mr. Arnold said that last year 65 credits were recovered. Seven juniors were moved to senior year and they graduated with their senior class rather than having to repeat a year.

Mr. Moriarty said his only concern about skipping grades revolves around the way the curriculum frameworks and standards are constructed to have a defined framework of knowledge at each level and the inherent gap that would be created in content information for a student skipping a grade.

Mr. Dupont said the answer is a complex and difficult one. That is conjoined with the issue of transiency. There is a need to have a site for students to who are transient and out of age/grade placement where standards are established for each student and where they are supposed to be so they can move on. There are students in grades for which they are not age inappropriate but there is not an entity that will solve that problem.

Mr. Sheehan asked if any thought had been given to one of the current initiatives in education that has teachers staying with students for two years, the theory being that teachers are able to build relationships with students and provide some remediation, especially at the younger grades.

Mr. Dupont said he would like to pilot that in Holyoke to get some data as to how it could work.

Mr. Collamore asked if the final determination would rest with the principal.

Mr. Dupont said the proposal does include a referral for appeal to the superintendent. Currently, the determination rests with the principal. He said that principals put a lot of time and effort into these kinds of decisions and it would be difficult for the superintendent to overturn a decision unless there was some error or omission in documentation.

Mr. Sheehan said he would prefer to see the appeal to the superintendent eliminated. The superintendent has so much going on and this is something that will take a great deal of time to go over information that has already been reviewed by the principal and others in the building.

Mr. Dupont said if there was some situation that justified a review by the superintendent, there would still be the ability to look at that. He said he had faith in the principals in terms of careful review of information in making such decisions. He said that in many situations administration does listen to parents and looks at issues raised at schools, and that will continue in justified situations.

Mrs. Boulais asked how this promotion/retention policy would change the current rigid attendance requirements around promotion.

Mr. Dupont said this promotion/retention policy could affect the attendance requirements.

Mr. Dupont said there are ways, and they have to be implemented, to give kids hope about the progress they are making and ways to acknowledge that to keep them interested and motivated to keep working and improving.

Mr. Moriarty said there has to be some planning around providing opportunities for students who are age inappropriate to be in a program to allow them to progress in an appropriate setting.

Mr. Arnold said there needs to be more inclusive involvement with parents; there needs to be more conversations with parents and this is something that needs to be turned over to the leadership teams in the schools. The April report card is a good time for schools to look closely at the issues and involve parents in the discussions and solutions.

Mr. Arnold said it is important to note that Holyoke High School made significant progress on improving the dropout rate last year. Holyoke High School dropped 1.5 percentage points and no other inner city high school made that kind of progress.

Mr. Collamore asked how soon administration would come to the School Committee with a proposal for a program for an age appropriate alternative program for students.

Mr. Dupont said they know how to do it, but at this point the question is where to do it and what the budget would be do make it work. There is no site available to put a program like that.

MOTION: Mr. Collamore made a motion, seconded by Mrs. Lebron-Martinez, to recommend the Promotion/Retention Procedures and Policy for approval. The motion carried unanimously.

ZONING APPEALS BOARD

Mr. Sheehan said that over the past year he has visited schools and talked with principals and concerns have been expressed about students who are allowed to attend schools out of their zones. In particular, the McMahon School Principal brought some concerns to the School Committee about crowding issues involving out of zone students attending that school. The appeals board appears to make decisions based on information provided by parents only without information from the principals or others in the schools.

Mr. Dupont said he would like to retain the spirit of the intent around this appeals process but there is a need for some type of administrative oversight as to the information being considered in appeals so that the appeals board gets all the facts and information in each case.

Mr. Arnold said the numbers of appeals have certainly dropped. He said he did not think that appeals were causing overcrowding. Fewer than 15-20 appeals have been heard this year with about 4 being denied. There is a need, however, to tighten up the guidelines around the process, information presented, and attendance of board members. Principals should have input in the process.

Mr. Dupont suggested that this be referred to administration for review and recommendation.

Mrs. Lebron-Martinez asked if the members of the appeals board have been given any training on what to look at.

Mr. Dupont said there are some things parents cannot see because of confidentiality but administrators could consider that information.

MOTION: Mr. Collamore made a motion, seconded by Mrs. Lebron-Martinez, to refer the appeals board process and procedures to administration for recommendations. The motion carried unanimously.

MOTION: Mr. Collamore made a motion, seconded by Mrs. Lebron-Martinez. The motion carried unanimously.

The Rules-Policies Subcommittee Meeting of May 17, 2011 adjourned at 6:55 p.m.

**Peck Full-Service Community School (FSCS) Uniform Program
A Pilot Program for the 2011-2012 Academic Year
(WORKING DRAFT – RE-REVISED AT PECK AFTER MEETING WITH
DISTRICT LEADERS and Submitted to District Leadership 5/16/11)**

The Peck Full-Service Community School of Holyoke, MA proposes adoption of a school uniform program, effective September 2011 for all K-8 Peck students.

