



Regular Meeting of the
Holyoke School Committee

Date: 1-24-2022

Place: Virtual Via Zoom

HOLYOKE PUBLIC SCHOOLS

Holyoke, Massachusetts

MEETING NOTICE

Governor Baker signed a bill into law on June 16, 2021, allowing public bodies to hold remote meetings through April 22, 2022.

NOTICE IS HEREBY GIVEN IN ACCORDANCE WITH CHAPTER 28 OF THE ACTS OF 2009, SECTIONS 17-20 (FORMERLY SECTION 23B OF CHAPTER 39) OF THE MASSACHUSETTS GENERAL LAWS, THAT A **REGULAR MEETING** OF THE HOLYOKE SCHOOL COMMITTEE WILL BE HELD AT **6:00 PM ON MONDAY, JANUARY 24, 2022.**

THE PUBLIC CAN ACCESS THIS MEETING VIA ZOOM WEBINAR HERE:

<https://hps-holyoke-ma-us.zoom.us/j/85266232176?pwd=ci9tWEs3cG81SkQxdXZrWW5GenBXQT09> (Spanish Interpretation will be available).

HOLYOKE SCHOOL COMMITTEE

AGENDA ATTACHED

CITY OF HOLYOKE
SCHOOL COMMITTEE

SCHOOL COMMITTEE AGENDA

DATE: _____ **MONDAY, JANUARY 24, 2022**

TIME: 6:00 PM

LOCATION: Remote Via Zoom webinar

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Members of the public can access the meeting here:

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

Pursuant to M.G.L. c. 30A, s. 20, I am hereby informing all attendees that a video and audio recording is being made of the meeting and the meeting is being live-streamed and run live on the City's community TV channel.

2. STUDENT SHOWCASE -

- a. Sullivan School

3. PUBLIC COMMENT (via the remote link above)

Members of the public wishing to submit public comments can email sagarcia@hps.holyoke.ma.us no later than 3:00 p.m. Monday, January 24, 2022.

Comments will either be displayed or read during the meeting.

4. COMMUNICATIONS & REPORTS

a. Student Reports

■

b. Presentations

■

c. Superintendent/Receiver Reports

- Relay Update
- COVID 19 Update
- Middle School Update
- Dual Language Information Session Schedule - FYI ONLY
- Q1 Reflection/ update - FYI ONLY
- Food Service Update - FYI ONLY
- MAGS Presentation to Joint Committee - FYI ONLY
- Joint Committee Presentation - FYI ONLY

5. **NEW BUSINESS**
 - a. Assignment of Subcommittees
5. **ONGOING BUSINESS**
 - a.

ANNOUNCEMENTS

- b. SEPAC Meeting 1/25 from 6-7
- c. ELPAC Meeting 2/1 from 5:30 - 6:30
- d. Dean A/B Schedule

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 Committee Secretary 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 Committee Secretary 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 Sam Garcia, in care of the Receiver's Office, 57 Suffolk Street, Holyoke, MA 01040.



School Committee Meeting
Superintendent/Receiver Report

January 24, 2022

Relay Update

To: Holyoke Public School Committee

From: Dr. Ben Klompus and Katie Yezzi, Relay Graduate School of Education

Re: Relay/HPS Stepback

We are excited to share the following report of work and observations for your team's review and consideration. These reflections are guided by our experience working closely with your team over the last few months and our observations of leaders across the country who have successfully made system-level gains in contexts similar to Holyoke. We offer these candid observations out of our deep respect for the Holyoke team and our collective commitment to ensuring that our partnership yields the impact the students and families of Holyoke deserve. Below please find the following areas of reflection:

- I. Partnership goals and measures of success
- II. Observable Progress Towards Goals
- III. Highest Leverage Focus Areas
- IV. Additional Testimony from Practitioners
- V. Next Steps

I. Partnership goals and measures of success

At the outset of this partnership, we aimed to support the district to execute a theory of action aimed at improving student outcomes by investing deeply in leadership development at all levels in the organization. In short, we understood the district's theory of action to be:

Theory of Action

<p><i>If we (HPS)</i></p> <ul style="list-style-type: none"> ● <i>increase our leadership capacity to use evidence of learning (i.e. student work and/or academic data) to inform decision making,</i> ● <i>collaboratively implement robust and proven instructional leadership systems and practices that prioritize evidence of learning at all levels (classroom, school, and district), and</i> ● <i>improve the ways that we regularly monitor and adjust to trends in student achievement and teacher proficiency data,</i> <p><i>then,</i></p> <ul style="list-style-type: none"> ● <i>teaching and learning will improve</i> ● <i>student achievement will increase and,</i> ● <i>we will deliver on our promise of providing a powerful, equitable, and rigorous education to the families of Holyoke, Massachusetts.</i>
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In an effort to better understand our progress towards these goals, we offer the following observations for your consideration and collaboration as we aim to build upon our successes, confront the most pressing challenges, and determine the highest leverage action steps that we can each take to move closer to our ambitious goals.

II. Observable Progress Towards Goals

We are excited by all that we have collectively accomplished since last spring. Specifically, we have seen progress in the following areas:

Focus Area	Wins/Evidence of Success
<p>Area 1: Increased leadership capacity to use evidence of learning to inform decision making</p>	<ul style="list-style-type: none"> ● Successful execution of actions 1.1-1.6 from the planned sequence of activities, with leaders at all levels having received initial training in Data Informed Instruction (DII), Weekly Data Meetings (WDM), and Weekly Data Meetings Practice Lab ● On average, we have observed strong attendance, engagement, and satisfaction from all Relay trainings, specifically <ul style="list-style-type: none"> ○ More than 90% of participants strongly agreed/agreed that content and facilitation was high quality across Relay trainings ○ Overall, 90% of participants strongly agree/agree that these trainings have been a good use of time

	<p>and have led them to become a more effective leader</p> <ul style="list-style-type: none"> ● Steve and Jackie have been leading regular principal meetings and professional development with principals aimed at deepening implementation ● Strong partnership with Steve/Jackie to implement highest priority initiatives, problem solve challenges as they emerge ● On call support and open communication with Val to identify opportunities to align academic team and instructional priorities ● Val incorporated aspects of the Relay frameworks into the tools she is using with her team <p>Additional evidence from Holyoke Team below:</p> <ul style="list-style-type: none"> ● School leaders are bringing ETs and ILTs along in the content from Relay - the structures and tools ● Focus of monthly PD with ETs - understanding the GBF rigor trajectory and understanding it ● J,S,V - worked to narrow focus, keep the goals focused to see leader success
<p>Area 2: Implement robust and proven instructional leadership systems and practices that prioritize evidence of learning at all levels</p>	<ul style="list-style-type: none"> ● 3/13 schools are implementing weekly data meetings in some grade levels/teacher teams (From Nov) ● 12/13 schools are implementing practice clinics ● 13/13 of schools are implementing observation/feedback meetings with teachers using GBF as a resource to name high leverage action steps ● During initial coaching visits, Relay team observed most leaders to be developing increasing comfort/proficiency in their execution of the levers ● Across observations, we have observed that there is a positive student culture such that there is a “platform for learning” (ie., there is a safe environment, students follow directions and are ready to learn”). This is evidence that most schools implemented their “strong start” vision with some effectiveness <p>Additional evidence from Holyoke Team below:</p> <ul style="list-style-type: none"> ● Leaders are publically and intentionally using GBF framework with teachers - referring to it, using the language. Clarity and transparency around the trajectory and what it means/looks like.
<p>Area 3: improve the ways that leaders regularly monitor and adjust to trends in student achievement and teacher proficiency data</p>	<ul style="list-style-type: none"> ● All leaders launched the year with a basic version of a playbook/data collection tool to name and track the presence of key “look-fors” ● When confronted with a trending gap around quality of lesson planning/internalization, system leaders worked with

	<p>stakeholders to reset planning expectations in an effort to ensure both leaders and teachers were spending their time effectively</p> <ul style="list-style-type: none"> ● Leaders are eager to use evidence of learning/student work to inform their next steps ● The SIP planning process provides a regular, predictable way for leaders to report progress towards end of year goals
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Additionally, in the most recent visit from SEN, they observed:

- Clearer instructional vision
- More time for student independent practice
- Teachers using the high-quality curriculum

III. Highest Leverage Focus Areas

In order to support Holyoke’s efforts to demonstrate substantive gains and student growth as measured by MCAS *this year* (2nd week of March, i.e. less than 7 weeks away), we name the following growth areas that we believe are adversely impacting student learning in a meaningful way. Our guiding question is: “If we do not achieve the impact on student learning that we had hoped, what did not go as planned? What’s our evidence and what does this mean we need to do now?”

1. **ASSESSMENT** - There is an urgent need for a common, aligned assessment system to support teachers and leaders in knowing whether or not students are learning what is being taught.
2. **CURRICULUM** - Students need daily opportunities to engage with high quality, standards-aligned, rigorous learning materials, both through upgrading some materials as well as improving teachers’ internalization of lessons.
3. **MODEL TEACHING** - Teachers need more opportunities to observe and practice proficient execution of high quality lessons.

IV. Additional Testimony from Practitioners

“Over the last 6 months working with Relay, I have found that I have a more laser-like focus on instruction as well as the support to develop my own learning around instructional practices and coaching. As a new principal, having Relay as a framework has provided a starting point with both new and returning staff and specific practices to support our mission and vision here.”

- Aaron Morris, Principal of Kelly School

“As an English teacher, I find that creating an exemplar in my lesson planning process has made a positive impact on my daily classroom practice. When I think ahead of time about what the most challenging or highest stake question is in our work for that day, and I spend time articulating the response I’m looking for students to grasp, I notice that the facilitation of our close readings, discussions, etc. become more thematically meaningful or dive deeper into the craft and structure of the reading. Because I have that high stakes question along with the desired response in mind, it supports me in pushing students’ thinking.”

- Sheila Fallon, H.S. English Teacher

Relay provides " a systematized way of doing observations, feedback, and coaching to ensure we move every single teacher in their practice to move every single student in their learning and achievement."

- Steve Moguel, Principal of Morgan Elementary School

"Our partnership with Relay has given my school a common language about instruction and it has strengthened our school-wide focus of "shifting the lift" to students. We know where we want to be as a school; Relay has given us the roadmap as to how we can get there. Relay has pushed my team and me to get better and this means better results for our students. We are seeing results, I am proud of our work, and I look forward to our continued partnership as I see more good things coming. "

- Lori McKenna, Principal of Holyoke High School - North

V. Next Steps

In the coming weeks:

- Programming for year 2,
 - Build capacity with the year one participants to move beyond observation and feedback to data and planning meetings
 - Strategically plan for training teacher leaders
 - Design 22-23 Playbooks for each school that build on this year’s learning

COVID 19 Update

This past month we have seen the biggest surge in COVID-19 cases since the beginning of the pandemic in March of 2020. Over the past month, 12/19-1/19, we have had 752 positive COVID-19 cases with 597 of them being students and 155 staff members. Due to staffing challenges and high case counts, HPS has brought in Action Ambulance EMTs to support Health Services in managing cases over the past two weeks.

COVID-19 Case Counts by Month

	August 23-31	September 1-30	October 1-31	November 1-30	December 1-31	January 1-20
Total Cases by Month	25	162	76	98	300	637
Students	20	151	71	75	235	544
Staff	5	11	5	23	65	93

Since the last update, HPS instituted new COVID-19 Protocols based on DESE's updated guidance of 12/30/21. New Protocols include:

- COVID-19 positive individuals self-isolate for a minimum of 5 days, may return to school after 5 days if afebrile, and experience symptom improvement. They then must wear a mask for an additional 5 days. Return is based on time and symptom resolution
- New Test and Stay protocol which was implemented on 1/10/22 which includes a new duration of 5 days from the date of exposure and active monitoring through day 10.
- Symptomatic individuals return to school post-symptoms with test (PCR/antigen).

Donahue School held a successful second COVID vaccination clinic on 1/13 with 49 COVID vaccines received. Our Sullivan Clinics slated for 1/20 and 2/10 have been moved to Holyoke Health Center due to HHC staffing challenges. HPS has offered incentives for individuals, both staff and students, to sign up for FREE COVID testing at school. We have also offered incentives for staff members to report their COVID vaccine status. Nurses have created and presented a PowerPoint for their building staff concerning the updated protocols for managing COVID at their schools. And we have continued strong collaboration between health services and the custodial team in keeping the building as safe as possible.

Middle School and Portfolio Update

As you know, at our December retreat, we discussed the middle school grade configuration, which was a follow-up to the October 18th School Committee meeting where members of the Middle Grades Collaborative Study Team (MGCST) presented their findings after months of review. (For reference, here is the [Presentation recording from 10/18](#) School Committee meeting and the slides can be found in English and Spanish on our [middle school redesign webpage](#).) We regrouped ourselves in the benefits of distinct elementary and middle schools and discussed a critical question: ***Which middle school grade configuration (three grades 5-8 schools or two grades 6-8 schools) will work best for Holyoke for the long run?*** You unanimously agreed that two grades 6-8 schools of 550 students each (~180 per grade) is the best decision for Holyoke. I really respect and appreciate your input because this is a decision that Holyoke will live with for years to come. Your preference is also reflective of the feedback that MGCST members and I have heard as we shared the presentation with middle schools teams, the teacher advisory group, principals, and families. As I shared, I also agree for these primary reasons:

- **550 students across three grades is the “best fit” size middle school**, where the school is large enough to provide a uniquely middle school experience and to allow for meaningful teacher collaboration by grade and content, yet small enough to promote strong relationships so that each student feels connected and known.
- **This plan keeps 5th grade students in elementary school**, which many people believed was more appropriate developmentally and academically.
- **Students in the dual language program will be integrated into at least one of the two middle schools**. This will allow students in dual language to have broader access to a variety of

enrichment programming and other students. Feedback from the MGCST, as well as recent dual language input sessions, has been clear that families want their children in dual language to have access to art, music, physical education, STEM, etc. and that they want their children to integrate with children outside their small dual language cohort in elementary school. (Anthony - is there any other reason you wanted to list here?)

- **The existing plans for a new middle school building can be utilized.**

There are other benefits to this plan including:

- HPS would likely have six elementary schools, so three elementary schools could feed into each middle school. In the long-term, no more schools would need to be co-located.
- Much of our curriculum is aligned K-2, 3-5 and 6-8.
- Three grades is a tighter developmental span.
- The cohesion, collaboration and coordination between 2 MS and with the high schools would be a little simpler.

Now, this leads us to an important question, which we did not have time to discuss in detail at the retreat: ***When should Holyoke fully move to the distinct elementary and middle school model?*** In our limited discussion, there was wide interest in doing this as quickly as can be done well, but we decided it needed to be discussed at an upcoming public meeting. Two related questions arise: ***Which buildings will be middle schools, and which schools/students move into these buildings?***

At our meeting, I would like to discuss the question of the timing of moving to distinct elementary and middle schools. The soonest we could thoughtfully move to distinct elementary and middle schools would be by Fall 2023. (And, in that case, we won't have a new middle school building yet, so the plan would need to be a partial plan, building towards a completed plan years later.) The latest upon which we should make the transition would be when a new middle school building is built - or a year after any time we learn that a new middle school will not be built. (We hope that is not the case!)

When we discuss, consider:

- Which timeline is better for Holyoke - the faster one or slower one?
- Are there any steps that are missing? Or any timing that is off?
- How can we alleviate anxiety for staff when this is announced and throughout the process?
 - Note: Holyoke Public Schools is 100% committed to retaining existing staff members. All employees in good standing with the district would continue to have a job in the district, even if they needed to move to another school. Similar to how we have addressed past school reconfigurations, we would establish a process by which employees have preference for which school/position they are moved into and where principals/leaders have authority over the hiring. In the rare cases where an employee struggles to find a position at a new school, they will be placed in a school.

DEFINITION: Redistricting or Rezoning = A process by which school zone lines are redrawn to allow for an ideal # of students in certain grades at certain schools. It may require closing one school building.

