

*Ipswich
Elementary Schools
2019-2020*



*Parent and Student
Handbook*

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IPSWICH PUBLIC SCHOOLS OVERVIEW

www.ipsk12.net

Superintendent's Office	978-356-2935
Ipswich High School	978-356-3137
Ipswich Middle School	978-356-3535
Paul F. Doyon Memorial School	978-356-5506
Winthrop School	978-356-2976

THE STATEMENT OF PHILOSOPHY FOR THE IPSWICH SCHOOL SYSTEM

EDUCATION PRESUMES A LEARNING COMMUNITY. It is a community that presumes the inherent worth, dignity and integrity of each of its members while it is strengthened by the richness of its differences. Supported by the townspeople, it is a composite of students, parents and teachers working together to create an environment in which learning and excellence thrive. The community assumes mutual respect and care as it seeks to instill a life-long habit of inquiry so that each may constructively participate in an ever-changing, complex world.

TEACHING AND LEARNING ARE EQUAL COMPONENTS OF THE SAME PROCESS. While the school exists for the student, its success depends on a mutually beneficial environment. Students and teachers alike must be challenged as they are nurtured; held to standards of excellence as they are supported in their endeavor; given direction as they are encouraged to explore. Education is rewarding to both teachers and students. As such, no learning or teaching style is privileged. Because learning styles and rates are diverse, teaching is innovative, multi-faceted, flexible, appropriate and integrated. The school affirms the struggle toward excellence without denigrating honest failure.

SCHOOLS ENCOURAGE THE DEVELOPMENT OF BOTH THE TANGIBLE AND INTANGIBLE. The school experience cultivates the intellectual, emotional, social and physical growth of all. It is a place where creative expression and basic skills support and enrich one another, where leadership, initiative, interdependence, trustworthiness and personal responsibility are exemplified by the staff and fostered in the student.

THE ULTIMATE AIM OF EDUCATION IS TO EMPOWER STUDENTS TO REALIZE THE FULL RANGE OF HUMAN POTENTIAL. The goal of education is to equip students with necessary basic skills, an appreciation of beauty, and a desire for excellence so that each may know the joy of intellectual accomplishment. However, the value of education lies in its challenge to students to reach beyond themselves to form an inclusive vision of human history and possibility.

Adopted: February 2, 1989
Reviewed: April 25, 1994



Ipswich Public Schools

Dr. Brian J. Blake
Superintendent of Schools

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Ipswich Public School Mission Statement

The Ipswich school community is committed to developing in all students the knowledge, skills, and attitudes needed to succeed and excel throughout life.

IPSWICH PUBLIC SCHOOLS

IPSWICH SCHOOL COMMITTEE

Barry Hopping, Chair
Charles Whitten, Vice Chair
Sara Gilliam
Pavica Kneedler
Carl Nylén
Hugh O'Flynn

The Ipswich School Committee generally holds its meetings on the first and third Thursday of each month. The public is always invited. A citizen may obtain information about the date or agenda of a specific meeting by calling the Superintendent's Office or by visiting our website: www.ipsk12.net.

2019 – 2020 Administration Building Staff
1 Lord Square
Ipswich, Massachusetts
(978) 356-2935

SUPERINTENDENT OF SCHOOLS

Dr. Brian Blake

Executive Confidential Secretary
to the Superintendent
Laura Hillery

Director of Pupil Personnel Services
Beverly Hegedus

Pupil Personnel Services
Administrative Assistant
Heidi Kent

Receptionist/Secretary
Nicole Dziadosz

Director of Teaching & Learning
Tracy Wagner

Director of Finance and Operations
Joanne Cuff

Accounts Payable Associate
Janet Higgins

Business Office Clerk
Elizabeth Valentine

Facilities Director
Chris Rais

Central Office Food Service
Driver and Custodian
Ed Dolan

Ipswich Public Schools 2019-2020 School Calendar

JULY						
S	M	T	W	T	F	S
	1	2	3	H	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2 days						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	TW	TW	FD	29	NS	31