Benefits: The benefits of school uniforms, specifically named by Peck families, for our Peck students include:

- ✓ the opportunity for Peck families to save money on clothes
- ✓ an increased sense of school community and school pride among Peck students and Peck families
- ✓ increased safety for Peck students before, during and after school
- ✓ the promotion of professionalism among all our students, which will benefit them in the workforce and in college
- ✓ decreased judgment, intimidation, and/or bullying based on clothing
- ✓ increased student focus on schoolwork and fewer distractions as a result of clothes

All returning and new Peck families will be informed of this uniform program and receive information regarding accessible community venues which sell uniforms.

Regular Review of the School Uniform Program: Feedback will be gathered from Peck FSCS community members (parents, teachers, and administrators) via meetings, surveys, and other appropriate mechanisms in order to evaluate, and, if needed, make adjustments to the uniform program. At the end of the 2011-2012 academic year, the policy will be reviewed and recommendations made regarding its continuation.

Exemption Protocol: An exemption to this program can be requested by a parent/guardian and each request will be reviewed on a case-by-case basis by the school principal. The burden, as with all requests for exemption, shall be upon the parent/guardian to clearly and concisely state why he/she feels that his/her child/ren should not be required to conform to the School Uniform Program.

Here are the steps to request an exemption:

1) The parent/guardian who does not wish to have his/her child/ren conform to the School Uniform program should request a meeting with the Family Access and Engagement Coordinator and a P-PUA (Peck Parents United in Action) leader.

2) If, at the end of this meeting, the parent/guardian wishes to pursue the exemption, he/she may a) request and complete an Application for Exemption from the School Uniform Program from the Family Access and Engagement Coordinator; and b) request an appointment to speak with the principal, who, on a case-by-case basis will review the request and render his decision.

3) If the exemption has been granted after the meeting with the principal, all the student's teachers will be notified in writing. If a student is exempt from the uniform program, he or she must still abide by the Holyoke Public School Dress Code.

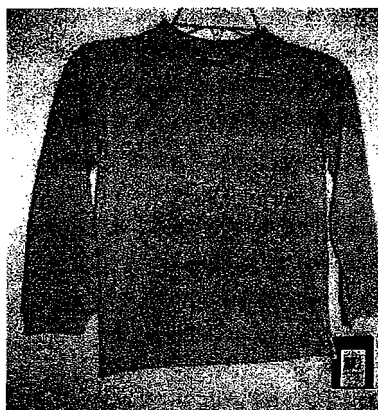
4) Any parent/guardian who is granted an exemption reserves the right to change his/her mind and have his/her child/ren participate in the School Uniform Program.

School Uniforms

The Peck FSCS uniform consists of a **LIGHT BLUE** or **WHITE** on top:



short-sleeved polo



long-sleeved polo



sweatshirt
-with/without zipper
-with/without hood

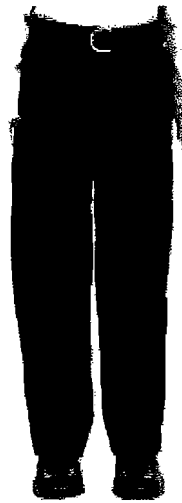


T-shirt
-plain
- with Peck FSCS logo

The bottoms must be navy blue or khaki. These include:



knee-length skirt

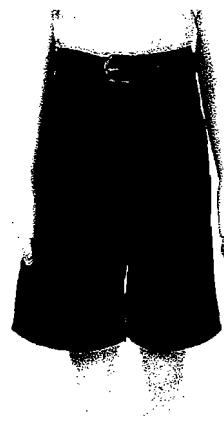


pants worn at the waist

- uniform style
- regular blue pants
- cargo pants

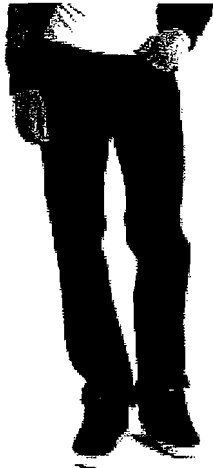


sweatpants

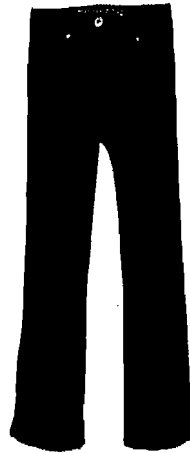


knee-length shorts

All K-8 Peck students will be allowed to wear dark-blue jeans on Fridays.



boy's jeans - at the waist



girl's jeans - at the waist

- ✓ All skirts and shorts must be knee-length.
- ✓ Pants and shirts must fit appropriately.
- ✓ Pants must be worn at the waist.
- ✓ The only logo allowed is the Peck FSCS logo.
- ✓ Students may wear any kind of footwear - except for slippers.
- ✓ **No** studded belts or large belt buckles.
- ✓ **No** baggies, pajamas, or leggings.
- ✓ **No** colored wrist bands, neck beads, headbands, or doo rags are allowed. The principal has the right to stop any patterns, for example, groups wearing identical earrings, chains, beads, bracelets, etc. or anything that may be mistaken for gang affiliation.

Compliance

The school will strive to achieve full compliance through the use of positive reinforcement measures such as communication with parents/guardians in order to learn the reasons for non-compliance and will resort to disciplinary action only when positive measures and supports fail to assure compliance.