<u>Steps</u>	<u>Faster Timeline</u>	<u>Slower Timeline</u>
Determine location for ENW 5th grade students to be in 6th grade (and will work for subsequent years) - if not at Holyoke STEM, then determine how to enroll more students at Holyoke STEM in order to keep ~100 students per grade (instead of ~50 since only Donahue would be the feeder)	Not necessary - part of process outlined below	Nov. 2022
HPS releases a request for proposal (RFP) to engage an engineering firm to provide the analytics to support the redistricting/rezoning process	March 2022	March 2025
HPS releases a RFP to hire a partner to support community engagement efforts around redistricting/rezoning	March 2022	March 2025
HPS hires aforementioned firm(s).	May 2022	May 2025
HPS leads a community engagement process to solicit input from students, staff, and families on how to redistrict/rezone	May - Oct. 2022	May - Oct. 2025
Firm begins analytics for redistricting.	Summer 2022	Summer 2025
HPS emerges with a concrete plan: <ul style="list-style-type: none"> • Which schools are open and their grade configuration • Which school buildings close (likely 1) • The school leader is at each school • The zone map. 	November 2022 Note: Since new Peck is built and will be torn to allow for building, there will be two middle school locations in different sites that will merge together once a new school is built	November 2025 Note: Since new Peck is built and will be torn to allow for building, there will be two middle school locations in different sites that will merge together once a new school is built
Schools build their School Improvement Plans and School Operational Plans with the new school configurations in mind.	Early 2023	Early 2026
Align staffing needs to new school configurations <ul style="list-style-type: none"> • All HPS employees in good standing have a job the following Fall • Impacted employees express their preference for which school(s) they are most interested in working at • School leaders hire impacted employees. Mutual placement process allows for school leadership input and employee 	Early 2023	Early 2026

<ul style="list-style-type: none"> Any unplaced employees will be placed with a school after discussions with employee and school leaders 		
Schools engage in outreach to new students who will be attending their school.	Spring 2023	Spring 2026
School calendar for current year allows for at least 1 PD day for PD /culture building with the new school staff configurations	May 2023	April 2026
Plan for a long break in order to give us more time for the logistical moves, planning and staff culture building.	Summer 2023	Summer 2026
Rezoned/reconfigured schools open	Aug. 2023	Aug. 2026
New school opens / <i>(In faster version, Schools that were remaining open to temporarily house students then close.)</i>	Aug. 2026	Aug. 2026
Benefit of each Choice	<p>1) Addresses the growing dual language middle school population more quickly</p> <p>2) Allows us to make progress towards our ideal state more quickly (with all the benefits that come from that)</p> <p>3) More easily maintains capacity to relocate students who would be displaced while building a new Peck</p>	<p>1) The decisions on exactly how to go about this and where students will go would be made after we knew for 100% certainty that a new middle school would be built</p>
Downsides of each Choice	<p>1) The future Peck school is split between 2+ school identities until a new school building is ready (e.g. likely Holyoke STEM stays at Dean Campus and DL MS is a small standalone MS for 2023-2026)</p>	<p>1) Where do the students in the growing DL program at ENW go for MS? And, what do we do to prevent STEM from becoming even smaller since 1 feeder school disappears?</p> <p>2) Keeps small schools & associated challenges for longer</p> <p>3) More uncertainty for longer</p>

Regardless of the timing, Holyoke needs to:

- Develop a plan that will work with or without a new middle school building
- Be transparent about the process by which decisions are being made
- Be inclusive in the decision making process
- Treat all people involved in and impacted by the process with care, respect, and empathy
- Live out our [equity commitments](#) in the process of making decisions

Finally, I wanted to give you an update on the **Middle School Building Project**. The School Building Committee (SBC) was invited to present to the Finance Committee of the City Council on Monday, January 10. These are the [slides](#) we presented. The recording can be found [here](#). Mayor Garcia and I made an ask for \$475,000 for a feasibility study. The Finance Committee asked many questions that we could answer and then made an ask for the following items, which we are working on securing for them. Sam Garcia will send you a copy of the memo once it is completed.

- Ask that the Mayor provide something in writing to the Council guaranteeing that bonding for this school project will not lead to any future debt exclusions for any other services in the future.
- Statement from Receiver for the \$500k annual contribution, along with a response from Commissioner Riley
- Information about the MSBA's model school program
- A description of how the SBC arrived at an estimate of \$475,000 to request from the City Council

Mayor Garcia had ideas on how to utilize federal funding sources to help pay for the feasibility study, which would offset the amount that the City of Holyoke needs to pay. An appropriation would still need to be made for the project from the City Council.

Additionally, the School Building Committee met on Thursday, January 13. The recording can be in the [Holyoke Media Archive](#), along with past SBC meetings. In addition to providing an update on the Finance Committee, I talked about our conversations with the MSBA and how we will also look into the model school program, which may be able to save money on design and/or construction. The MSBA is considering whether Holyoke could explore this and whether any feasibility costs could be reimbursed. To analyze whether Holyoke could save costs, we are going to look at an average square foot cost of model schools of about the same size and compare that to the square footage costs of the Peck design last time around, adjusted for inflation as needed.

2022 Dual Language Information Sessions

School: Kelly	Dates	Meeting Type/Location
Dual Language Expansion Input Session: Families/Community	Tuesday, January 18, 2022 5:30-6:30PM	In person @ Kelly
Dual Language Expansion/MS input Session: Families/Community	Thursday, January 20 8-9am	Zoom
Dual Language expansion/middle school input: Staff	Tuesday, January 11- 7:45am-8:15 am (during collaboration)	Zoom
DL Info Session for prospective families	Tuesday, February 1st 5:30-6:30PM	In person @ Kelly

School: Metcalf	Dates	Location
Dual Language Middle School input: Families	January 12, 2022 5:30-6:30Pm	person @ gym
Dual Language Middle School Input Session: Families	January 12, 2022 830-930am	ZOOM
Dual Language Middle School input: Staff	Tuesday, January 11th 3:15-4pm (during collaboration)	In person or zoom
DL Info Session for prospective & interested families	February 2nd 5:30-6:30	In person

School: EN White	Dates	Location
Dual Language Middle School Input Session: Families	January 13th 5:30-6:30 PM	In person @ EN White library
Dual Language Middle School Input Session: Families	January 13th 830-930 am	zoom
Dual Language Middle School input: Staff	January 18th 4-5PM (during collaboration)	In person
DL Info Session for prospective families	January 25 5:30-6:30 pm	EN White library in person

District-wide Middle School Input session: community, families from any school,	In person TBD February 10, 2022
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Note: we may add more sessions in February/ March for new families if the applications are low for the lottery.

Dual Language Information Sessions for New/ Interested Families

Please join us to learn more about the Dual Language programs and lottery system for Kelly, Metcalf, and EN White School for the 2021-2022 school year! These sessions are for prospective families only.

EN White: January 25, 2022
5:30-6:30PM @ EN White School Library
Kelly: Tuesday, February 1, 2022
5:30-6:30PM @ Kelly School Cafeteria
Metcalf: February 2, 2022
5:30-6:30PM @ Metcalf School Gym

Dual Language Expansion Input Sessions for Families and Community Members

As our dual language program continues to grow, we would like to share information about our programming and get your input to support planning for a strong dual language middle school program. These sessions are primarily for current dual language families and community ambassadors of the dual language program. Staff sessions will be scheduled separately. Registration information will be available later this month.

EN White:
January 13, 2022; 5:30-6:30PM @ EN White School Library
January 13th 8:30-9:30 AM via ZOOM, registration information to come.
Kelly:
Tuesday, January 18th; 5:30-6:30PM @ Kelly School Cafeteria
Thursday, January 20th 8-9am via ZOOM
Metcalf:
January 12, 2022; 5:30-6:30PM @ Metcalf School Gymnasium
January 12, 2022 8:30-9:30 AM via ZOOM

District Wide Dual Language Middle School Input Session for any Families, Staff and interested Community Members: February 10, 2022 in person, time & location TBD . (All COVID-19 safety guidelines, including physical distancing, wearing masks, only attending if healthy, will be in place.)



HOLYOKE PUBLIC SCHOOLS
A PATHWAY FOR EVERY STUDENT

57 Suffolk Street – Holyoke, Massachusetts 01040
Tel. (413) 534-2005 | Fax. (413) 534-2297

Mr. Anthony Soto, Superintendent/Receiver

Thursday, January 13, 2022

Dear Commissioner Riley and Senior Associate Commissioner Johnston,

The Cabinet team engages in a quarterly process to review progress towards the turnaround plan, strategic plan and annual measures. Please note, the Receiver/Superintendent submits this detailed summary to comply with MGL Chapter 69 Section 1K: "The commissioner and receiver shall provide a written report to the school committee on a quarterly basis to provide specific information about the progress being made on the implementation of the district's turnaround plan." The District leadership team complements this process by engaging in school-level data reviews each quarter as well.

The Cabinet team conducts a **multistep review of the health of the district**. First, we review each department's projects and progress to-date on November 1. We use the stoplight reporting method (green/yellow/orange/red) to identify where we are on-track, a little behind track or significantly off-track. The purpose of the discussion is to identify barriers, problem solve solutions, prioritize and collaborate. As the chart below indicates, HPS is on-track for 11 of the 22 projects (50%), behind track for 8 of 22 (36%), and off track for 3 of 22 (14%). This is not atypical for us, as we tend to see more projects getting back on track with more time and attention throughout the year. It is one of the reasons why we have these quarterly reviews. See the appendix for the detailed [Q1 Action Plan Summary](#) (just tab 1) report.

Rates	Q1 #	Q1 %
On-Track or Complete	11	50%
Behind Track	8	36%
Off Track	3	14%
Total	22	

Second, the cabinet team reviewed the [Q1 scorecard](#) on December 6. See an attachment for the scorecard. Unfortunately, STAR Reading and Math proficiency rates are significantly below the baseline, which is also below prior year's starts. Attendance is significantly lower than the target of 95%.

Third, the Academic Department implemented the HPS Core Instruction Monitoring Process. This process is completed twice a year (Sept/Oct and March). The purpose is to visit all schools to collect information on the level of implementation of core instruction in order to support school and district improvement efforts to ensure 100% of our students receive high quality instruction. The District team uses this [Learning Walk Form](#), developed to align with the SEN rubric, for data collection. The first monitoring walk data showed: 90% of classes were using district approved curriculum with 65% of student tasks asking students to apply what they know. While this is an improvement from previous years, there is much work to be done. Areas of need highlighted in this review included: only 20% of student tasks asked students to engage in inquiry that required critical thinking while only 49% of classrooms observed showed

the majority of students (75-100%) engaged in active completion of work products. We reviewed this data as a Cabinet in October and determined high leverage action steps/revisions for department plans. The full summary of data can be found [here](#).

Fourth, on December 22, most members of the cabinet team met with DESE leadership and the School Empowerment Network (SEN) team for a School Quality Review (SQR) data round-up. SEN completes a full-day visit to each to look at how well each school is organized to support student learning and teacher practice in order to identify areas of strength and areas for improvement. It is designed to support schools to engage in key practices correlated with raising student achievement. The results of this discussion are reflective of the other data points we have gathered over time too. Areas of strength across the system were: goals and actions and teacher teams and distributive leadership. Teacher support and supervision was also identified as an emerging theme, with coaching and supervision at the schools experiencing success centered around the RELAY framework. Areas of focus included: pedagogy (especially around a common vision and practice of how students learn best), positive learning environment (which has been impacted in many districts across the country due to classroom precautions around COVID), high expectations and assessment.

Finally, an equally important part of assessing the ongoing health of the district is the health of individual schools. The District Leadership Team also led a first quarter School Improvement Plan review for each school in November. I also attended and gathered many insights on how our district team needs to better support individual schools and schools overall. We gathered the next steps from these conversations into one document, which the cabinet will monitor on a regular basis to ensure progress towards supporting schools.

Emerging from these data reviews, the District sent [this communication to all staff about next steps](#) and the cabinet leadership team must focus on:

- Continuing to implement strong instructional leadership practices through our partnership with Relay, with a focus on lesson planning and academic monitoring in response to feedback. This work is well underway!
- Create a and provide a library of resources for teachers to use of HPS teachers using the get better faster model well and also a library of exemplar lesson plans for teachers to access
- Refocusing coaches time to support teachers' planning for strong implementation of core curriculum. Although we have strong curriculum resources for the most part, we need to ensure that the student work meets the rigor of the standard. This requires that students have access to a high-quality, rigorous task and that educators maintain high expectations and support for students to complete the task.
- Implementing a robust assessment system that is easily accessible by educators and can drive student learning. Our assessment plan in Quarter 1 was halted due to our assessment platform under delivering and not meeting our expectations. We have clarified expectations and put a system in place for Quarter 2 - 4 Assessments that will provide the level of data school leaders need. We need to develop/select a better assessment system for next year, but also need to focus on daily formative assessments this year.
- Progress monitoring and better supporting schools to implement intervention resources since the majority of our students are performing below grade level.
- Promoting strong attendance when healthy - students aren't learning if they aren't at school.
- Hiring, hiring, hiring to continue to fill gaps.

Please let me know if you have any questions.

Sincerely,



Anthony Soto
Receiver/Superintendent

CC: Lauren Woo, Director

APPENDIX: Q1 detailed project summary report

Department	#	Project	Q1 Status
Districtwide	D1	Lead an inclusive and collaborative entry and strategic planning process to engage all stakeholders in the future of HPS by June 2022.	Supt. Soto released his entry plan on 9/1. As of 10/30, his listening tour includes 1 in-person mtg for all, 3 virtual mtgs (family, family leadership, community partners), 8 school visits (classroom visits, student focus groups, staff focus groups), 336 survey responses, and individual mtgs. These sessions have informed some policy changes already - such as a wellness day on 11/12, not requiring lesson plans to be submitted, and food service improvements. He continues to collect data, will meet with the new School Committee at a Dec. retreat, and is preparing to release findings in early 2022.
Districtwide	D2	Continue to implement equity and inclusion best practices, including re-establishing the district equity team, by June 2022.	The district's equity commitments are driving decisions; however, a project plan including re-establishing the district equity team hasn't been developed yet. Supt. Soto is seeking a partner to help lead some of this work.
Districtwide	D3	Assess accessibility of and continue to strengthen translation and interpretation services by June 2022.	Although the district continues to increase access to translation and interpretation, an action plan hasn't been developed yet.
Academics	A1	Strengthen MTSS to accelerate student learning and achievement by ensuring... 100% of students in grades PK-12 receive strong Core instruction through the implementation and monitoring of district-approved core curriculum by January 2022 and are supported by key instructional leadership roles (principals, APs, IC/ETs) throughout the year.	Academic playbook is completed and being used through regular Academic mtgs and coordination mtgs with OSIL and Pupil Services. Completed & sent feedback from Q1 walk-throughs at each school. Supporting implementation of core curriculum is being done in conjunction with the Relay leadership development work. Curric. resources are being used, but internalizing the rigor and implementing rigorous lesson plans is the next stage of growth. Monthly PD for Expert Teachers/Coaches is going well; they will be trained on unpacking the rigor of the curriculum in order to support the teachers. Literacy audit has begun.

Academics	A2	Strengthen Implementation MTSS to accelerate student learning and achievement by ensuring... 100% of students in grades K-8 requiring Tier 2 / 3 learning will receive strong targeted intervention and make at least a year's growth as measured through the intervention progress monitoring data.	Established protocols, caseloads and a data collection system. Academics team is supporting schedule review to ensure student groupings are correct. Interventionists receive ongoing training. After-school programming is using these interventions too. Data review is just beginning. STMath & Lexia is beginning to be embedded in the core, with some teachers beginning to pull small groups. Challenges: 1) Child Study Teams are not consistently running and ESL teachers aren't at those mtgs consistently, 2) need to support teachers in using ST Math & Lexia for data review and pulling small groups, 3) Not all interventionist positions are filled (~4 vacant).
Academics	A3	Strengthen implementation of MTSS to accelerate student learning and achievement by ensuring... the HPS Assessment Plan is implemented with fidelity and that data is readily available to support data team cycles at the school level quarterly.	Q1 data review cycles are scheduled for Nov. We have the curriculum-embedded assessments in the new Naiku assessment dashboard; however, we are having significant technology challenges with grading the assessments and pulling any summary reports from Naiku. Next Steps: Consider whether to look at standards-based STAR reports at the district level and whether to administer STAR at MOY. Although teachers will give the curriculum-embedded assessments, we will not require teachers use Naiku for the rest of the yr.
Finance	F1	Ensure departments and schools have real-time access to budgets in order to drive decision making by reconstructing the chart of accounts in Munis by June 2022.	We have begun to meet with the consultant and the City of Holyoke. The City needs to upgrade their system in order for HPS to be able to upgrade our system because the City processes our forms (aka POs, checks, etc). We are completing the pre-work, but will be delayed if the City doesn't upgrade their system in a timely fashion. We still anticipate being able to finish this by June '22. In the meantime, schools can contact their financial analyst if they need updated budget info.
HR	HR 1	Plan and implement an inclusive hiring process for teachers and paraprofessionals by rewriting job descriptions, revising our screening policy and training staff by June 2022.	We're developing our team to participate in DESE's Diversity Network, which is a community that will help us advance in this work. We're a little behind track in our fall actions b/c we needed to focus on filling vacant positions.

HR	HR 2	Support educators in earning and maintaining their certification/ endorsement through developing a systematic approach to data collection and review by June 2022.	A consultant is supporting the work of licensure tracking; our dropbox with DESE to support this is functional now. Many new hires are on waiver, so we haven't pulled waiver reports yet. We analyzed retention data from SY20-21 to SY21-22, which is 80.6% (the highest since being tracked). Additionally, teacher diversity has increased to 28% (2-pt gain). HR & OSIL have set retention targets by school for next year.
HR	HR 3	Evaluate the effectiveness of all teacher pipelines to ensure they are all meeting the goal to provide an ample pool of qualified educators and reduce the barriers for candidates of color to enter a career in teaching by June 2022.	We've identified all teachers who have been a part of a pipeline program and have determined retention rates by program; we need to systematize how to pull the data in our system though. Next step is to analyze teacher effectiveness in HPS by program. We've begun to meet with partners to share feedback to strengthen the effectiveness of our partnerships.
Operations	O1	Create a technology-rich environment that meets the district's vision for instruction, as well as recover from the loss and damage to district technology from last school year, by June 2022.	DMOs and Tech Leads are currently auditing the inventory to assess what each school needs for technology. Given the lengthy time of product delivery due to the pandemic, we have begun to get POs in order to begin making purchases. An important next step is working with schools to determine if they have add'l needs.
Operations	O2	Re-bid a new 5-year food services contract to focus on higher quality, culturally relevant, tasty food that is appealing to students.	We have identified a consultant to support revising the scope of work to rebid the food services contract. In the meantime, food serv. staff continue to solicit feedback from students to increase healthy, appealing food. We are readjusting our COVID practices to be relevant for the current time; for example, we will reopen salad bars, offer more fruit and return to plated/tray food options for less packaging waste. We will also make significant equipment updates.
Pupil Services	PS 1	Ensure that special education teachers participate in core curriculum and intervention professional learning, data collection and progress monitoring in order to best support all learners by June 2022	PD is scheduled with a tracking tool in place. Intervention materials have been ordered and distributed. Acad & PS are hosting jJoint building walkthroughs. District SPED Coach is providing targeted support and add'l training as needed for SPED staff.