SEPTEMBER 20 days						
S	M	T	W	T	F	S
1	H	3	4	ER	6	7
8	9	10	11	ER	13	14
15	16	17	18	ER	20	21
22	23	24	25	ER	27	28
29	30					

OCTOBER 21 days						
S	M	T	W	T	F	S
		1	2	ER	4	5
6	7	8	9	ER	11	12
13	H	PD	16	ER	18	19
20	21	22	23	ER	25	26
27	28	29	30	ER		

NOVEMBER 18 days						
S	M	T	W	T	F	S
					1	2
3	4	5	6	ER	8	9
10	H	12	13	ER	15	16
17	18	19	20	ER	22	23
24	25	26	TER	H	H	30

DECEMBER 15 days						
S	M	T	W	T	F	S
1	2	3	4	ER	6	7
8	9	10	11	ER	13	14
15	16	17	18	ER	20	21
22	V	V	H	V	V	28
29	V	V				

School Hours		
Elementary	8:40 AM	3:05 PM
Secondary	7:45 AM	2:21 PM

Important Dates	
August 26	Opening Day for Teachers
August 27	Teacher Workshop
August 28	First Day of School
June 7	High School Graduation
June 16	Last Day of School-181 days
June 23	Last Day of School - 5 snow days

Holidays and No School Days	
August 30	No School
September 2	Labor Day
October 14	Columbus Day
October 15	Professional Development
November 11	Veteran's Day
November 28	Thanksgiving
November 29	Thanksgiving Break
December 23-	Winter Holiday Break
January 3	
January 20	Martin Luther King Jr. Day
February 17-21	Winter Break
April 20-24	Spring Break
May 25	Memorial Day

Early Release Times (ER)	
Elementary Schools	1:50 PM
Secondary Schools	1:17 PM

Thanksgiving Early Release (TER)	
Elementary Schools	11:55 AM
Secondary Schools	11:20 AM

Key:	
FD	First Day
TW	Teacher Workshop
PD	Professional Development Day
ER	Early Release
TER	Thanksgiving Early Release
H	Holiday
V	Vacation

JANUARY 19 days						
S	M	T	W	T	F	S
			V	V	V	4
5	6	7	8	ER	10	11
12	13	14	15	ER	17	18
19	H	21	22	ER	24	25
26	27	28	29	ER	31	

FEBRUARY 15 days						
S	M	T	W	T	F	S
						1
2	3	4	5	ER	7	8
9	10	11	12	ER	14	15
16	H	V	V	V	V	22
23	24	25	26	ER	28	29

MARCH 22 days						
S	M	T	W	T	F	S
1	2	3	4	ER	6	7
8	9	10	11	ER	13	14
15	16	17	18	ER	20	21
22	23	24	25	ER	27	28
29	30	31				

APRIL 17 days						
S	M	T	W	T	F	S
			1	ER	3	4
5	6	7	8	ER	10	11
12	13	14	15	ER	17	18
19	H	V	V	V	V	25
26	27	28	29	ER		

MAY 20 days						
S	M	T	W	T	F	S
					1	2
3	4	5	6	ER	8	9
10	11	12	13	ER	15	16
17	18	19	20	ER	22	23
24	H	26	27	ER	29	30
31						

JUNE 14 days						
S	M	T	W	T	F	S
	1	2	3	ER	5	6
7	8	9	10	ER	12	13
14	15	16	17	ER	19	20
21	22	23	24	ER	26	27
28	29	30				

Approved by School Committee: May 2, 2019

**IPSWICH
ELEMENTARY
SCHOOLS
OVERVIEW**

Welcome Letter to Winthrop and Doyon Families

Dear Families,

Welcome to our learning community! Our partnership has the potential to be long-lasting and impactful, aimed at maximizing your child's learning experience. From the everyday, such as asking your child to highlight his/her day, to the complex, such as collaborating to create a robust, engaging learning environment, active involvement benefits your child, our schools and the community.