No student will be considered non-compliant with the uniform program in the following instances:

- ✓ When the student wears the outfit of a nationally recognized youth organization or activity, such as boys/girls scouts, on regular meeting days.
- ✓ When the student's parent or guardian has secured an exemption from the school program. A student may wear religious attire.
- ✓ When a student is on school grounds outside of normal school hours, appropriate attire is required.

- ✓ When a field trip or school event may require specialized clothing, appropriate attire is required.
- ✓ The Peck FSCS reserves the right to designate a school day as “Dress Down Day”, when students do not have to come to school in uniforms. On “Dress Down Days”, all students must still wear clothing consistent with the wider Holyoke Public Schools dress code.

For the initial time of transition, the Family Access and Engagement Coordinator and a team of trained Peck parent volunteers will monitor students daily upon entering the school for school uniform compliance. After the transition, a team of Peck parent volunteers will monitor students daily upon entering the building and will report daily to the Family Access and Engagement Coordinator. Part of the monitoring will include a daily tracking system for students who are not in compliance and to whom clean Peck T-shirts will be lent for the day. Extra Peck T-shirts will be made available in the student entry area and in the donated clothing area of the 3rd floor guidance office. Students who arrive tardy will also be monitored. At the end of the day, Peck parent volunteers will collect and store separately for laundering the used Peck T-shirts. Clean Peck T-shirts will be guaranteed to be in stock daily.

Students Not in Compliance

● **First Occurrence FOR ALL GRADES (K-8):** A student will be provided a clean Peck T-shirt for the day and will be verbally reminded of the school uniform program. The first occurrence will be documented and, a parent/guardian **may** be called. At the end of the day, the used Peck T-shirt will be collected.

● **Second Occurrence FOR ALL GRADES (K-8):** A student will be provided with a clean Peck T-shirt for the day and will be verbally reminded of the school uniform program. The second occurrence will be documented and a parent/guardian **will** be called to report this and to inquire about the reason for non-compliance. At the end of the day, the used Peck T-shirt will be collected.

● **Third Occurrence FOR ALL GRADES (K-8):** A student will be provided with a clean Peck T-shirt for the day and will be verbally reminded of the school uniform program. The third occurrence will be documented, a parent/guardian **will** be called to report this, and a letter will be sent home. At the end of the day, the used Peck T-shirt will be collected.

● **Fourth Occurrence FOR ALL GRADES (K-8):**
A student will be provided with a clean Peck T-shirt for the day and will be verbally reminded of the school uniform program. The parent/guardian will receive a phone call, a letter, and must come to speak with a school administrator to explain the reason why the student is not in uniform. ****ONLY FOR GRADES (4-8)**:** In addition, any student in grades 4-8 will be assigned detention.

● **Fifth Occurrence FOR ALL GRADES (K-8)**: A student will be provided with a clean Peck T-shirt for the day and will be verbally reminded of the school uniform program. The parent/guardian will receive a phone call, a letter, and must come to speak with a school administrator in order to explain why the student is not in uniform, to discuss the reason for continued non-compliance.

****ONLY FOR GRADES (4-8)****: In addition, any student in grades 4-8 will be assigned detention. During the meeting with the parent or guardian, an alternative solution to further disciplinary measures will be discussed.

Promotion/Retention

Procedures and Policy

The Holyoke Public School Department believes that the promotion of students from one grade to another should be based on the student's ability, achievement, and attendance. The Department recognizes that social promotion or grade retention is not necessarily successful in remediating student weaknesses without supplemental supports. Each school will review resources that can be put into place to remediate these weaknesses and determine whether retention will benefit the student. The retention of any student will be based on a review of the individual case, with the final decision determined by the school principal.

Promotion to the next grade level should take into consideration

1. Passing grades in English language arts, mathematics, science and social studies
2. Attendance during the course of the year
3. Grade level achievement on the Measures of Academic Progress
 1. See NWEA Normative Data chart.
4. Level of proficiency attainment on MCAS

The school will use a comprehensive process of review when a student is at risk of retention. Building level teams should compile documentation to assist in making an informed decision regarding appropriate placement for the student. This documentation may include:

1. Grade level achievement on the Measures of Academic Progress
2. Review of academic grades
3. Student work samples from each curriculum area
4. Attendance records
5. Achievement testing/Unit testing

Care should be taken prior to retaining students who meet NWEA assessment benchmarks and/or proficiency in the MCAS.

Students should be considered for promotion under the following circumstances:

1. Passing grades in most core content courses
2. Receives or received supplemental support services such as reading specialist, special education, 504 accommodations
3. An attendance record of 95% or better
4. Consistent grade level achievement on the Measure of Academic Progress.
*See NWEA Normative Data chart.
5. Proficiency attained on MCAS

Parental Notification and Intervention:

Parents of students at risk of not being promoted shall be notified as soon as possible and should meet with appropriate school officials to discuss and implement appropriate strategies that will remediate the situation.

Limit on Retention:

No student shall be retained more than once in any of the following grade cycles: grades K to 5, grades 6 to 8.