Pupil Services	PS 2	Provide professional learning opportunities so that IEP teams function with greater consistency when completing the steps of the IEP process.	Spreadsheet to analyze SPED/EL data has been developed and analysis has started. Pupil Services (PS) & English Lang (EL) depts are partnering on PD for school teams. First audit scheduled for Nov. Challenge: Child Study teams are not consistently mtg at schools, which will impact referrals if not addressed promptly; working with Academic & OSIL to correct.
Pupil Services	PS 3	Ensure that all corrective action steps are communicated and implemented based on DESE Tiered Focus Monitoring (TFM) program review by June 2022. If additional program review measures are warranted, begin the planning process with action steps by June 2022.	TFM CAP (Tiered Focus Monitoring Correction Action Plan) with DESE was just approved and released. Training for Educ. Team Leaders (ETLs) has occurred. First audit was 10/25/21 and will be reviewed with ETLs 10/29/21.
Pupil Services	PS 4	Provide professional learning opportunities so that IEP teams function with greater consistency when completing the steps of the IEP process.	Partnered with Academics so that PD focuses on referrals for both IEPs and EL services. MC & VA have identified a preferred vendor to support. Project proposal is being revamped and submitted. Professional Learning schedule will need to be re-worked once final proposal is in. Challenges: 1) project is a little behind schedule due to need to bring on vendor and late-identified need to involve OSIL, 2) Child Study teams are not consistently mtg at schools, which will impact referrals if not addressed promptly; working with Academic & OSIL to correct.
School Leadership	SL 1	Develop 30+ school and district leaders with a focus on observation and feedback and weekly data team meetings, with the support of the Relay Graduate School of Education and use of the new data dashboard by June 2022.	All principals, APs, Acad. Dir. & Cabinet instructional leaders participated in the Relay training this summer, setting a strong foundation for a focus on instruction this SY. Even with the challenges this SY has brought, the majority of school leaders are able to focus on instruction. Using the "Get better faster" scope and sequence, we're approaching mgmt proficiency by end of Q1 and resetting expectations on our rigor proficiency goal to focus on lesson planning, internalizing lesson planning, and academic monitoring (in response to feedback). HPS Cabinet & Relay will hold Q1 stepback mtg on 11/15.

School Leadership	SL 2	Support principals and their teams to implement academic interventions using high quality curriculum and existing and expanded staffing by June 2022.	Academic interventions implementation has been slower due to backlogs on devices. It took awhile for many interventionists to be scheduled, they all now have a set of students they see regularly. OSIL & Academics need to work together to determine who is responsible for overseeing the interventionists' work, looking at related data, and working with schools to strengthen implementation. Currently, 52% of students (955/1840) are mtg usage requirements in Lexia; we have incr. from 12% of students being on GL in Lexia to 18%. In STMath, the avg % completion rate for our 3138 students is 8.1% as of 10/24 (23% of way thru SY), so we're behind. Top schools have ~14% completion.
School Leadership	SL 3	Support principals in the implementation of sequential academic and behavioral student supports, including the new social and emotional curriculum adopted for SY21-22 by June 2022.	The 2nd OSIL goal focuses on academics, so this focuses on SEL. The TRAILS curriculum for SEL is has been adopted in every school, every classroom (except for Veritas who has their own); counselors have been trained. The Dir of SEL is available for consultations, dept meetings and lesson observation. We aim to be 1/3 through the TRAILS curriculum by winter break. More work needs to be done around: assessing the strength of implementation of TRAILS, seeing the impact of TRAILS on student behavior and mental health, and the clarity and effectiveness of the behavioral support specialists. More Tier 3 supports for students are needed as well; we try to refer students who need more support to a partner, although we recognize there is a community-wide gap in mental health services.
School Leadership	SL 4	Engage families as active and informed partners in their children's learning and growth through opportunities and partnerships, led by a robust School Council on every campus.	Every school (except 1) has an established school council, and they will all have hosted their first meeting by Nov. 5. The FACE team has helped recruit and in some cases, is supporting the agenda development. Most councils will likely work on a project to have a positive impact on the school, with some school funding set aside for each council. EDSLs provide ongoing support to principals on running an effective council.

Turnaround	T1	Continue the plan to move towards distinct elementary and middle schools, which includes pursuing a new middle school building, building a vision for middle level education and planning for sustainability by June 2022.	Middle grades collaborative study team work has completed. MGCST made many recommendations on the MS experience, which have been presented 7+ times. Supt. Soto will work w/ School Committee on some open questions, esp. grade configuration and timing of potential rezoning. MS Bldg project is going well: a 14-member School Bldg Committee has been appointed, with 3 meetings held. 2 Deliverables (Enrollment & Ed Profile) were submitted to MSBA before the 11/1 due date. Important next step is to work with City Council for vote authorization and funding. VPH evaluation mtg completed.
Turnaround	T2	Conduct our own bus routing in order to strengthen the school and family experience with transportation, improve responsiveness and plan for financial sustainability by December 2021.	HPS conducted our own bus routing for SY21-22. Overall, doing our own routing meant we were able to get routes out weeks ahead of the start of the school year, update the routes at least 2x/wk (as opposed to 2x per month last year), and reduce the number of mini-buses required. Both bus companies have all drivers hired, although there absences due to COVID can cause challenges. Transpo debrief is scheduled for Nov. We anticipate a smoother Fall 2022 with the addition of the ops analyst to assist during the busy season.

Meal Participation

As a district we strive for 80% participation for breakfast and lunch. As COVID-19 continues to be a part of our every day lives, our participation benchmarks have been challenged however we continue to provide expertise and innovation to assure we are able provide high quality nutritional meals daily:

Participation Breakfast DEC YTD 2022: 80%

Participation Breakfast DEC YTD 2019: 65%

Participation Lunch DEC YTD: FY2022 79%

Participation Lunch DEC YTD FY 2019: 66%



Tim Viveiros
General Manager
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Phone-413-534-200 X1651



Our mission is to be a leader in supporting student engagement and improving Quality of Life for the entire school community. By focusing on Quality of Life Services, we reinforce the overall experience of a student's educational journey, which helps to ensure their success. For more information please visit www.sodexoUSA.com.



Meal Counts and Offerings

Food and Nutrition Services has served DEC YTD:
330,426 Breakfasts 327,021 Lunches
16,965 Snacks 7,940 Dinners
Sodexo is providing full menu offerings in all our school cafe's daily. Food and Nutrition has returned to traditional service pivoting from "prepackaged" and "COVID bagged lunch service" to options for Holyoke students to include daily hot entrees, salads, gourmet sandwiches, Bento Boxes, fresh fruit and vegetable additions as well as the return to salad bars! On site culinary operations resumed this academic year daily in each school to assure scratch cooking using our best ingredients and talents of all our team including Sazon Pork Bowl, Pavo al Horno con Habichuelas, and Sazon Chicken Baguette.

District Grant Updates

Fresh Fruit and Vegetable State Program:
DEC YTD our sites have served 33,600 portions of fresh fruits and vegetables to students twice a week.

School Garden/ Nutrition Education:
HPSFS was awarded \$9600 to restart the program post COVID, Sodexo has partnered with the Food Corps Team to offer tastings in some elementaries in February.

Project Bread Front-Line Appreciation:
HPSFS was awarded \$3900 to provide PPE apparel, and innovative recognition events to our City Front Line.

Weekend Backpack Program

HPSFS distributed over 1000 backpacks YTD with items such as rice, beans and other non-perishables.

Student Engagement

- Menu meeting with Transitions Academy 1/19: "Quality of food offerings and service has greatly improved in breakfast and lunch and students are extremely happy with hot breakfast choices despite supply and demand challenges"
- Food Insecurity Meeting with State Representative Patricia Duffy on 1/31.
- Holyoke Food Council Meeting scheduled for the week of February 14.
- FY22 student survey in February, we are working with onsite Administration to schedule accessibility.

Front Line Food Service Staffing Update

Open Positions: 8 Current COVID cases: 7
Temporary Labor: 2 AVG Daily Sick Calls: 8

Supply Chain Status Update

- Juice box vendor has stopped production, pivot to Sysco CT for 4oz Sun Cup option (apple and orange)
- Late or missed deliveries due to driver shortages.
- "Center of the Plate" proteins remain in stock per USDA requirements.
- BIC accompaniments such as whole grain crackers and string cheese remain in stock.
- Paper and Plastic products have been challenged such as "Spork" kits and straws for milk.

The Sodexo Team has continued to provide expertise and management guidance to assure all menu options are available to our students in the community daily.

Measurable Annual Goals

Joint Committee
November 30, 2021



HOLYOKE PUBLIC SCHOOLS
A PATHWAY FOR EVERY STUDENT

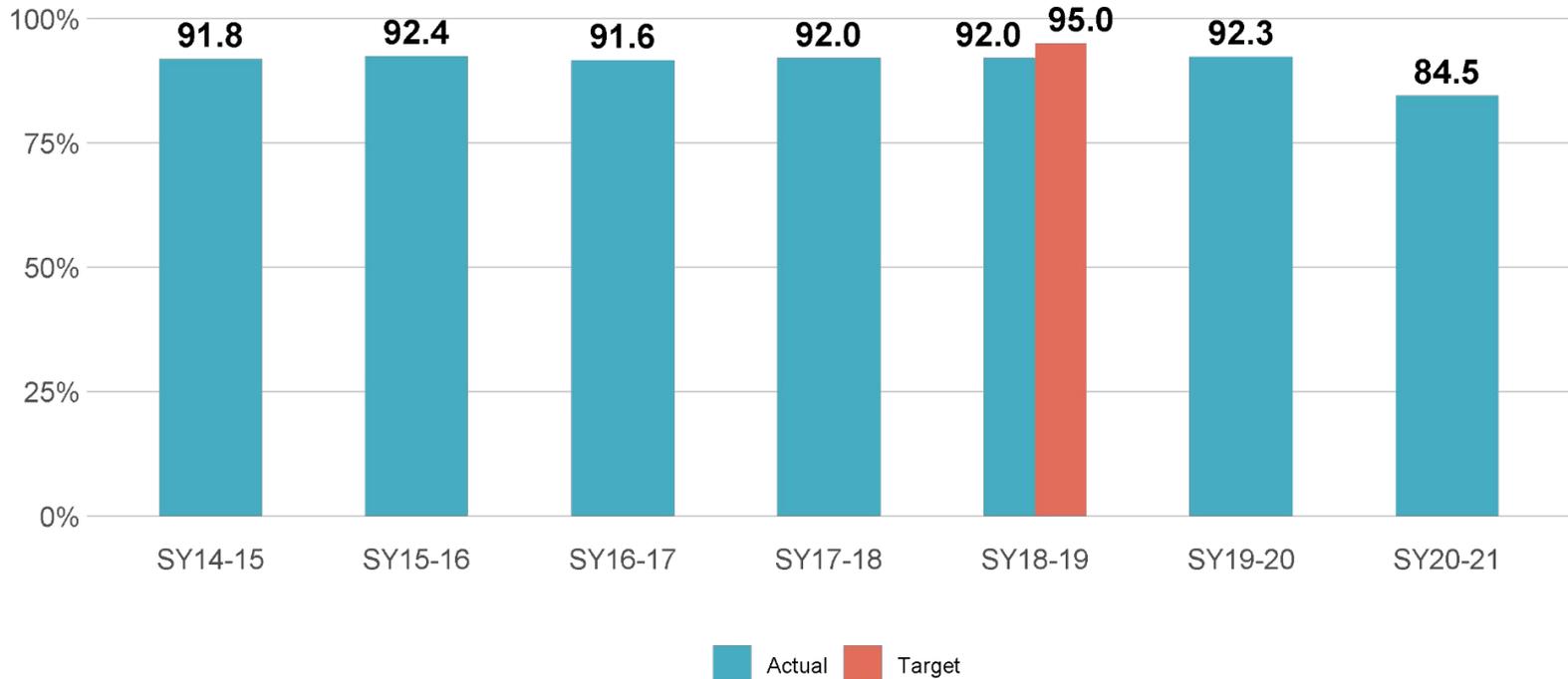
Notes

- SY14-15 is the baseline data, which in some cases, was not available because it was not measured. SY15-16 is the first year of receivership.
- "Next Generation" MCAS was updated in 2017 for grades 3-8 and 2019 for high school.
- Massachusetts redesigned its district and school accountability system in 2018.
- The Turnaround Plan was renewed in 2018, which provided an opportunity to modify some of the existing MAGs to more closely represent the district's work.
- Most SY19-20 data is through mid-March because schools closed due to the pandemic.
- SY20-21 data is significantly impacted by the pandemic and the majority of students were not physically at school for most the SY.

Attendance remained relatively consistent, pre-pandemic

Attendance Rate

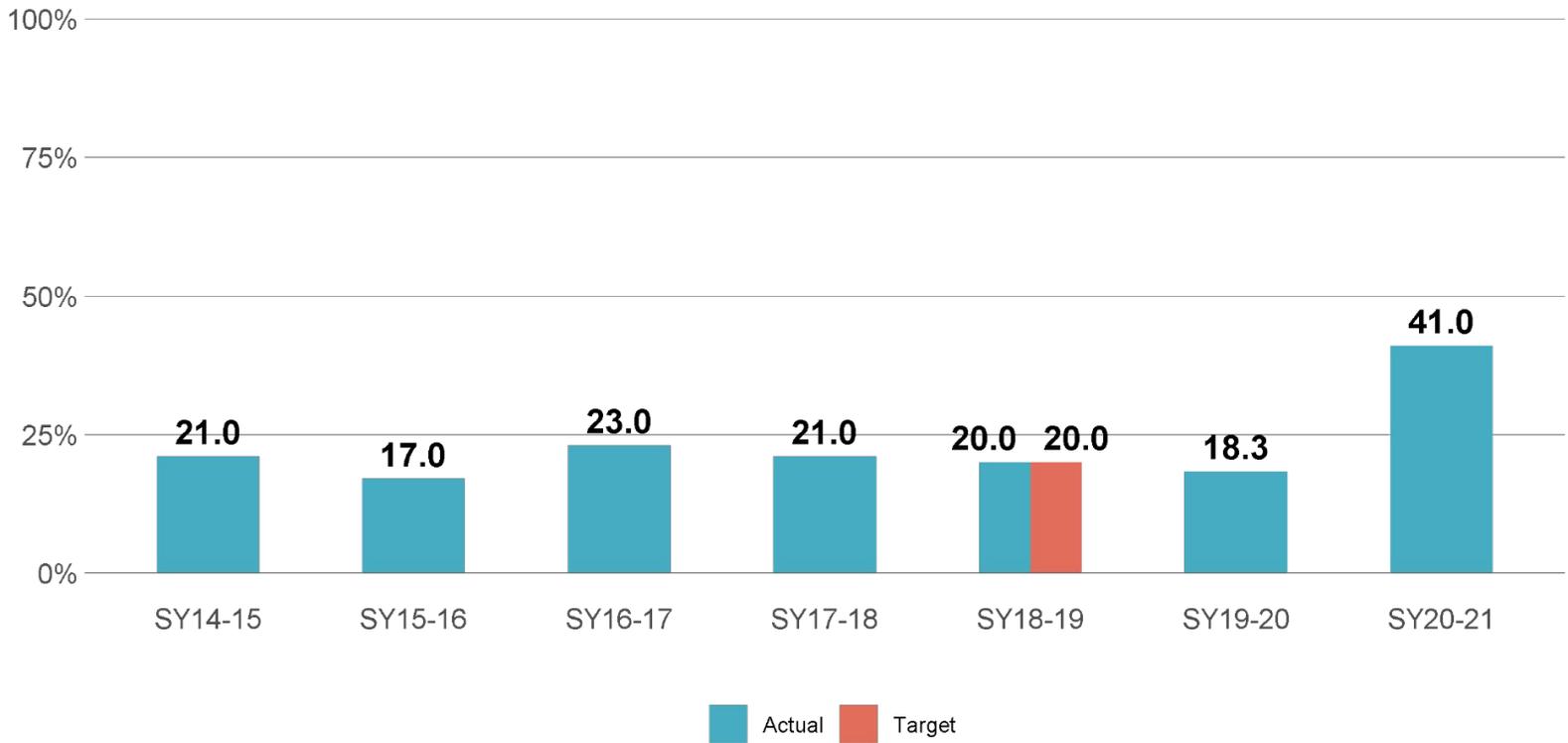
State Average for SY18-19 = 94.6%



Note: SY19-20 attendance is in-person attendance through 3/2/21. SY20-21 attendance reflects in-person and remote attendance during pandemic.