As is true of any quality relationship, strong communication is the foundation. This handbook highlights many of our core beliefs and philosophies of instruction. Meant to be a starting point for procedures, policies and suggestions, this handbook can serve as a reference for unanswered questions. Operational information, such as the school calendar, procedures for school closings, safety protocols, and lunch costs is included. District policies are also referenced.

There are many avenues through which we can communicate. Staff information, meant to assist in furthering communication, is contained within as well as floor maps of the buildings. Phone extensions, email addresses and the district's website (<http://www.ipsk12.net>) are some of the most commonly used methods to access support when questions arise. Additionally, school newsletters and information from our active parent groups and school councils keep you abreast of the many facets incorporated into today's educational landscape.

Throughout the year, there are abundant opportunities for meaningful involvement. Through a sharing of ideas, energies and passions, parents and community members help us realize a thorough, comprehensive education for our youth. All of our students benefit from our combined efforts.

Thank you for trusting us to share your unique and precious treasures: your children. We truly value the gift and potential that each child represents. As a community, our ability to foster their continued growth will certainly result in confident, knowledgeable, respectful adults.

Sincerely,



Sheila Halloran
Doyon School Principal



Sheila McAdams
Winthrop School Principal

Paul F. Doyon Memorial School



Core Values

The following Core Values represent what we at Doyon School feel are the most important outcomes for our students, and the essential characteristics of how we as a staff will work together in pursuit of those outcomes. They are the result of many hours of discussion and debate and reflect the consensus and commitment of the faculty. These “intentions” will guide us in the ways we care for and challenge students, and they will serve as a roadmap for our decisions about school activities and programs.

It is our aim that all students will:

- Take responsibility for their own behavior as individuals, and as active cooperative citizens of Doyon School
- Exhibit positive self-esteem and have confidence in themselves as people and as learners, being willing to question, explore, and risk mistakes
- Become skillful problem solvers, thoughtful decision makers, critical thinkers, and fluent communicators
- Show caring, tolerance, and respect for others, celebrating each other’s accomplishments, and sharing the wonder and joy each day can bring

In addition to the above, it is our aim that in this school all professional staff will

- Work together as a DOYON TEAM, helping each other, sharing expertise, appreciating each other’s talents, talking with one another about instruction and curriculum, and having high expectations for ourselves and for our students

Winthrop School



Core Values

Thinking-to foster exploration, creative problem solving, and critical thinking

Openness-to promote openness to risk-taking for the development of self-confidence and personal growth

Caring-to care for the needs of each child by building mutual trust and a sense of family wherein each child is encouraged to exercise social and scholastic responsibilities

Acceptance-to accept and be considerate of human differences while fostering a sense of community among students, staff, and parents

Respect - to build mutual respect for children and adults through sensitivity and awareness of individual needs and talents

Education-to educate the whole child intellectually, culturally, socially, emotionally, and physically

Paul F. Doyon Memorial School

Vision Statement

At the Paul F. Doyon Memorial School, our vision is to create a joyful learning community of creative thinkers, innovative problem solvers and compassionate citizens of the world.

Mission Statement

Citizenship

- showing compassion and respect for ourselves, the people around us, and the world around us
- fostering a value of cooperation

with the goal of becoming a valued, contributing member of our school family and our community as a whole.

Responsibility

- taking responsibility for our own learning in a process of continuous improvement
- striving to become a good decision maker and problem solver

with the goal of becoming a life-long learner.

Learning

- recognizing and utilizing the talents and gifts of ourselves and others
- accepting challenges and taking risks which allow us to expand our understanding of the surrounding world

with the goal of recognizing and then implementing the skills needed for today, and building on what is needed for tomorrow.

Vision of the Winthrop School

We are a community of learners inspired to act with compassion, integrity and joy.



Mission of the Winthrop School

We, the staff of the Winthrop School, strive to facilitate lifelong learning in our children. We hope to develop independent thinkers, problem solvers, and creative risk takers.