Acceleration:

On occasion, placement teams may make the recommendation to accelerate grade placement for a student. Any acceleration of placement will be made in conjunction with the parent and will take into consideration the student's academic, social, emotional, and physical well-being and adjustment. When this option is being recommended for a student in a K-8 school being promoted to one of the high schools, the input of the high school principal is required.

High School Promotion:

Promotion at Holyoke High School is based upon credits earned by the individual students. At each grade level there are specific courses, or categories of courses that students are required to take. Students must accumulate the following credits for the following classifications:

- A Freshman must earn 27.5 credits to become a Sophomore
- A Sophomore must have 60 credits to become a Junior
- A Junior must have 85 credits to become a Senior

Promotion at Dean Technical High School is based upon credits earned by the individual students. At each grade level there are specific courses, or categories of courses that students are required to take. Dean Technical also has a technical program requirement.

Promotion of Students with Disabilities:

The criteria used to determine promotion shall apply to students with disabilities unless the Individual Education Plan (IEP) contains modification to the designated requirement and other educational criteria are used to determine placement.

Promotion for Limited English Proficient Students:

Limited English Proficient (LEP) elementary and secondary students receiving ELL instruction must meet the District's promotion standards. Retention decisions should be based on multiple measures, not only assessments in English. The LEP student's English language proficiency must be considered when recommendation for retention is made in order to ensure that the proposed retention is not due to the student's limited English proficiency

The Appeal Process

Parents may request an appeal of the school's promotion decision. This should be a written request presented to the principal no later than ten business days after the last day of school. The principal will inform the parent of the decision in time for the parent to enroll the child into a summer program if necessary.

Non-Attendance Zone School Assignment

Under the School Attendance Zone Plan for Student Assignment, there is a special request process for parents who wish to transfer their children to a Non-Attendance Zone School.

An Appeals Board has been established to address special cases of extreme and/or extraordinary circumstances that may warrant a particular student attending a school outside their Attendance Zone.

The Appeals Board is composed of a panel of parents representing each of the elementary schools in the District. The panel functions under the facilitation of an appointed HPS administrator at the Student Assignment Office.

Ideally, there are two parent representatives from each of the nine schools: a regular member and an alternate member. Whenever the regular member is unable to attend a scheduled meeting, the alternate is called upon to attend. Attendance at all meeting by both parent representatives is encouraged. However, each school carries just one vote.

Membership on the Appeals Board is staggered one to two years, to ensure that there will always be veteran members as well as new members on the Board.

Written appeals may be submitted by parents/guardians throughout the school year and summer for review by the Appeals Board. There is a set schedule of Appeals meetings coinciding with the end of each report card term. Parents need to be aware of the cut-off dates for submitting an appeal. The cut-off and meeting dates are posted at the Student Assignment Office and in every school. The Appeals Board is responsible for making a recommendation for the approval or denial the appeal. Decisions of the Appeals Board will be reviewed by the superintendent or his designee before final approval is made. Call the Student Assignment Office at 534-2055 to obtain the most recent meeting schedule.

If you are a parent of a student currently attending any of our Holyoke Public Schools (Elementary), and you are interested in volunteering a little of your time to represent your child's school on the Appeals Board, we invite you to contact your child's teacher or school principal. You may also call the Student Assignment Office: 57 Suffolk St at 534-2055.



CITY OF HOLYOKE
SCHOOL COMMITTEE

FINANCE SUBCOMMITTEE
WEDNESDAY, MAY 18, 2011
TIME: 5:00 PM
DEAN TECHNICAL HIGH SCHOOL

Finance Subcommittee Chair Peggy Boulais called the meeting to order at 5:20 p.m.

Present: Peggy Boulais, Cesar Lopez, Howard Greaney and Michael Moriarty. Also present: Superintendent of Schools David Dupont, Assistant Superintendent Kim Wells, and Finance Director Chris Regan.

Mr. Dupont explained that this meeting is to review the budgets related to central administration and district wide departments. Changes have been made to the central administration requests since the initial budget meeting.

Ms. Regan said changes are ongoing as they build the budget and account for revenues and expenditures. Information provided includes a summary of administrative and other district wide expenses after some reductions were made, the curriculum district level proposals after reductions, summary of expenditures proposed versus revenue, a preliminary analysis on what will be happening at the school level based on proposals and available funding at this point.

Current expenditures versus revenue as proposed prior to reductions, administrative and other district wide expenditures total \$29,682,486. The curriculum pieces add up to \$4,356,226. Also listed are operating costs for HALO (\$696,700), the Connections program (\$597,650), supplemental education services (\$1,400,000), and payments to the Massachusetts Teachers Retirement System (\$700,000). According to a specific formula, per child, the district must set aside funds for supplemental education services. The district does not expect to spend the total amount, but it has to be budgeted. If money is left over from that, a request will be made to DESE to release those funds to be used for other purposes.

Mr. Moriarty asked how much of that allotment was actually spent this year.

Ms. Wells said a little over \$850,000 was expended this year.

Ms. Regan explained that 9% has to be set aside for teachers paid by federal grants to be paid to the Mass Teachers Retirement Board. The number is projected on historical data but if fewer teachers are hired that amount will be reduced.