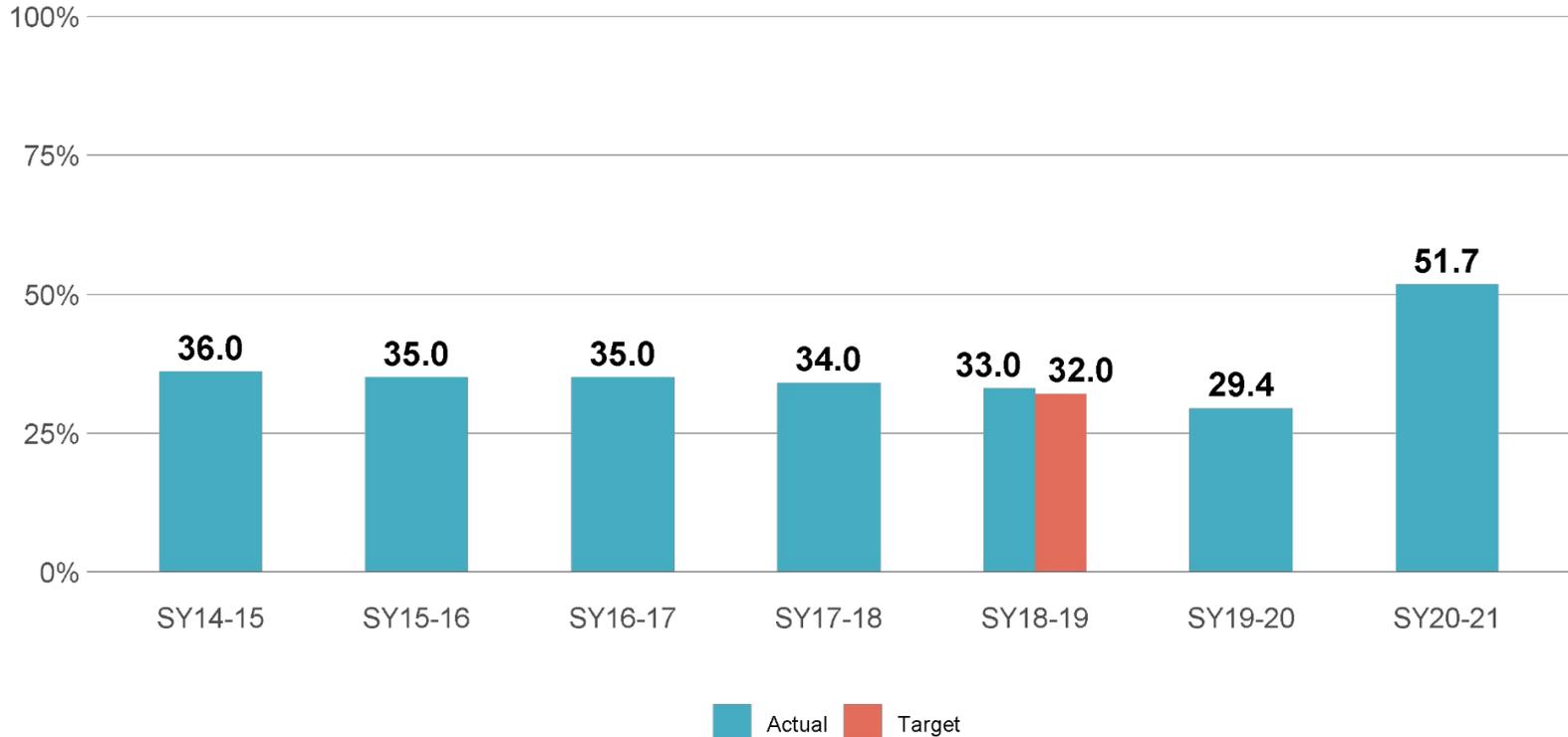
Chronic absenteeism in ES/MS was declining, pre-pandemic

Percentage of Students Chronically Absent - Non-HS Grades



Chronic absenteeism in High School was declining too, although still too high

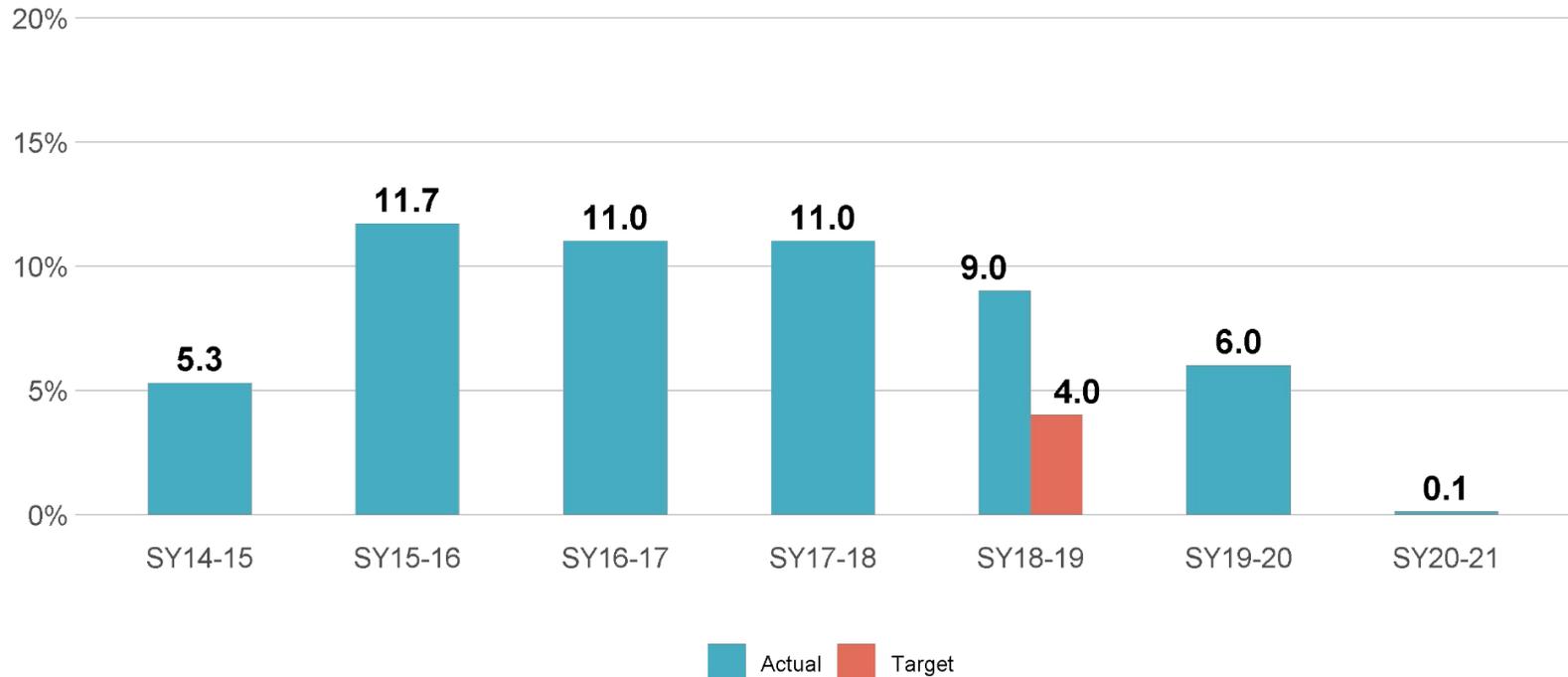
Percentage of Students Chronically Absent - HS Grades



Out of school suspension rates exceed targets and state avg

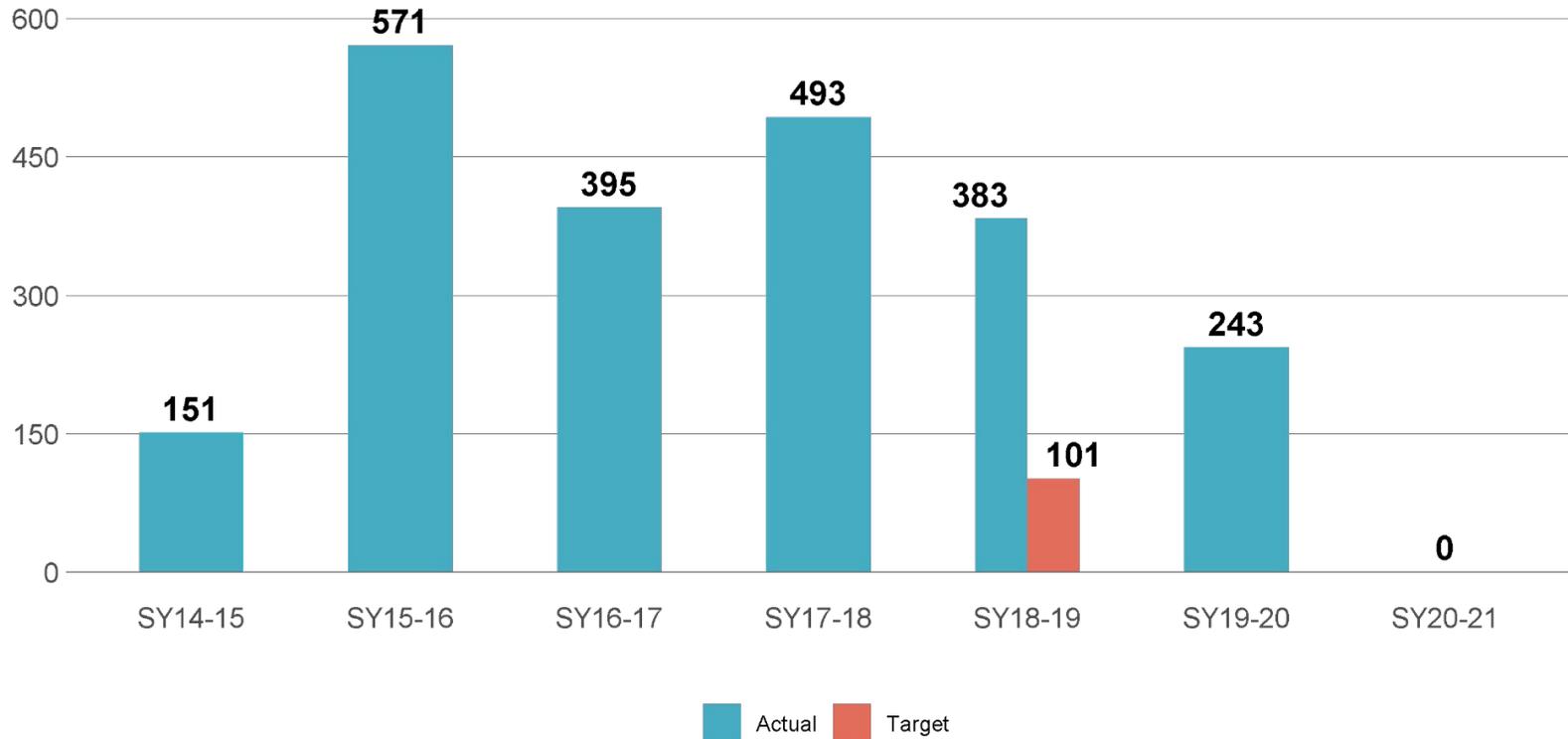
Out of School Suspension Rate

State Average for SY18-19 = 3.0%



Interpersonal Incidents declined, but are higher than target

Number of Interpersonal Incidents

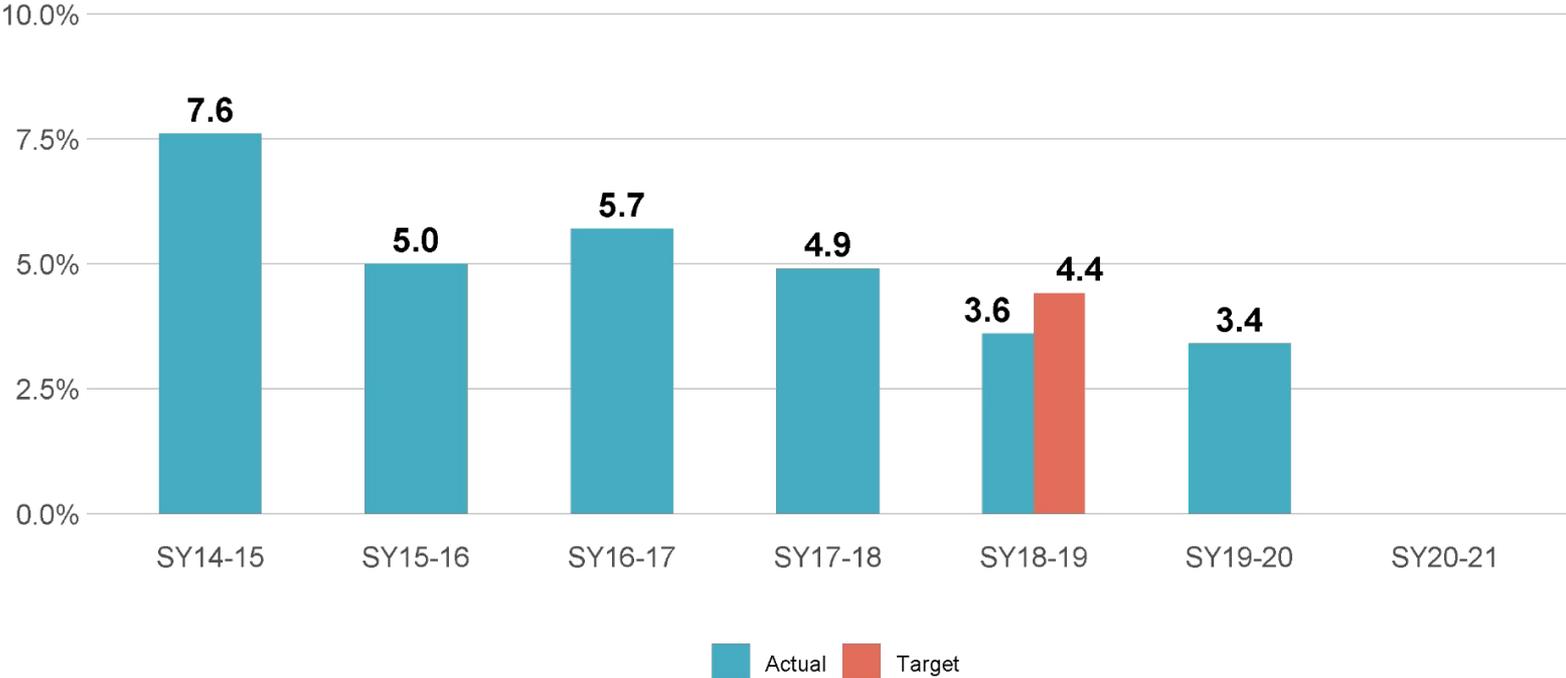


Note: Interpersonal incidents includes count of offenses for: physical attacks, physical fights, sexual harassment, and sexual assault.

