

The Local Stakeholder Group (LSG) for the Morgan School met three times (March 18, March 25, and April 4) to discuss proposals for modifications to the Turnaround Plan received from Commissioner Chester on March 7. Approximately three fourths of the members participated in the first two meetings, with four members participating in the final meeting. All members of the LSG had the opportunity to comment on multiple successive drafts of these proposed modifications circulated via email. As a result of this extensive discussion, the LSG arrived at the proposed modifications to the plan included below.

Area of Plan	Proposed Modifications
<b>STEM Section (p. 22)</b>	Insert at end of section 3.5: "If student growth in the Holyoke Public Schools other than Morgan outstrips student growth at Morgan, the superintendent and the receiver will meet to identify promising practices in the district that might be incorporated at Morgan. If this trend continues for multiple years, the Commissioner will reconsider the receivership arrangement at Morgan School."
<b>Supportive Resources (p. 23)</b>	Strike the following two sentences: "The overwhelming amount of material at Morgan is not organized for easy access by teachers. In mathematics, the current text does not appear to be well aligned with the Common Core State Standards." [Members of the LSG disagree with these statements and do not believe that their inclusion is necessary for the plan.]
<b>Pre-Kindergarten (page 25)</b>	The plan should reflect that Pre-K at Morgan is a top priority item for the school, and that the receiver should make a firm commitment to open a Pre-K classroom there in Fall 2014. Additionally, the receiver should put an intensive focus on attendance in Pre-K and Kindergarten.
<b>ELL/SEI Section (Page 25)</b>	<p>Insert "Teachers who do not hold the SEI Endorsement will be granted appropriate release time to complete the training if training options overlap with the extended work day for teachers."</p> <p>Insert "As a part of the Holyoke Public Schools, Morgan School is bound by agreements between the Holyoke Public Schools and the Federal Department of Justice, as well as by state requirements, related to services for ELLs. Direct services to ELLs will be provided by qualified staff according to these agreements and requirements."</p> <p>Insert "In light of historic stagnation at ELL Level 3 among many Morgan students, in planning for supports for ELLs special attention and focus will be placed on the needs and progress of students at this level."</p>
<b>Family/Community Engagement (pp. 27-30)</b>	<p>While the Turnaround Plan includes information about planned efforts related to family and community engagement, it does not appear that these efforts will follow the Full Service Community School development strategy used in the Holyoke Public Schools. If this is incorrect (if plans are in place for the Full Service Community School strategy to be continued at Morgan), a commitment to the FSC strategy should be directly stated in the Turnaround Plan. Alternatively, if a different strategy is planned, the LSG requests that "Full Service Community" be removed from the school's name.</p> <p>The LSG also proposes insertion into the Turnaround Plan of a section outlining how parent complaints/concerns relative to Morgan School will be handled, including how parents may seek remedy related to any concerns they believe have not been appropriately addressed by school administrators.</p>

<p><b>Special Education</b> (not currently addressed in plan)</p>	<p>Insert where appropriate: “In order to assure high quality services and supports for students with disabilities, the Receiver will develop and implement plans and processes for the following essential elements of a Special Education system:</p> <ul style="list-style-type: none"> <li>• Effective facilitation of the Special Education Team process under the leadership of a licensed special education professional</li> <li>• Identifying, hiring, and supporting an appropriate number of licensed special education teachers, paraprofessionals, and other specialists needed to meet the requirements of IEP and 504 accommodations</li> <li>• Implementation of multiple interventions and services to be provided at the school in order to meet the individual needs of Students with Disabilities”</li> </ul> <p>Insert where appropriate: “In order to protect the rights of students to the Least Restrictive Environment, existing Holyoke Public Schools district protocols, including the involvement of HPS educators external to the Morgan School, will apply to any contemplated assignment of a Morgan student to a special education placement outside the school.”</p>
<p><b>Working Conditions and Compensation</b></p>	<p>The LSG acknowledges a gap between the increased hours/days to be worked by teachers according to the Turnaround Plan and the proposed teacher pay rates in the plan. The LSG suggests revisions to the required hours/days worked by teachers and/or the compensation provisions of the plan in order to provide for a compensation structure that will support the receiver’s ability to hire and retain high-quality teachers.</p> <p>Regarding the compensation of teachers for 2015-16 and beyond: in light of a lack of research supporting compensation systems based on student and teacher performance as effective in improving student achievement, the LSG proposes tabling the proposed performance-based compensation system in order to allow for further study of multiple forms of salary schedule constructs in order to determine which will be most effective in attracting and retaining high-quality teachers at Morgan School.</p> <p>Relative to the statement in section 1.1 on page 5 that “The Receiver will have sole discretion to select the staff for any and all positions at the school,” the LSG is concerned that the Holyoke Public Schools will remain the employer of record for employees at Morgan and thus be in a position of liability for any negative consequences (misconduct, negligence, etc.) resulting from staff selection by the Receiver. The LSG requests the insertion of language (perhaps in a footnote) documenting that the Receiver (and/or the Department of Elementary and Secondary Education) will assume all liability associated with any/all staffing decisions made by the Receiver.</p> <p>Page 37: Replace the final bullet in the Dispute Resolution section with the following: “If the employee is not satisfied with the decision of the Receiver, the employee may request resolution by an external arbitrator using a “fast-track” arbitration process similar to that currently in use for arbitration of grievances related to Level 4 schools.”</p> <p>Page 38: After the sentence reading “The school and its employees are exempt from the layoff and recall language in the union contracts and any associated practices,” add “However, this provision shall not be misconstrued as suggesting that Morgan School would not be</p>

	subject to overall reductions in funding proportional to any such reductions in funding to the Holyoke Public Schools. In other words, layoff and recall provisions affecting the remainder of the district would not apply to Morgan School in a way that would allow for (for example) staff from other schools to “bump out” Morgan staff in the event of reductions in funding. However, any reductions in funding to the Holyoke Public Schools resulting in overall staffing reductions would be applied proportionally to the Morgan budget with the possible result of staffing reductions at the Morgan School.”
<b>Mischaracterization of teacher role (page 39)</b>	In the last “sub-bullet” in the middle of page 39, remove the remainder of the sentence after the words “Tutoring of students as needed” [the rest of the sentence contains a mischaracterization of the work of Special Education and ELL teachers as “tutoring”]
<b>Financial Plan (pp 49-50)</b>	Insert (most likely on the bottom of page 50): “In relation to any potential proposals for grants (private or public) to be submitted for Morgan School, Project GRAD will meet with HPS leaders to discuss possible proposals and come to agreement about any potential concerns related to competition and/or conflict of interests.”
<b>Collaboration on reconfiguration (Not currently in plan)</b>	Insert where appropriate: “If the Holyoke School Committee begins a serious discussion of revising attendance zone maps and/or reconfiguring school grade levels, the receiver will come to the table to discuss possible implications for the Morgan School.”
<b>Local Stakeholder Group continuation and role (Not currently in plan)</b>	<p>Insert where appropriate: “The Morgan Local Stakeholder Group will remain in existence throughout the implementation of the Turnaround Plan. Copies of all reports related to Turnaround Plan progress will be shared with the Local Stakeholder Group. Representatives of the Department of Elementary and Secondary Education and/or Project GRAD will meet quarterly with the LSG to report on progress in implementing the Turnaround Plan.”</p> <p>Additionally, LSG members want to call attention to the critical importance of student MCAS results as measured by DESE’s Performance and Progress Index (PPI) system in the Commissioner’s decision to declare Morgan a Level 5 school, and to call for the same level of focus on MCAS results and PPI as the single most critical indicator of improvement at Morgan School during the receivership period.</p>