Expenditures submitted by schools total \$57,722,038, for a grand total of all requests of \$95,144,100, with about \$86,814,270 in available revenue. The gap based on those projections is \$8,340,830. The team continues to analyze operational administrative costs to see if there is any other place to make reductions. The team is also in the process of determining how much money will be available to each school.

The district has had a significant amount of AARA funds over the past couple of years, about \$5 million this past year, and those funds will not be available next year.

Ms. Regan explained that detail is provided for administrative and other district wide expenses. Reductions area s follows:

Assistant Superintendent (\$145,829 – proposed positions), Operations (\$26,665 – utilities, transportation, maintenance supplies and employee benefits/insurance), School Health Services (\$135,564 – proposed positions), Special Education (\$106,000 – proposed positions and instructional materials), Superintendent (\$60,000 – proposed position), Technology (\$66,364 – software). If the district were to take over the central supply facility, additional costs would be added for water, sewer, supplies, property and liability insurance, etc.

Mr. Moriarty said if the schools were to take over central supply increased costs could equate to a teacher's salary.

Mrs. Boulais said the district does need a place for central supply and if it's not the current space it will have to be another space.

Mr. Moriarty said that building is not going to be sold in a year. The Committee needs to fight back on that as the added costs would equate to a teacher's salary.

Mr. Lopez asked what the \$95,000 for contracted services would be under the Assistant Superintendent area.

Ms. Wells said that includes the REBAS contract that includes a variety of programs, training and professional development around teacher mentoring, teacher observations and practices, new teacher induction trainings, and working with principals around observations and assessments. That total amount will be reduced in the next round.

Mr. Moriarty said the administrator reduced from the assistant superintendent budget was a linchpin to what the district is trying to do with the reading priority.

Mr. Greaney asked if the Hockey program is going to South Hadley High School next year.

Mr. Patterson said the co-op program has to be applied for every two years and this is an application year. Based on numbers, it is likely that the program will be operated by South Hadley during this next cycle. There would be no real change for Holyoke students wanting to play.

Some sports will be expanded because of the numbers of students wanting to participate; for example cheerleading and girls' freshman basketball.

Mr. Lopez said there are no reductions reflected in the athletic account. He asked if funds could be used from revolving to cover costs if there were reductions.

Ms. Regan said \$10,000 is proposed from revolving to cover equipment expenses.

Mr. Moriarty said athletics couldn't really be reduced without eliminating a sport. Last year athletics was 1% of the budget and it is relatively level funded this year so it will be less than 1% of the budget.

Athletics is as bare bones as is possible. The receipts are close to \$50,000 for the school year for athletics. The revolving account can be used if receipts are self-replenishing over time. He suggested that a close look be taken at potential for raising receipts.

Mr. Patterson said there will be a decrease in receipts because Holyoke will not have the hockey program next year. Gate receipts for hockey were around \$30,000 this year.

Mr. Greaney said athletic programs are among the greatest dropout prevention programs there are so he said he wanted to caution against any cuts in athletics.

Questions were raised about costs for maintenance of fax machines and postage costs. Mr. Moriarty suggested looking into a web-based fax program. Mrs. Boulais suggested looking to do more e-mailing and less mailing.

Mr. Dupont said he is sure the postage can be cut back. They are looking at some things to do that.

Mr. Moriarty said that within the clerical ranks there are a number of positions that are very narrowly defined. He asked if there could be cross-training of staff for better efficiencies.

Mr. Dupont said that there are talks about reclassification underway and that is a good suggestion.

Ms. Regan said there is a lot of that going on already when assistance is needed.

Ms. Regan said that in the Human Resources budget one of the big changes is the movement of substitute costs to the schools; a small amount of funds has been left in HR to be available if needed.

Ms. Regan explained that Operations covers a number of areas including transportation, food services including Sodexo fees, maintenance, technology, etc. Employees who work in schools are listed at those schools.

Mrs. Boulais asked what the \$350,000 miscellaneous expense under food services covers.

Mr. Gibbons said that the major portion of that is for all the paper goods, plates, trays, etc., as well as other miscellaneous expenses; all of those expenses are outlined in the proposal.

Ms. Regan said all food service expenses are offset by the exact amount of revenue; the amounts are all listed in the budget to show what the expenses are.

In response to a question by Mrs. Boulais as to whether recycling efforts have reduced trash pickup costs, Mr. Gibbons said that is a steady cost because it is not by weight.

Mr. Collamore suggested talking with the DPW to see if there is a way for the City to handle trash pick up to see if costs could be reduced by paying the City to pick up the trash.

Mr. Greaney noted the \$350,000 for HVAC repairs. Mr. Gibbons explained that there were a number of significant issues this past year, including 2 expensive water breaks; the district needs to be able to respond to any issues with the systems.

Under the School Committee section Mrs. Boulais noted that the salaries would not be increased.

Mr. Moriarty asked for a breakdown on the Futures Health Corp line.

Mrs. Hepworth provided a staff analysis for the past 2 years, including those contracted through Futures. The district has always had to contract with outside agencies to provide related services. She was recently able to fill an occupational therapist assistant position that has been vacant for 3 years. The district still has an unfilled bilingual speech pathologist position. If the district did not contract with an outside agency, it would be out of compliance in terms of providing services. While the district contracts with Futures to provide these services, the district does not have to pay fringes, etc. for those employees. She explained that the cost for the work is comparable to work that would be done if the district were able to hire the staff.