The dropout rate has consistently declined, but is 2x MA avg

Dropout Rate - Aggregate

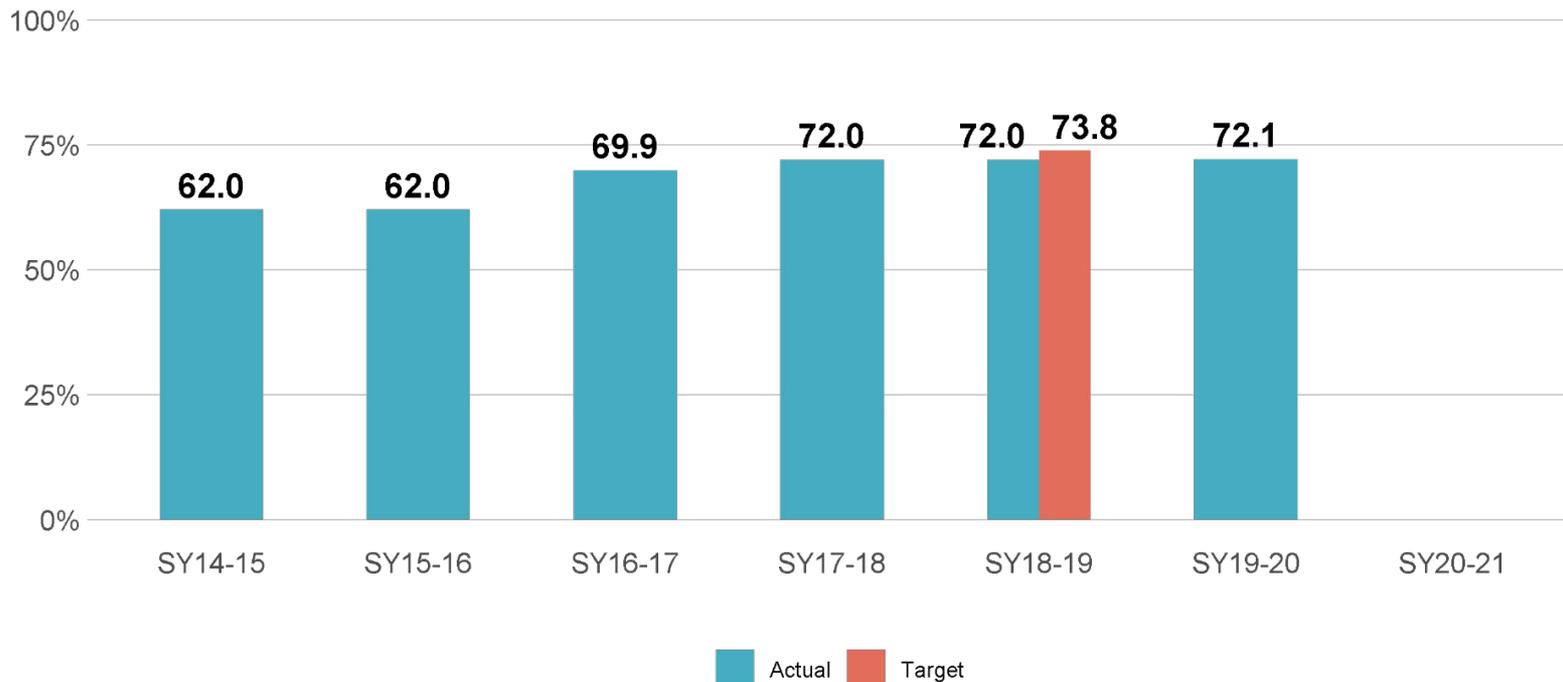
State Average for SY18-19 = 1.8%



The graduation rate has increased, but is below target & avg

Four-Year Cohort Graduation Rate - Aggregate

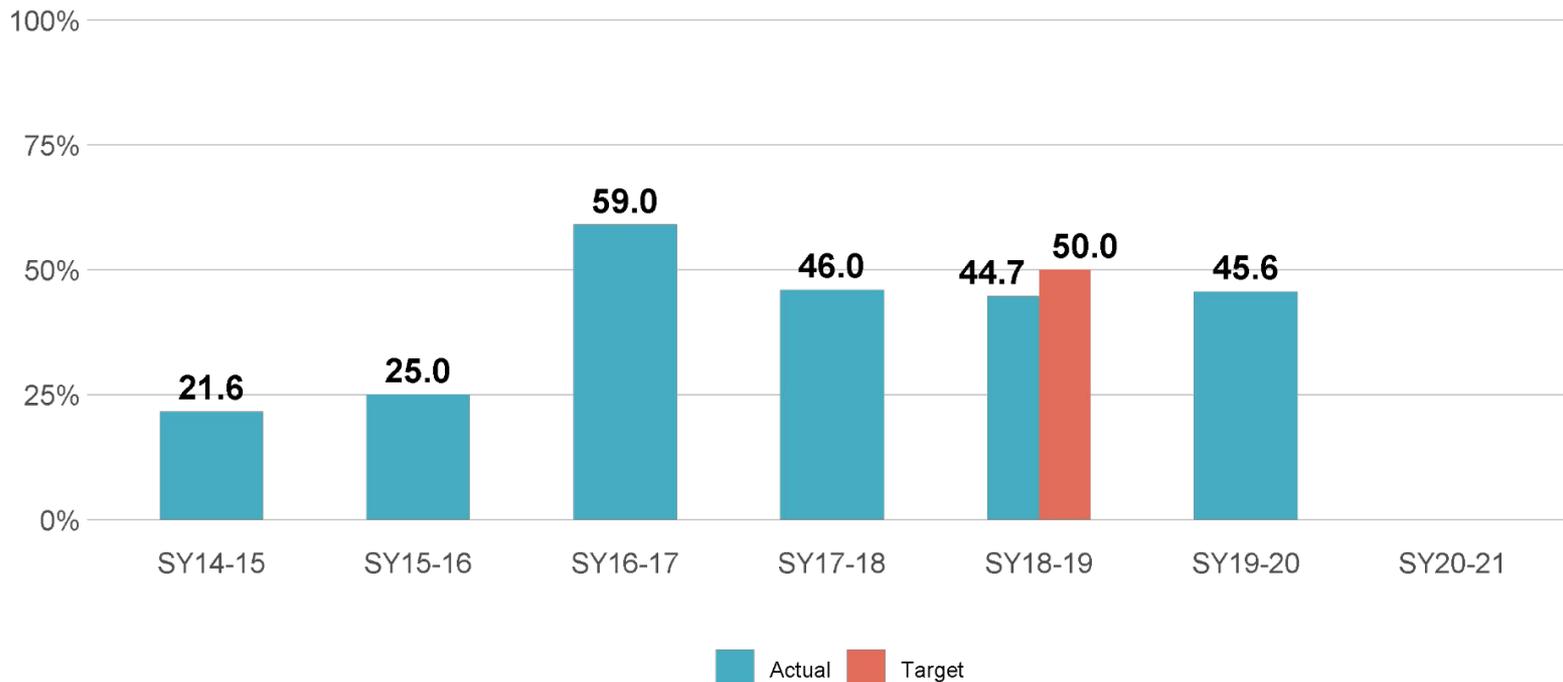
State Average for SY18-19 = 88%



More students are meeting MassCore has increased

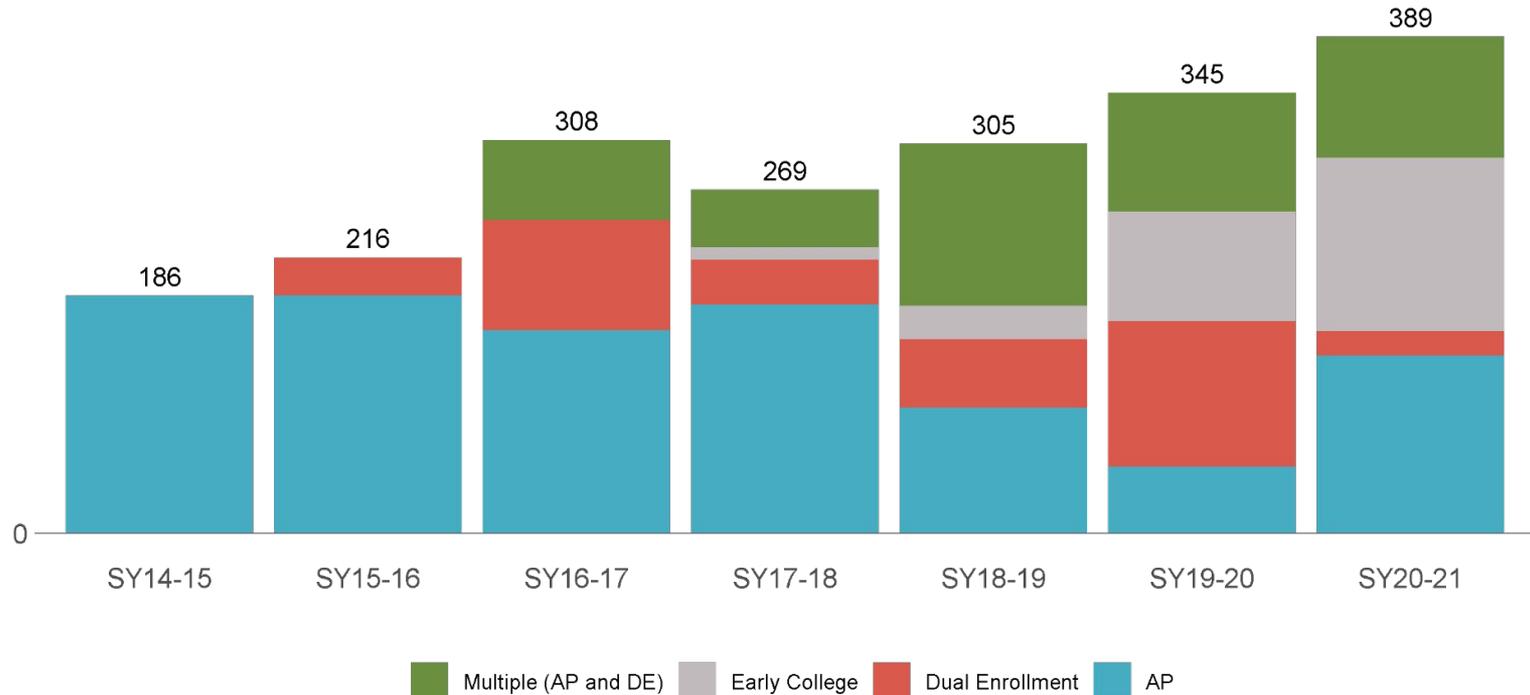
Percentage of HS Students Meeting MassCore Requirements

State Average for SY18-19 = 81.4%



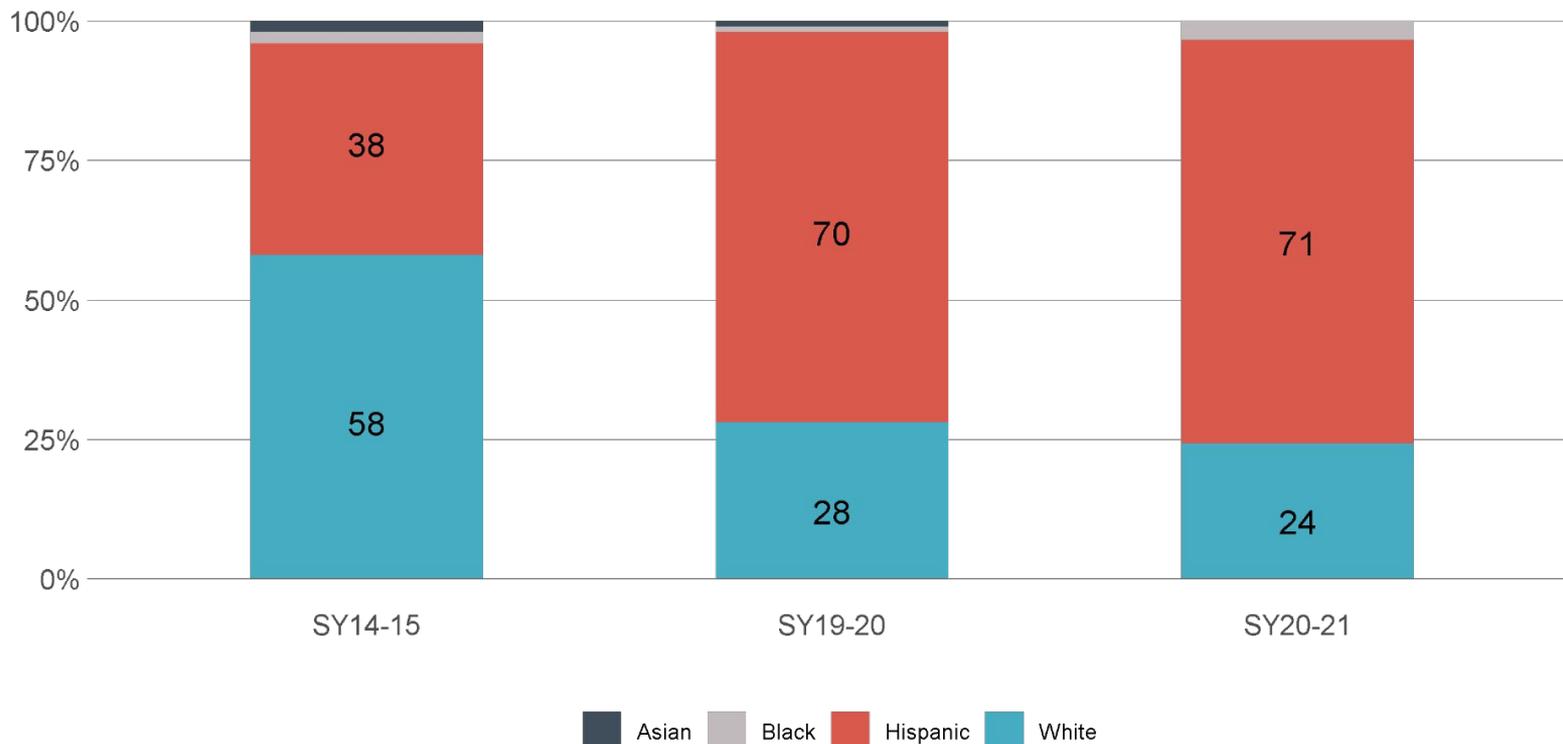
Enrollment in advanced coursework continues to increase

Enrollment in Advanced Coursework



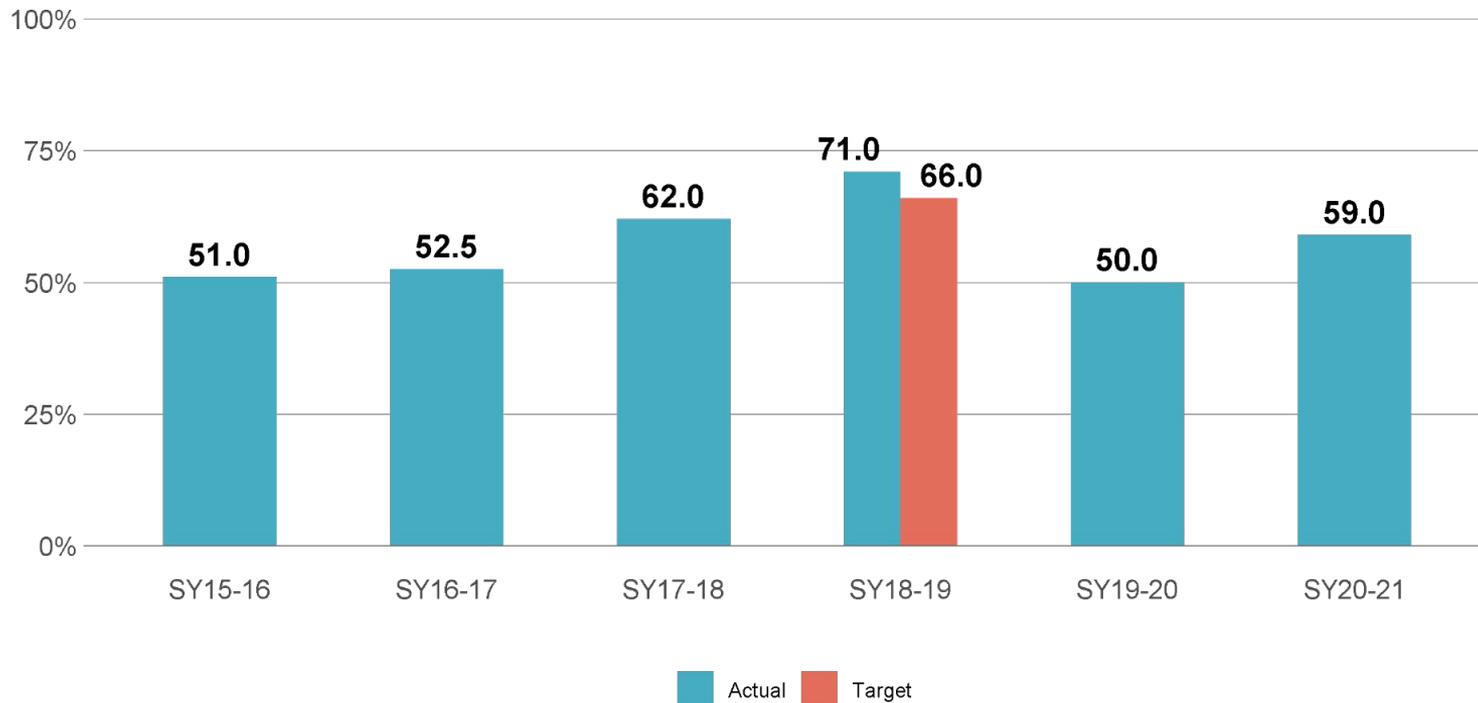
... and more closely reflects our student demographics

Enrollment in Advanced Coursework by Ethnicity



Freshman on-track was increasing pre-pandemic

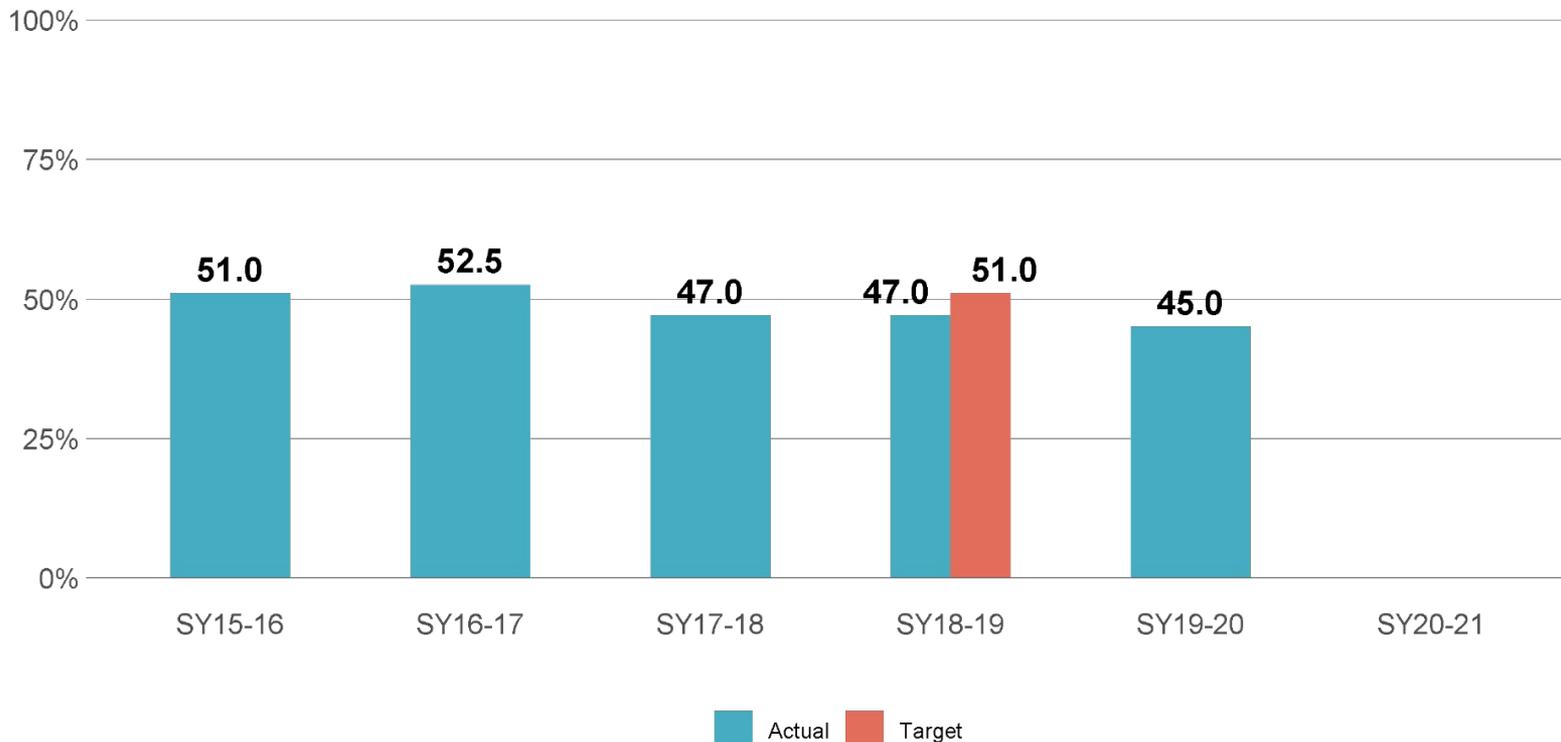
Percentage of 9th Grade Students On Track for On Time Graduation



Definition: 9th Graders are considered On Track for On Time Graduation if they are passing their core courses: ELA, Math, Science, SS (and CTE if applicable). Based off the University of Chicago's Consortium on School Research.

Middle-school on track rates continue to stagnate

Percentage of Middle School Students On Track for On Time Graduation

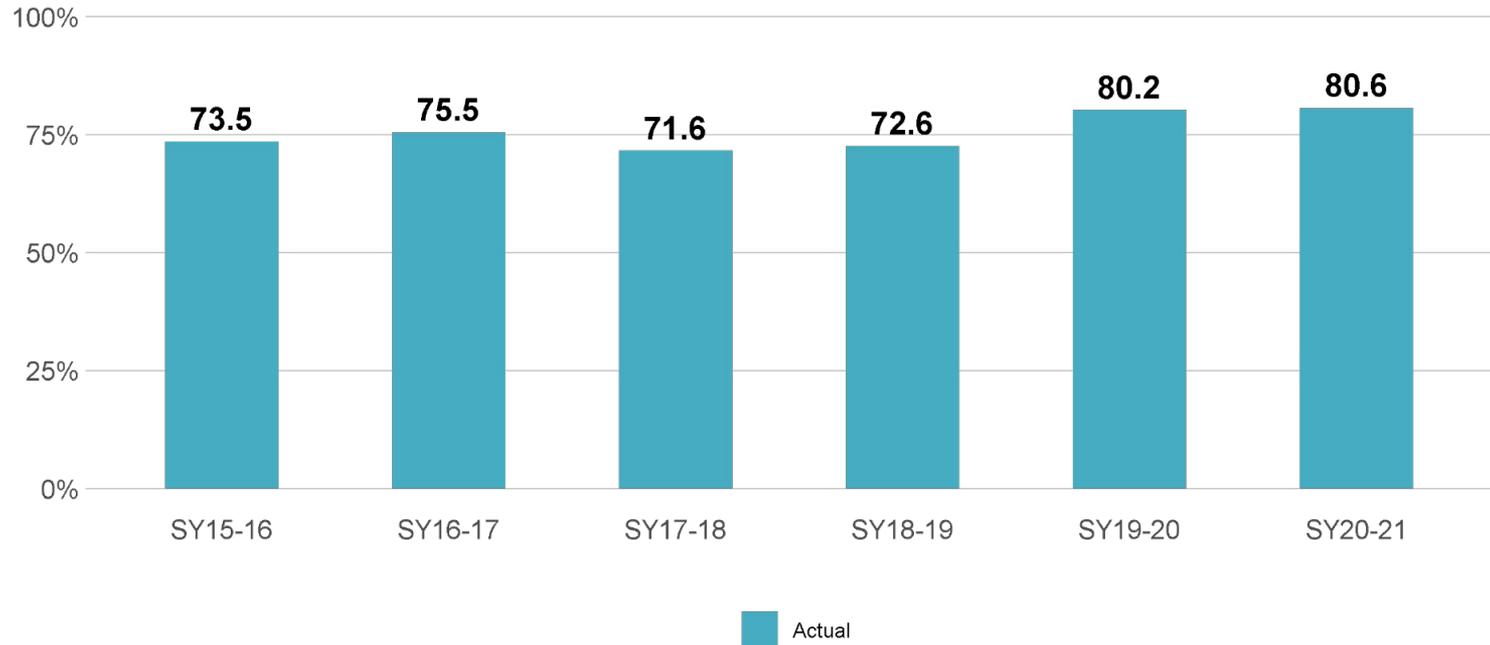


Definition: To be on-track, a student must have a C or better in Math and ELA and an attendance rate of at least 92%.

Teacher retention has increased

Percentage of all teachers retained

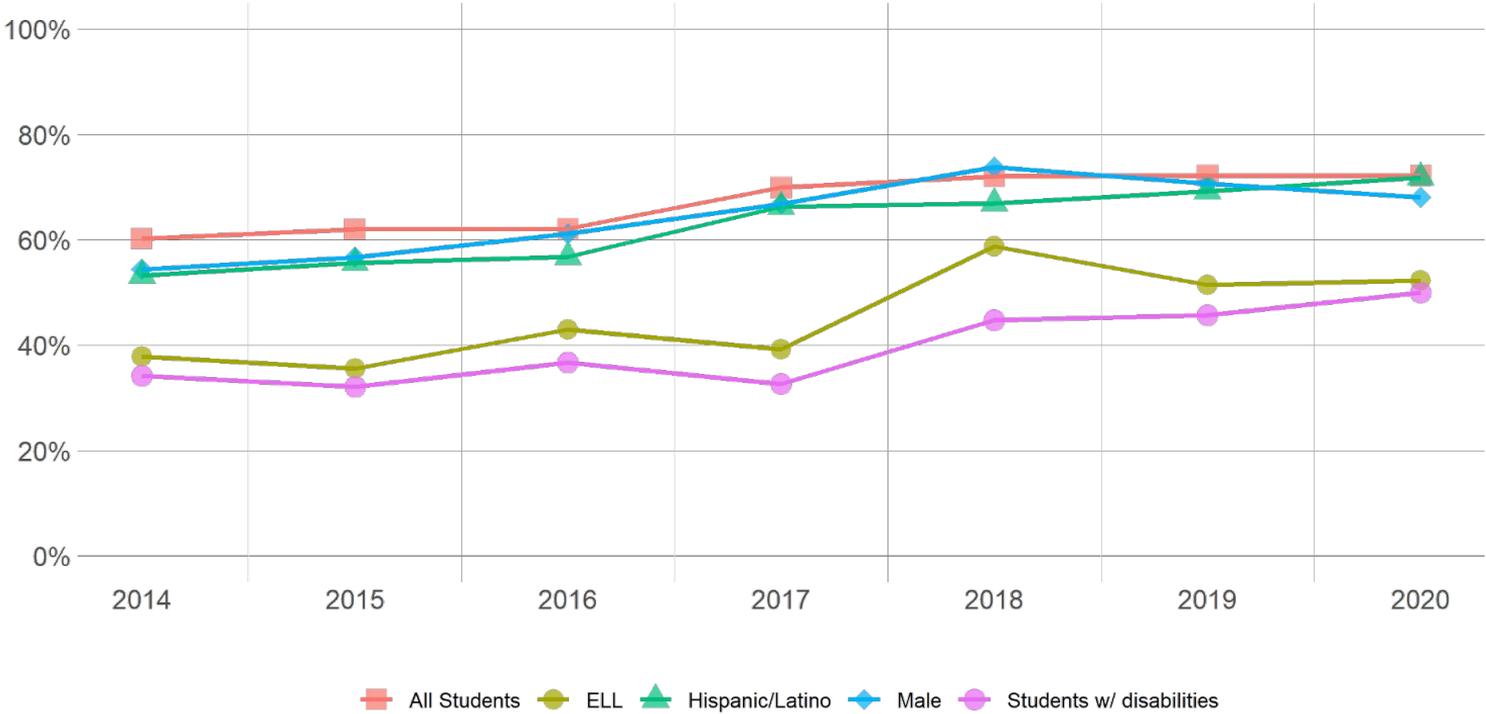
State Average for SY18-19 = 90.5%



Note: This data is different than in the MAGs doc because we now track from Sept - Sept based on payroll records.

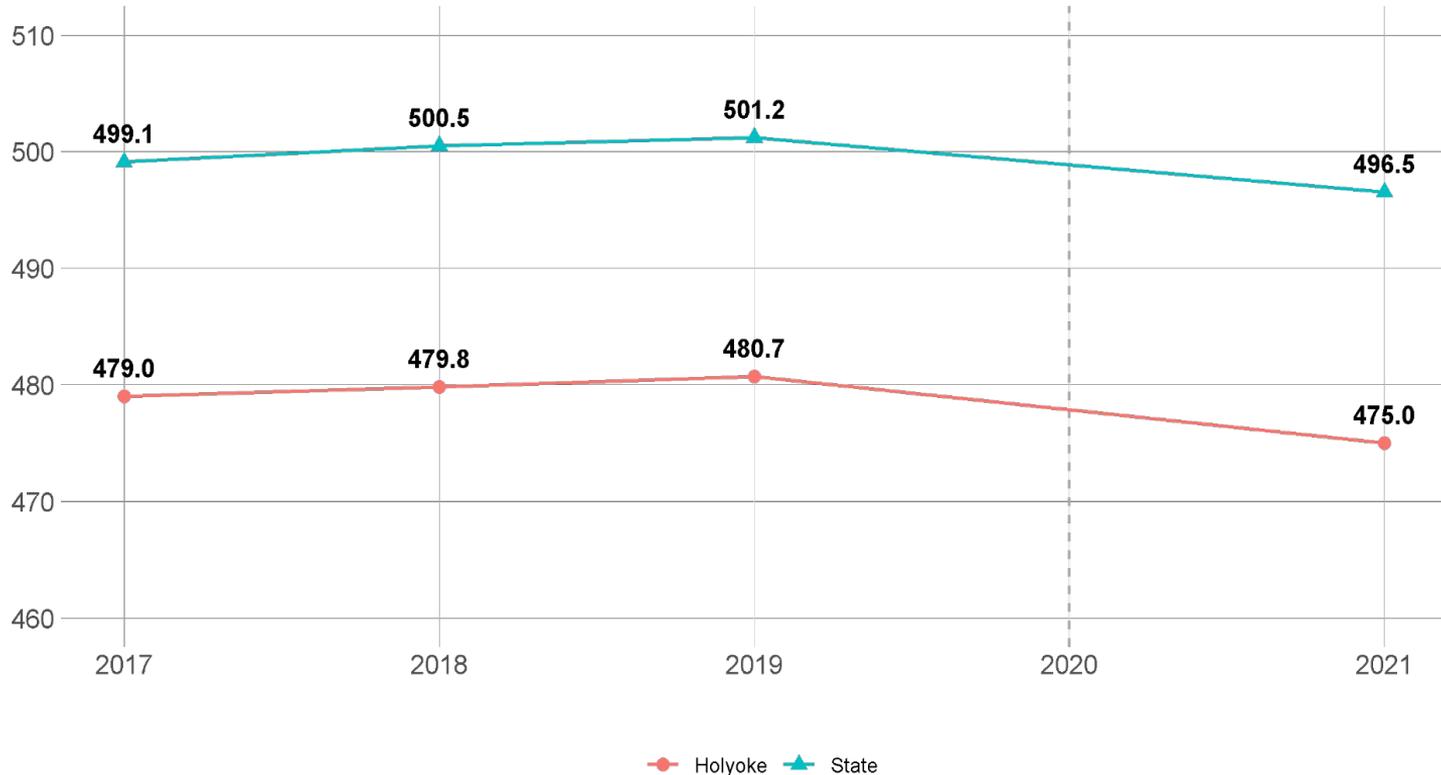
Graduation rates have esp. increased for Latnix, SWD, ELs

Graduation Rate by Student Group



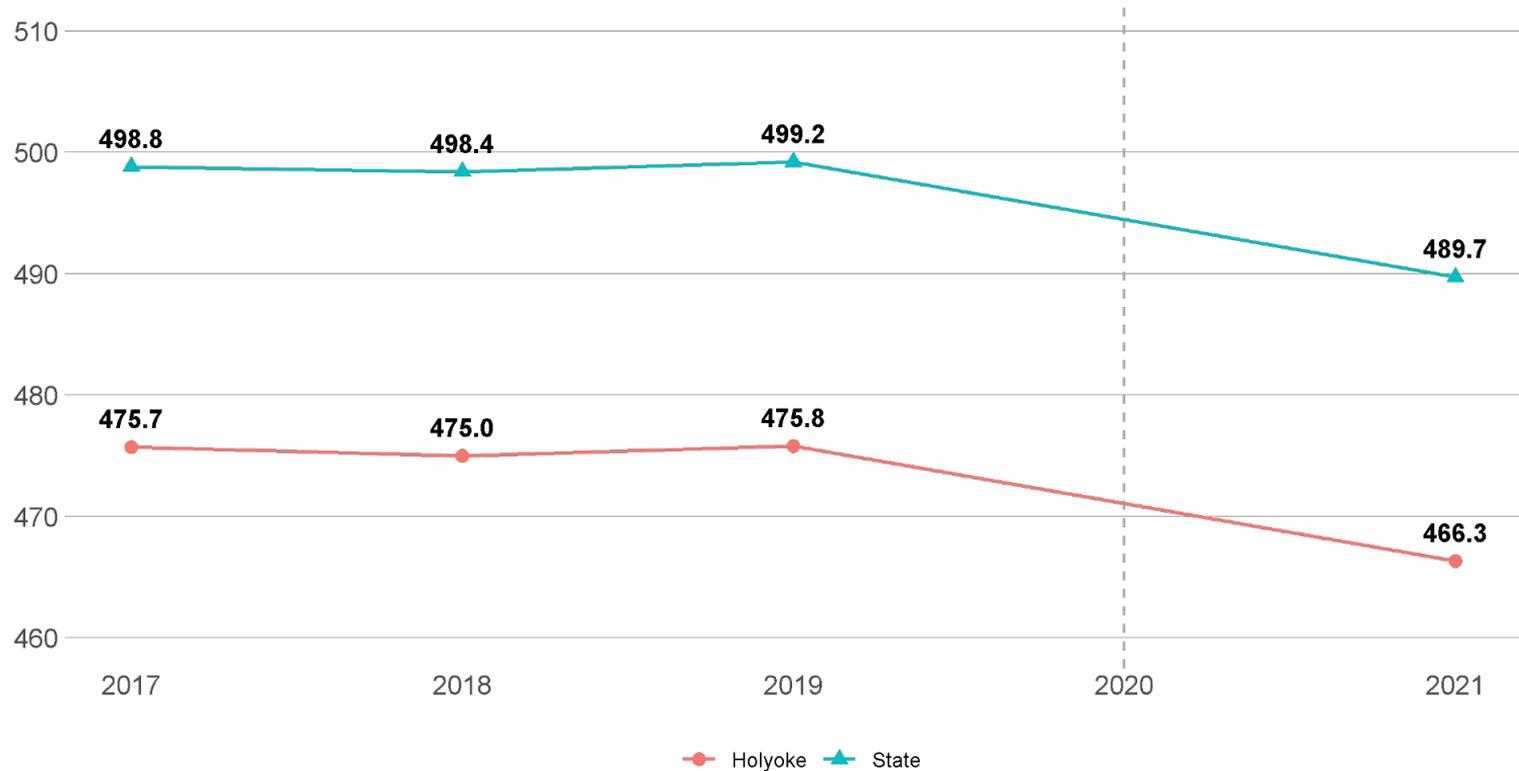
Small gains in ES/MS ELA scale score pre-pandemic but trail state avg

Average MCAS ELA Scale Score, Grades 3-8



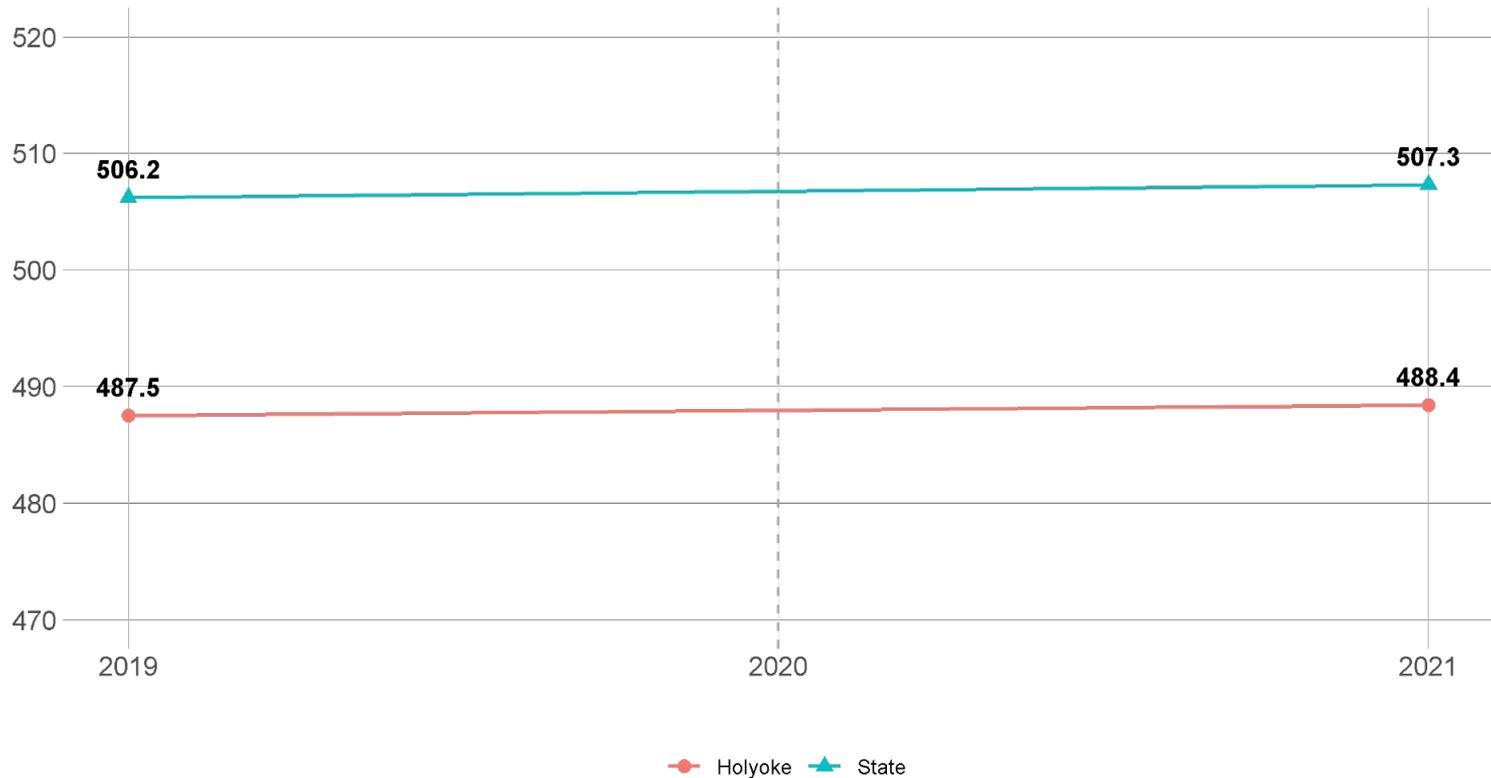
ES/MS Math scale score relatively flat, far below MA avg