Mr. Moriarty said at some point next fall he would like to look more closely at this as it is one of the largest privatized vendors. If efficiency is coming from the private side, a hard look should be taken at this, perhaps annually.

Under the Superintendent's area Mr. Moriarty asked what expenditures under Special Projects would be. Ms. Regan explained that someone has come in to coordinate data, paperwork, etc., in response to the various DESE matters the district is dealing with.

Mr. Moriarty asked for explanation as to the proposed junior engineer position.

Mr. Gibbons said that that over the years contracted services had been cut back to \$80,000 and he is cutting it back now to \$20,000 and proposing the junior engineer, which would provide a savings. This will give the district a full time position to work with the system and issues, etc., that arise.

Mrs. Boulais noted that some of the licenses are appearing on school budgets and there are also licenses in the technology budget; she asked if those are duplicates.

Ms. Regan said the district pays for certain overall licenses but some schools need additional licenses for different purposes.

Mrs. Regan explained that over \$2.7 was reduced from the original proposals in the curriculum department. The expansion of the pre-k program was reduced from 6 positions to 1.

In response to a question from Mr. Moriarty as to how the early childhood position at Morgan would be funded, Ms. Regan said it would come from Chapter 70. Mr. Moriarty suggested that be reduced.

Mr. Dupont said the positions were reduced from 6 to 1 and if that needs to be reduced further, that will happen.

Ms. Regan explained that coaches that were proposed were eliminated; AI's Pals was eliminated because it is also in the science/tech/health/PE budget; about \$60,000 in social studies and preK – K textbooks were eliminated; furniture that would have gone for the preK program has been reduced as have other instructional materials for preK-K by \$25,000; general supplies were reduced by \$30,000; a proposed literacy liaison was eliminated; a proposed ELL intake coordinator was eliminated; proposed language tutors were reduced and the proposed Spanish literacy teachers were eliminated; professional

development expenses were reduced by \$42,000; instructional materials were reduced by \$15,000; instructional software was reduced by \$73,000; the proposal for Title 1 Director was reduced by \$20,000; instructional staff PD days, textbooks & software and other instructional services were reduced in the humanities section by \$253,000; in the science/tech/health/PE area proposed teachers were eliminated along with PD expenses and textbooks & related software by \$900,000.

Mr. Moriarty said he'd like to be able to take another look at the early literacy reduction further to see if there is a way to find some funding for that. He said he would like to get some more detail on what is being purchased for ELA texts.

Ms. Wells said the purchase will include new novels and an anthology series for the high school alignment; that has to be done for the new alignment and realignment of actual courses offered for the Common Core and Mass Core.

Ms. Regan reminded members that the AARA grants will not be available next year so the amount to be reduced includes that \$5 million. There are some grants that are not yet finalized and those revenues have not been included. She has focused on the expenses that have been identified and matching the revenues to those expenses. Projections are based on conservative estimates. She will be taking more time and going over everything provided to date, including the census and school populations at each school, at each level, in each category, to make further adjustments.

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

The Finance Subcommittee meeting of May 18, 2011 adjourned at 6:54 p.m.

APR-29-2006 11:55

P.03/03

HOLYOKE PUBLIC SCHOOLS
HOLYOKE, MASSACHUSETTS

REQUEST FOR STUDENT FIELD TRIPS

5/4/2011

School: CFE Grade(s) 9-12 Date: ~~5/18/2011~~

Destination: New York City Date of Field Trip: 6/8/2011

Staff Person(s) in Charge: Kiely Rigali + Marty Fullwood

- 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: Project - 13 / Voice Bussupport - CONSOLIDATED FUND
(ie. PTO, CONSOLIDATED FUNDS, HCC, GEAR UP, ETC.)

using transportation options to transport students - see attached ->

• COSTS

Number of Buses 0 Cost Per Bus \$ _____ = \$ _____

Admission Per Student \$16.00 X Number of Students 10 = \$ 160

Other Costs (specify) 5 x 20 - adults 100 = \$200 tickets
(Food/snacks / tolls / GAS) = 250 food - 100 GAS = 350
TOTAL COST: \$ 650 610

Number of Students: 10 # of Teachers 5 # of Parents 0

Departure Time: 8:30 Estimated Time of Return: 8:00 ish

Special Needs Requirements (Nurse, Wheelchair Bus, etc) N/A

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

Signature Principal Laurence Dubray Date: _____

Business Manager's Signature: Christine P. Deegan Date: 5/25/11

Superintendent's Approval: [Signature] Date: 5/25/11

Bus Company Confirmation: _____ Date: _____

5/16/2011

The purpose for the high school class fieldtrip to New York City aligns with the Massachusetts curriculum frameworks. We have been doing a number of studies within the sciences in histories. The American Museum of Natural History will be a life experience for the students. To be able to see one of the greatest cities in the world, also give these students the gift of travel. This fieldtrip is academic based, will help these kids to grow, and too see what a piece of New York as to offer.