Average MCAS Math Scale Score, Grades 3-8



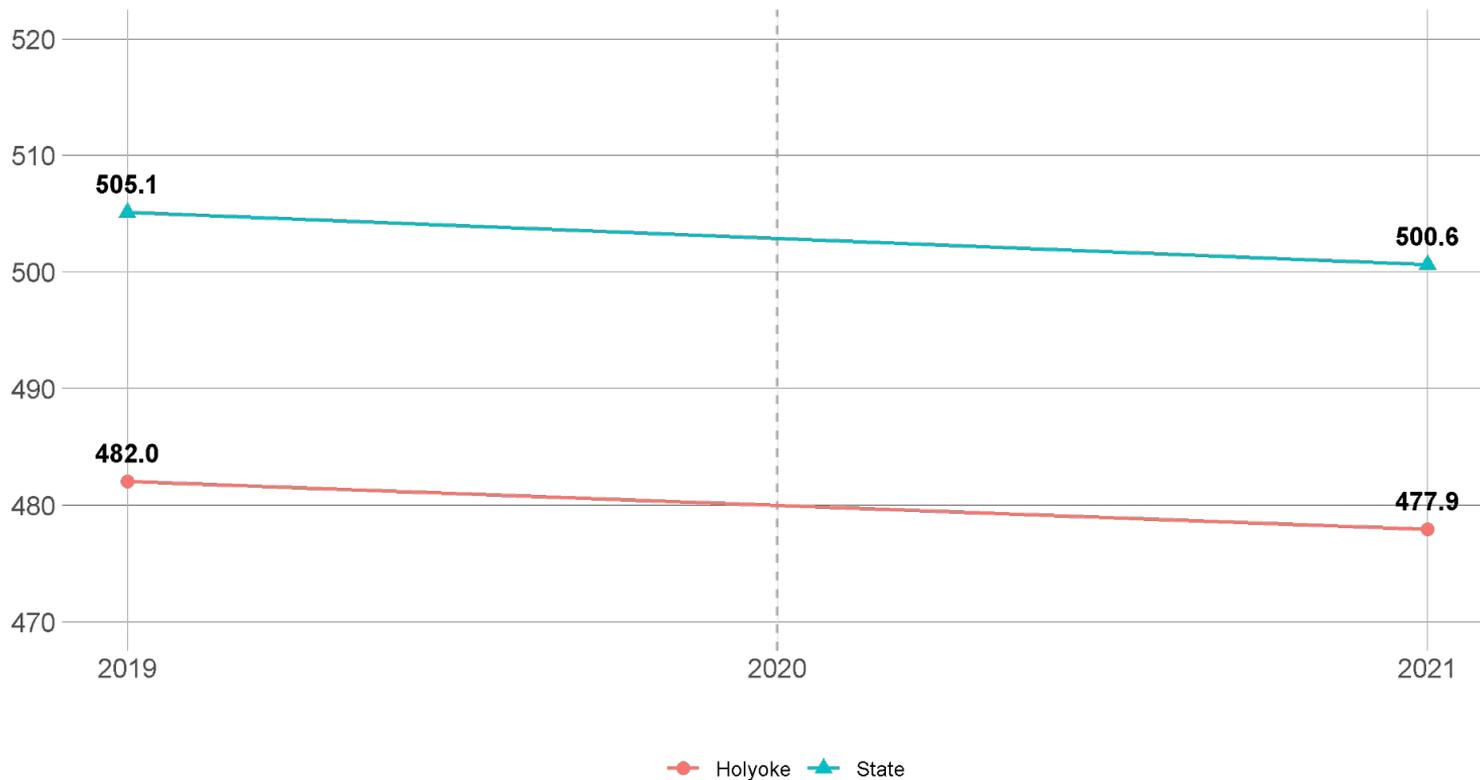
Gr. 10 ELA increased in pandemic but trails MA avg

Average MCAS ELA Scale Score, Grade 10



Gr. 10 Math decreased, but remains well below MA avg

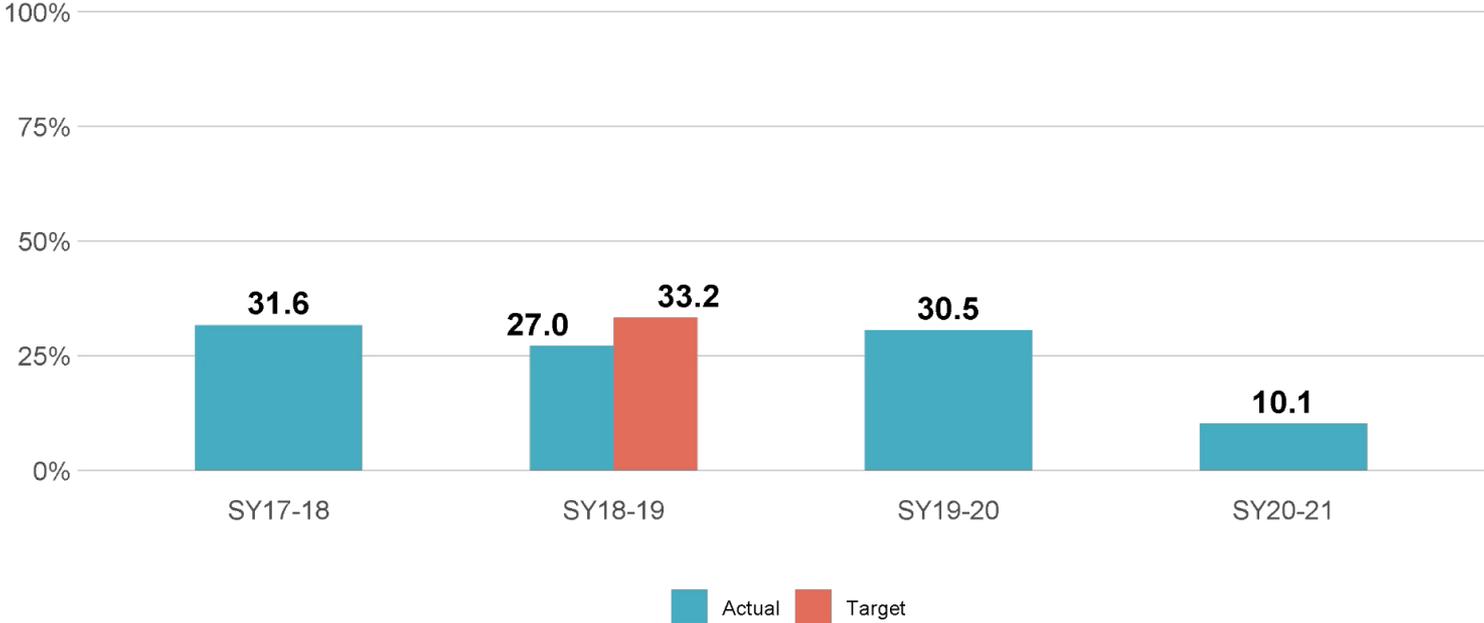
Average MCAS Math Scale Score, Grade 10



Too few students are making progress on ACCESS in ES/MS

Percentage of Students Making Progress on ACCESS - Grades 1-8

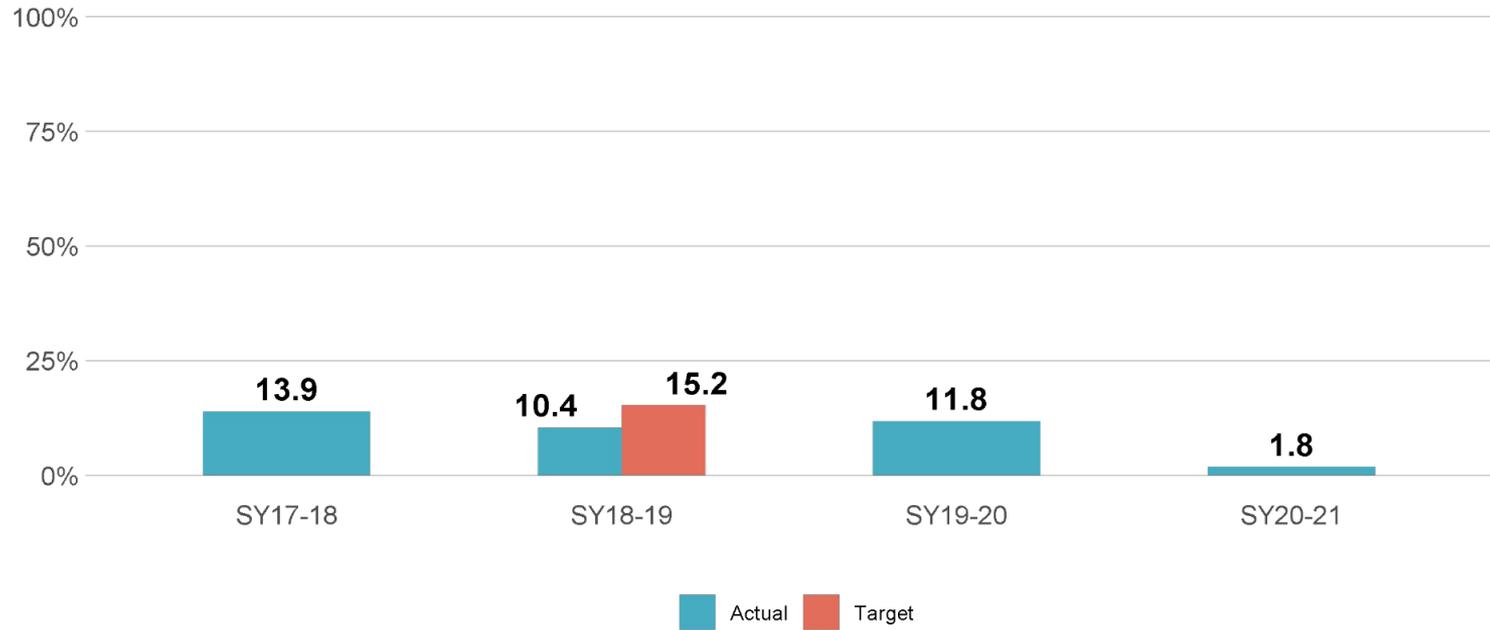
State Average for SY18-19 = 56%



And in high school, far below target and state average

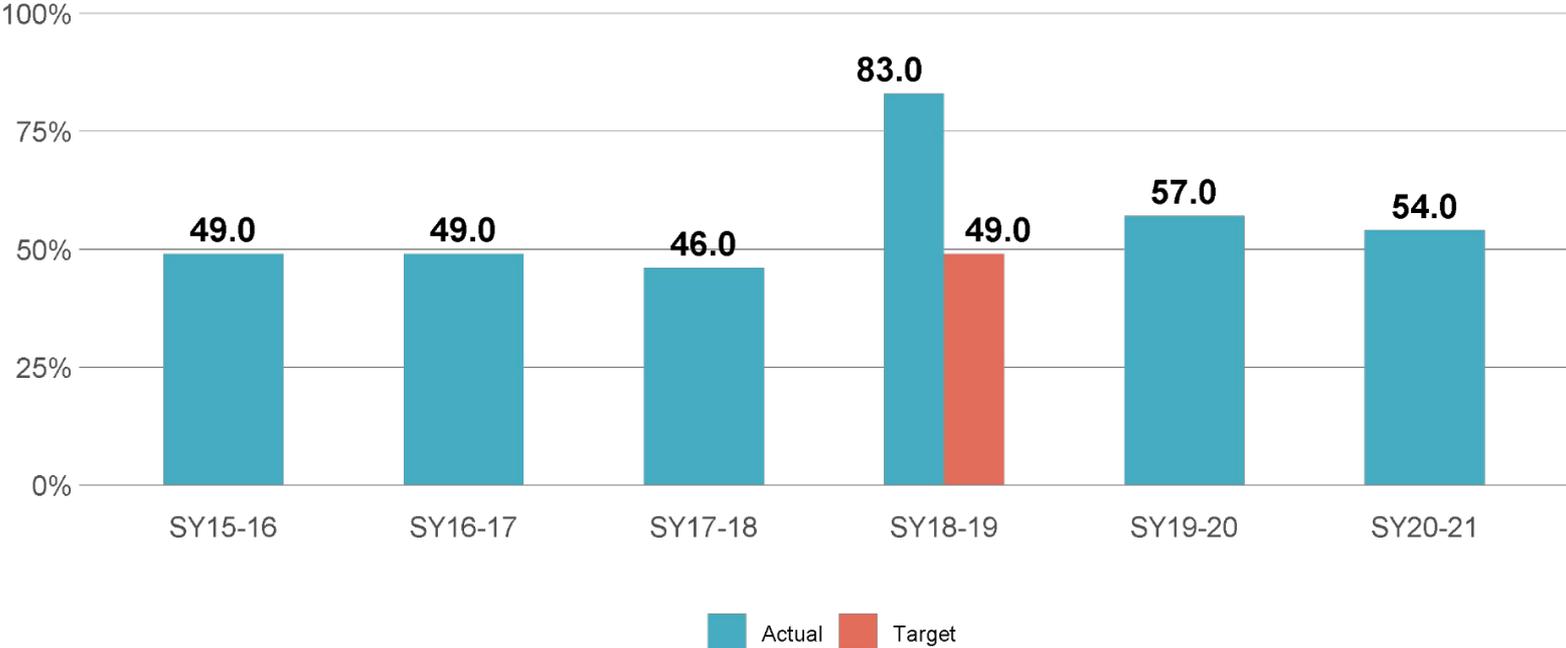
Percentage of Students Making Progress on ACCESS - Grades 9-12

State Average for SY18-19 = 30.2%



Families report opportunities to support learning at home

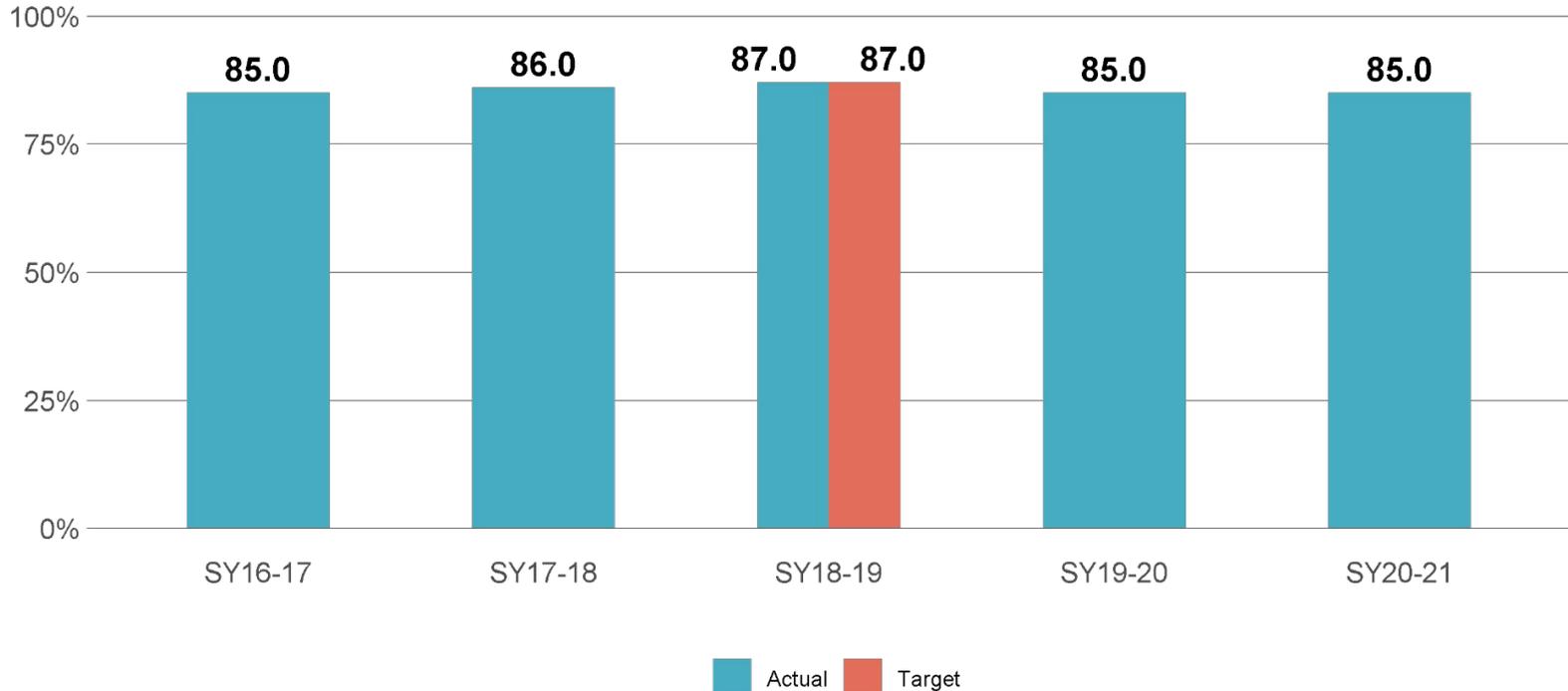
Percentage of families, including families whose home language is not English, reporting that they have opportunities to learn how to support their child's learning at home