Sincerely,

Kiely Rigali

Select Language  Powered by Translate



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<http://www.amnh.org/education/teachers/program.php?id=437>

Education at AMNH

Curriculum Topic Study at the Museum

ESSENTIAL INFO

For more information contact:
Dave Randle

AMNH News

- Name the Mamenchisaurus Contest
- Sundays Under the Whale: Jarod Miller
- Dino Moveable Museum Heads to Cranford, NJ

Curriculum Topic Study at the Museum is designed to help K-12 educators focus on what adults and students at all grade levels should know about specific scientific content areas. The Curriculum Topic Study (CTS) approach clarifies the intent of standards and core-curricula for which teachers are accountable. In addition to making extensive use of the resources of the American Museum of Natural History - its Education Department, exhibits, and the work of museum scientists - CTS draws upon resources from the National Resource Council and the American Association for the Advancement of Science.

ABOUT CTS SESSIONS

What will I do at a CTS session?

You will engage in a scholarly exploration of a science topic through reading and discussing popular science literature, national and state standards, cognitive research, and state-of-the-art science resources — from websites to physical specimens. The focus will be on the connections between standards and benchmarks, research on student learning, and the design of instruction. Facilitators will make explicit connections between Museum resources and science content, and model teaching in an informal setting.

What will I learn?

Each session focuses on a different science topic. You will learn:

- about the science content you teach;
- how a developmentally appropriate grade-level hierarchy of concepts leads to adult science literacy;
- ways to take advantage of AMNH media and exhibits;
- how local standards and curriculum relate to national standards and benchmarks;
- effective strategies for teaching concepts and skills;
- how to identify potential learning difficulties, common misconceptions, and developmental considerations;
- how to use curriculum topic study as an effective tool for curriculum design.

You will come away with a deeper understanding of the material you teach and a set of strategies for instructing your students in developmentally appropriate ways, both in the classroom and at the Museum.

[Learn more about Curriculum Topic Study...](#)

[Download educators resources...](#)

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 [AMNH Expeditions](#) |
 [Traveling Exhibitions](#)

American Museum of Natural History | Central Park West at 79th Street, New York, NY, 10024-5192



Transportation Options

195 High Street Holyoke Massachusetts 01040
413.533.9500 413.533.5175 fax

May 25, 2011

Dora Lopez
Office of the Superintendent
Holyoke Public Schools
57 Suffolk Street
Holyoke, MA 01040

Dear Ms. Lopez:

Please accept this correspondence as an assurance that Transportation Options, Inc. accesses the CORI database to ensure compliance with Commonwealth of Massachusetts laws including, M.G.L. c. 6, §§ 172 as amended in 2008.

Please feel free to contact Denise Taylor, Transportation Coordinator or myself regarding this matter.

Thank you for the opportunity to serve Holyoke Public School students.

Very truly yours,


Nicole LaChapelle



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>
Kathleen Scott	Teacher-Sullivan	Math Intervention Specialist Conf.	5 days	Out of State	\$6,285.84	Title I ARRA Grant
Marria Carrington	Teacher-Donahue	Math Intervention Specialist Conf.	5 days	Out of State	\$6,700.00	Title I ARRA Grant

City of Holyoke

Travel Authorization, Advance & Expense Voucher

Name: Kathleen Scott School: Sullivan Date of Request: 4/28/11

Travel authorized by: David Duque (Principal/Director Signature) David Duque (Superintendent of Schools' Signature) David Blute (Mayor's Signature)

Destination: Nashville, TN Dates of Travel: From 6/19/11 To 6/23/11

In-State (FORMCHECKBOX) Reason for travel: Math Intervention Specialist
Out-of-State (Attach copy of Conference Notice)

	Estimated Expenses	Advance Request	Reconciliation Report Actual Expenditures
Transportation and Registration	#50113877		
Personal Auto	60 miles @ \$.50 \$30.00	miles @ \$.50	miles @ \$.50
Air Fare	\$ 400.00		
Tolls	\$		
Parking	\$		
Taxis, etc.	\$ 50.00		
Registration	\$ 5,000.00 #5013877		
Total Transportation and Registration	\$ 5,480.00 (and participant rate)		
Meals	\$ 250.00		
Total Meals	\$ 250.00		
Hotels & Phone	\$ 555.24		
TOTAL EXPENSES	\$ 6,285.84		

Request for Travel Expenses Advance	Account # to charge	Reimbursement Summary/Advance Reconciliation
Est. Reimbursable Cost \$	Net Reimbursement	Total Expenses-all days \$
Maximum Allowable % <u>X50%</u>	or Actual Advance or	Less Advance (if any)* \$
Allowable Advance \$	to credit (Net Return)	(Net Return) or
Actual Advance **\$	<u>47701065 5700 FED11-848</u>	Net Reimbursement \$

* - If Allowable <\$50, Actual = \$0
** - Attach copy of travel voucher used to receive this 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. These expenses have been paid by me and are solely for me as a City of Holyoke employee or on behalf of City of Holyoke employees in my accompaniment. No expenses listed are for alcoholic beverages, tobacco products, gambling products or events, or other items considered to be of a personal or other unauthorized nature. Credits, if any, for subsequent returns or discounts are properly reflected in this reimbursement request.

Signature of employee seeking authorization, or advance or reimbursement: Kathleen M. Scott
Superintendent of Schools' Signature: David Duque
Mayor's Signature: David Blute
(Over)

City of Holyoke

Travel Authorization, Advance & Expense Voucher

Name: Marrisa Carrington School: Donahue Date of Request: 4/28/11

Travel authorized by: David Duque (Principal/Director Signature) David Duque (Superintendent of Schools' Signature) David Blute (Mayor's Signature)

Destination: Nashville, TN Dates of Travel: From 6/19/11 To 6/23/11

In-State Reason for travel: Math Intervention Specialist
Out-of-State (Attach copy of Conference Notice)

	Estimated Expenses	Advance Request	Reconciliation Report Actual Expenditures
Transportation and Registration	#50113876		
Personal Auto	0 miles @ \$.50 0	miles @ \$.50	miles @ \$.50
Air Fare	\$ 350		
Tolls	\$ 0		
Parking	\$		
Taxis, etc.	\$ 50		
Registration	\$ 5500 #50113876		
Total Transportation and Registration	\$ 5850		
Meals	\$ 250		
Total Meals	\$ 250		
Hotels & Phone	\$ 600		
Telephone	\$		
TOTAL EXPENSES	\$ 6700		

Request for Travel Expenses Advance	Account # to charge	Reimbursement Summary/Advance Reconciliation
Est. Reimbursable Cost \$	Net Reimbursement	Total Expenses-all days \$
Maximum Allowable % <u>X50%</u>	or Actual Advance or	Less Advance (if any)* \$
Allowable Advance \$	to credit (Net Return)	(Net Return) or
Actual Advance **\$	<u>47701066 5700 FED11-848</u>	Net Reimbursement \$

* - If Allowable <\$50, Actual = \$0
** - Attach copy of travel voucher used to receive this 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. These expenses have been paid by me and are solely for me as a City of Holyoke employee or on behalf of City of Holyoke employees in my accompaniment. No expenses listed are for alcoholic beverages, tobacco products, gambling products or events, or other items considered to be of a personal or other unauthorized nature. Credits, if any, for subsequent returns or discounts are properly reflected in this reimbursement request.

Signature of employee seeking authorization, or advance or reimbursement: Marrisa Carrington
Superintendent of Schools' Signature: David Duque
Mayor's Signature: David Blute
(Over)

Holyoke Public Schools
MEMORANDUM

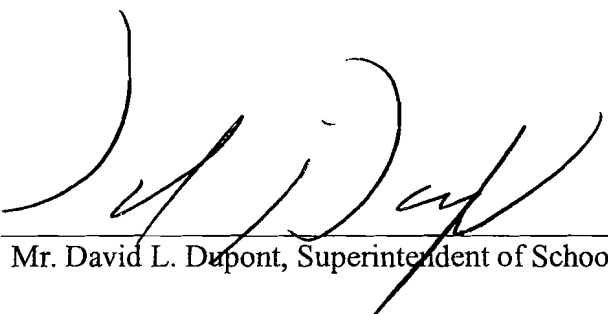
TO: Mr. David L. Dupont, Superintendent of Schools
FROM: David A. Lawrence, Director of Human Resources
DATE: June 6, 2011
RE: Retirements

Name School Assignment Date of Retirement Years of Service

Teachers

James McGrath	Dean	Math Teacher	June 30, 2011	25
John Roth	HHS	ELL DH / Biology Teacher	July 5, 2011	24
Lucille Mercier	Dean	ESL Teacher	June 30, 2011	36
Mary McKenna-Allen	Dean	Computer Technology Instructor	June 30, 2011	33
Peter Broaca	CFE	Physical Education Teacher	June 30, 2011	17
Susan Wilbois	Sullivan	Special Education Teacher	June 30, 2011	26

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

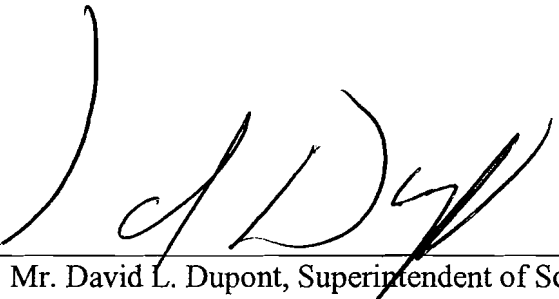
DATE: June 6, 2011

RE: Resignations

<u>NAME</u>	<u>SCHOOL</u>	<u>ASSIGNMENT</u>	<u>DATE OF HIRE</u>	<u>DATE OF RESIGNATION</u>
<i>Teacher</i>				
Rachel Chaput	E.N. White	Kindergarten Teacher	November 30, 2009	March 21, 2011

<i>Paraprofessional</i>				
June Lavelle	Sullivan	Special Education Paraprofessional	September 25, 2006	May 13, 2011
Denise Chapdelaine	Peck	Special Education Paraprofessional	November 1, 1999	May 27, 2011

I approve and accept:



 Mr. David L. Dupont, Superintendent of Schools