Source: Panorama culture and climate data

Families feel welcome when visiting their child's school

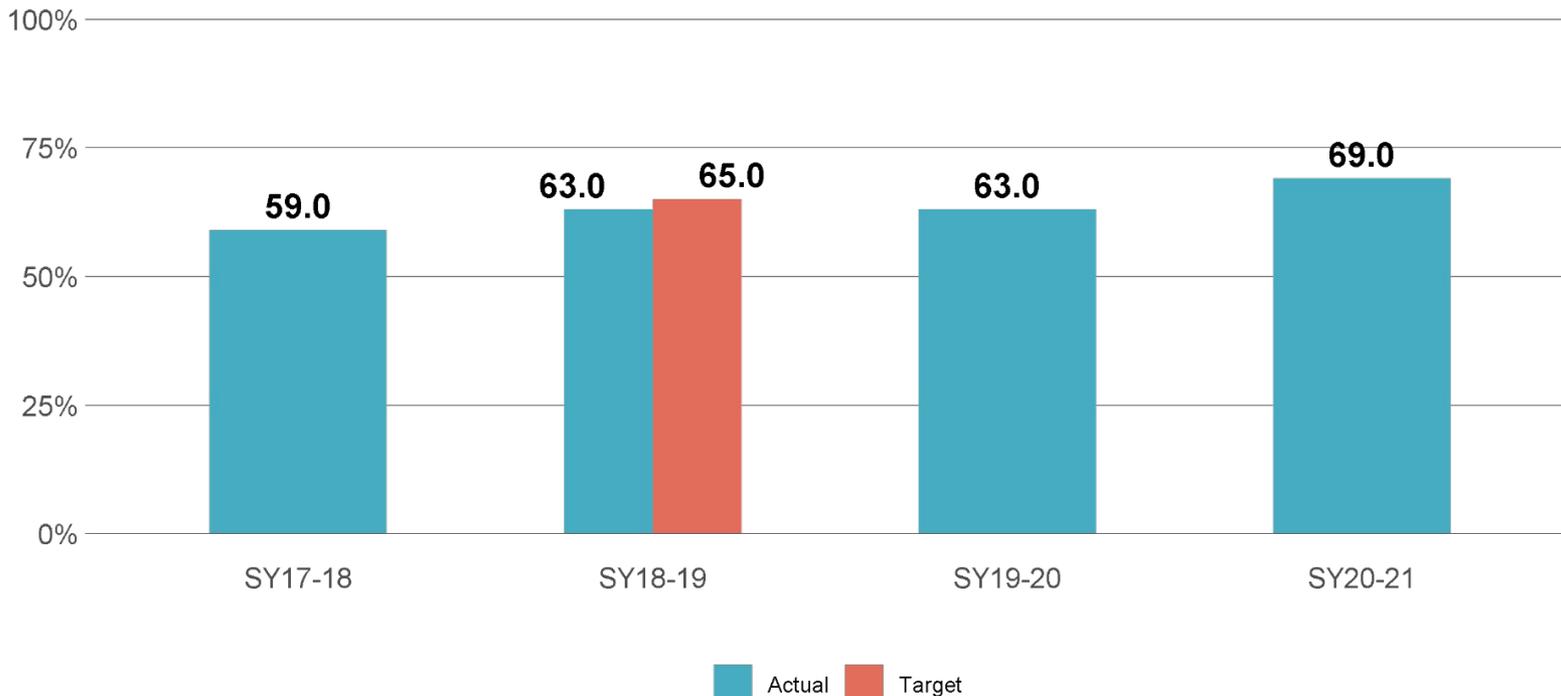
Percentage of families reporting that they feel welcome when visiting their child's school



Source: Panorama culture and climate data

More students feel safe around school

Percentage of students responding favorably to "Do you feel safe in the hallways, lunch room and bathrooms of your school?"



Source: Panorama culture and climate data

More students feel their culture & native lang. are respected

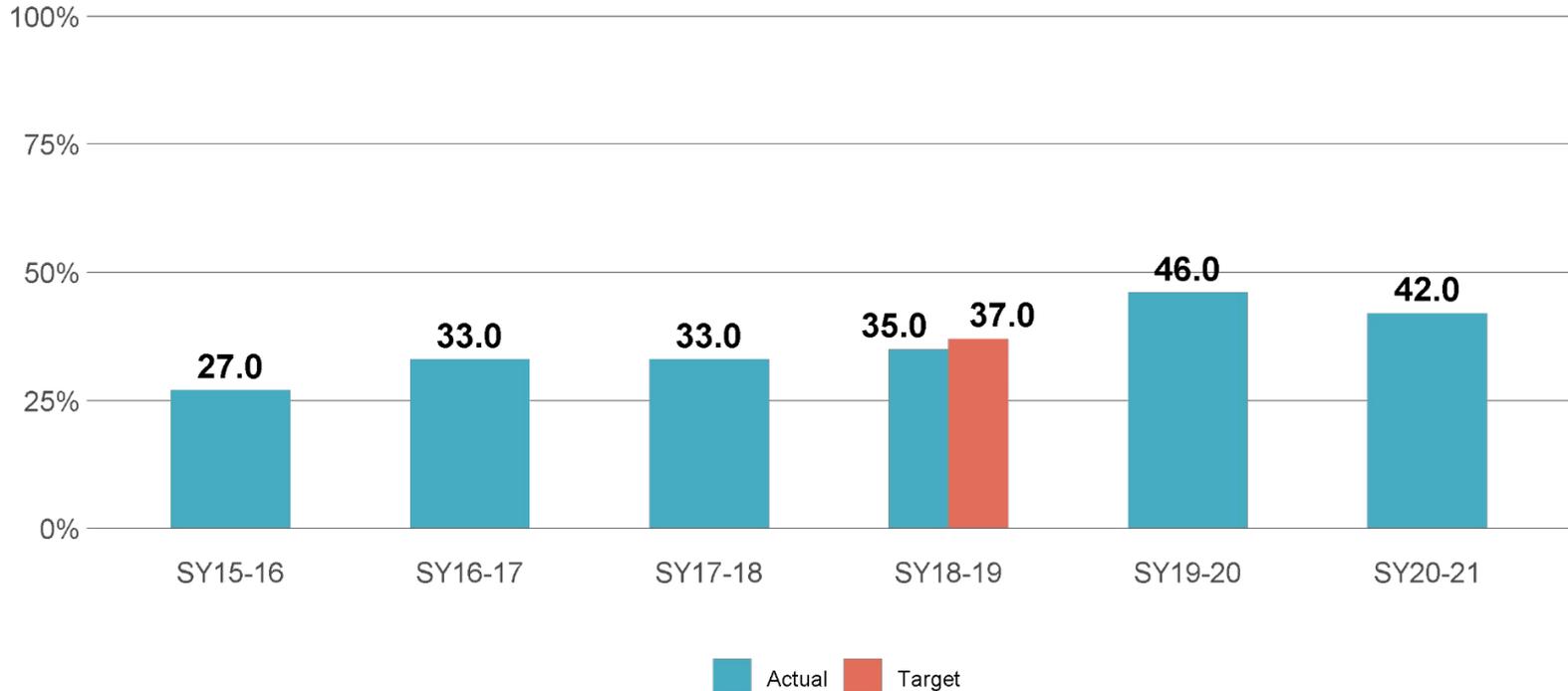
Percentage of students responding favorably to "Are your culture and native language respected at your school?"



Source: Panorama culture and climate data

More teachers, but still too few, feel PD is beneficial

Percentage of teachers reporting that their professional development experiences add value to their work



Source: Panorama culture and climate data



Middle School Building Update for the Joint Committee Meeting

November 30, 2021



HOLYOKE PUBLIC SCHOOLS
A PATHWAY FOR EVERY STUDENT

Agenda

- Purpose
- Project Background
- MSBA Process
 - Eligibility
 - School Building Committee
 - Vote Authorization
 - Funding Appropriation
 - Next Steps
- Get Involved

Purpose

- Build understanding in order to secure the City Council's support for a vote authorization and a funding commitment by April 29, 2022
- Refer to Finance Committee of the City Council

Project Background

- **Nov. 2019:** Failed Debt Exclusion Vote two fund 2 new MSs
- **Jan. 2020:** MSBA directed Holyoke to apply for a new SOI
- **Spring 2020:** City Council approved MSBA submitting an SOI for 1 school building of 550 students
- **Fall 2020:** MSBA indicated Holyoke needs to show united alignment, with a clear financing plan
- **April 2021:** City Council issues a resolution to show continued support of the SOI
- **June 2021:** MSBA votes to advance HPS SOI project
- **August 2021 - April 2022:** Eligibility Period
- **Fall 2026:** Earliest a new school could open

Can Holyoke afford 1 new middle school?

- **YES!** A February 2021 analysis by Cinder at Hilltop Securities showed that with the capital projects coming off, the City could issue a 30-year bond in 2024 at a 4.5% interest rate and maintain the same level of debt (\$4.8M) that it has currently. This drops by \$0.2M if the Chestnut site is chosen instead of the Peck location.
 - Debt Schedule Forecast if bonding for a new middle school building at [Peck](#) or [Chestnut](#) in 2024 (updated Feb 2021)
 - Bond Anticipation Notes Municipal Purpose Loan ([BAN MPL](#)-updated Feb 2021)

MSBA Building Process

MSBA Building Process

Steps primarily for:

★ = Board Vote

🇺🇸 = Funding Vote



http://www.massschoolbuildings.org/building/modules_overview

Eligibility Timeline

Eligibility Period Commences – August 2, 2021

Deliverable	Days	Due Date and Status
Initial Compliance Certification	30	Sept. 1, 2021 - DONE
School Building Committee	60	Oct. 1, 2021 - DONE
Educational Profile Questionnaire	90	Nov. 1, 2021 - DONE
Online Enrollment Projection	90	Nov. 1, 2021 - DONE
Enrollment/Certification Executed	180	Jan. 28, 2022
Maintenance and Capital Planning Information	180	Not Required
Local Vote Authorization	270	April 29, 2022
Feasibility Study Agreement	270	April 29, 2022

Eligibility Period Concludes – April 29, 2022

School Building Committee Membership

Designation	Name	Title
SBC member who is MCPPO certified*	Lori Belanger	Chief Procurement Officer
Local CEO / Rep. of Office authorized by law to construct school buildings	Joshua Garcia (CHAIR)	Mayor
Administrator or Manager	N/A	
School Committee Member	Erin Brunelle	Realtor
Superintendent of Schools	Anthony Soto	Superintendent
Local Official responsible for Building Maintenance	Whitney Anderson	HPS Facilities Administrator
School Principal	Sal Canata	Principal
Member knowledgeable in educational mission and function of facility	Jackie Glasheen	Executive Director of School Leadership

School Building Committee Membership

Designation	Name	Title
Member knowledgeable in educational mission and function of facility	J. Efrain Martinez	Retired School Leader and Teacher
Local budget official or member of local finance Committee	Peter Tallman	City Councilor, VC of Finance Committee
Members of community (MOC) with architecture, engineering and/or construction experience	Mark Lubold	General Manager
MOC with finance/accounting experience	Reina Lorenzi	Senior Auditor
MOC with finance/accounting experience	David Yos	Tax Preparer
MOC with community development experience	Jessica Perella	UMass Student
MOC community development and finance experience	Will Puello	Police Officer, incoming Ward 2 City Councilor

School Building Committee Meetings

- Sept. 23: Organizational
- Oct. 14: Role of Committee, Middle grades preez
- Nov. 4: Materials from 2 middle school process
- Dec. 2: Financial analysis, pros/cons of sites
- Jan. 13
- Feb. 3 and the first Thursday of the month thereafter at 6 p.m.

Local Vote Authorization: Article

To see if the Town will vote to appropriate, borrow or transfer from available funds, an amount of money to be expended under the direction of [*the School Building Committee*] for [*Insert description of feasibility study, including name of school, description of location, address*], for which feasibility study the Town may be eligible for a grant from the Massachusetts School Building Authority. The MSBA's grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the Town incurs in connection with the feasibility study in excess of any grant approved by and received from the MSBA shall be the sole responsibility of the Town.

Local Vote Authorization: Motion/Vote/Order

That the [City/Town] appropriate the amount of _____ (\$_____) Dollars for the purpose of paying costs of [Insert description of feasibility study, including name of school, description of location, address], including the payment of all costs incidental or related thereto, and for which [the City/Town] may be eligible for a grant from the Massachusetts School Building Authority (“MSBA”), said amount to be expended under the direction of [the School Building Committee]. To meet this appropriation the [Insert the appropriate local official or Board], with the approval of the [Selectmen /[Mayor/City Manager] is authorized to borrow said amount under and pursuant to M.G.L. Chapter 44, or pursuant to any other enabling authority. The [City/Town] acknowledges that the MSBA’s grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any costs the [City/Town] incurs in excess of any grant approved by and received from the MSBA shall be the sole responsibility of the [City/Town], [and further provided that the appropriation hereunder shall be subject to and contingent upon an affirmative vote of the Town to exempt the amounts required for the payment of interest and principal on said borrowing from the limitations on taxes imposed by M.G.L. 59, Section 21C (Proposition 2½)], and that the amount of borrowing authorized pursuant to this vote shall be reduced by any grant amount set forth in the Feasibility Study Agreement that may be executed between the [City/Town] and the MSBA.

Possible Costs - Historical Analysis

- Amount paid last time
 - \$800k + \$390k when 2nd site added = \$1.19M
 - Reimbursed at 80%, so \$238k from City of Holyoke
- Range of Typical Costs for a Project this Size

- Based on construction site costs
 - Before: \$55.7M
 - W/ inflation: \$61M

	%	\$M
OPM	0.35%	0.213
Designer	1.15%	0.702
Other	based on last time	0.085
TOTAL		\$1.0

- Amt appropriated by Amherst: \$750k

Source: [Designer and OPM Fees 2014](#)

Possible Costs for this Time

- Not reimbursed
- Will cost less if we:
 - Limit the amount of exploration of different sites and discussion around renovation vs. build
 - Recycle as much of previous design as possible
- SBC is discussing this topic further on Dec. 2 at 6 p.m.
 - Tune in [on Zoom](#)

Source: [Designer and OPM Fees 2014](#)

Timeline for Voting

<i>Begin working with City Council</i>	<i>Info Submitted to MSBA</i>	<i>MSBA Board Meeting</i>
Dec. 1 (2 months prior to get to full board & fin committee)	Jan. 31st (30 days prior)	March 2nd
Feb. 1 (2 month prior)	March 28th (30 days prior)	April 27th
March 1 (2 months prior)	April 29th (absolute DEADLINE)	June 22nd

Reminder: The MSBA's legal department needs to review the language before it is finalized ahead of any local deadlines.

Critical Next Steps

- City Council needs to vote to authorize a specified amount of money for the next stage of feasibility
- In order to get to this point, we request:
 - The joint committee refer us to the Finance Committee of the City Council
 - The middle school building committee recommends the appropriation amount to be considered by the City Council

How to get involved

- Visit <https://www.hps.holyoke.ma.us/msredesign/> for regular updates
- Attend the SBC meetings (1st Thurs. at 6pm)
- Volunteer to serve on a working group
 - Academics/Extracurricular: Jackie Glasheen, jglasheen@hps.holyoke.ma.us
 - Building Design: Mark Lubold, mlubold@comcast.net
 - Communications: Erin Brunelle, erinfontainebrunelle@gmail.com or Erin Linville, elinville@hps.holyoke.ma.us
 - Finance: David Yos, jdyos@hotmail.com

Appendix

MSBA Module Description

Module 1: Eligibility

Module 2: Project Team (procure the services of the Owner's Project Manager and Designer)

Module 3: Feasibility (document the educational program & existing conditions, generate an initial space summary, establish design parameters, evaluate alternatives, and recommend the most cost effective and educationally appropriate preferred solution / submit two reports: a Preliminary Design Program and a Preferred Schematic Report)

Module 4: Schematic Design (develop a final design program and robust schematic design of sufficient detail to establish the scope, budget and schedule for the Proposed Project)

Module 5: Project Scope and Budget and Project Funding Agreements (establish the project scope, budget, schedule, and MSBA financial participation / after approval by MSBA, enter into a Project Funding Agreement)

Module 6: Design Development, Construction Documentation, and Bidding (advance the design, generate construction documentation, procure bids and award a construction contract in accordance with the Project Funding Agreement)

Module 7: Construction Administration (MSBA continues to monitor progress of the project to confirm that it remains on track and meets the expectation of both the District and the MSBA as defined in the Project Funding Agreement)

Module 8: Project Closeout (MSBA performs final audit to determine final total grant amounts and make final payment)