Through encouragement of self-knowledge and the building of skills, values, and lifetime habits, we seek productive contributors to the world in all areas: social, physical, intellectual, and artistic.

We seek to instill in our children a personal strength and self-confidence which is respectful of the thoughts and differences of others, a sense of responsibility for the environment and community, and an appreciation for both the inner self and the diversity of the world.



2019-2020 PAUL F. DOYON MEMORIAL SCHOOL STAFF

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	<u>Voice Mail Extension</u>	<u>Email address</u>
Principal.....Sheila Halloran	113	shalloran@ipsk12.net
Admin Assistant.....Rene Costoplus	114	rcostoplus@ipsk12.net
Secretary..... Amy Digby	100	adigby@ipsk12.net
Nurse.....Brian Krieger	111	bkrieger@ipsk12.net
School Counselor.....Dominie O'Neill	123	doneill@ipsk12.net
<u>Classroom Teachers</u>		
Kindergarten.....DeeDee Bates	206	dbates@ipsk12.net
	Cheryl Bistany Hill	203 chill@ipsk12.net
	Jena Woodworth	204 jwoodworth@ipsk12.net
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	Kimberly Meaney	108 kmeaney@ipsk12.net
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	Jennifer Vickery	104 jvickery@ipsk12.net
<u>Specialists</u>		
Art.....Linda Blum	202	lblum@ipsk12.net
ELL.....Peitra Schneck		pschneck@ipsk12.net
Library.....Teresa Hohenstein	120	thohenstein@ipsk12.net
Literacy.....Susan Moore	102	smoore@ipsk12.net
Math.....Maureen O'Connell	201	moconnell@ipsk12.net
Music.....James Fremont-Smith		jfremont-smith@ipsk12.net
	Lisa Palance	lpalance@ipsk12.net
	Marissa Scarano	mscarano@ipsk12.net
Physical Ed.....Whitney Cardew	119	wcardew@ipsk12.net
	Mark Southam	119 msoutham@ipsk12.net
World Language. Jasmine Carbone		jcarbone@ipsk12.net
<u>Special Education</u>		
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	Colleen Fitzgerald	cfitzgerald@ipsk12.net
	Michelle Garvey	421 mgarvey@ipsk12.net
	Jill Hinckley	207 jhinckley@ipsk12.net
	Louise McHugh	102 lmchugh@ipsk12.net
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	Nicole Twomey	302 ntwomey@ipsk12.net
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2019-2020 PAUL F. DOYON MEMORIAL SCHOOL STAFF

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<u>Fellows</u> Megan DeLorenzo		
<u>Assistants</u>		
Reading.....Connie Hashem		
Special Education...Sarah Balsley		
Erin Brown		
Brittany Dingle		
Brooke Eagar		
Megan Greenleaf		
Bryan Healey		
Lauren Kelleher		
Abigail Malloy		
Susan Morin		
Yvette Pitcairn		
Linda Swicker		
JoAnn Turner		
Susan Vertullo-Lopez		
Eileen Wudarczyk		
Serena Zawadzki		
<u>Therapists</u>		
BCBA.....Jennifer Lovejoy		jlovejoy@ipsk12.net
RBT.....Sherri Arno		
Abby Baker		
Jessie Davis		
Renee Mossler		
Wendy Nelson		
Sarah Weiss		
OT Assistant..... Nichole Johnson		
PT Assistant..... DaNeil Sousa		
Psychologist..... Julia MacDougall		jmacdougall@ipsk12.net
Speech Pathologist...Michelle Britt-Thompson		mbritt-thompson@ipsk12.net
Nicole Devlin		ndevlin@ipsk12.net
Speech Assistant.....Diane Fitzgerald		
<u>Support Staff</u>		
Custodians.....Shawn Lue		
Rebecca Mulry		
Edward Ogden		
Extended Day		
Program..... Wilma Gooby	381	wgooby@ipsk12.net
Food Services.....Meghan Persson	382	mpersson@ipsk12.net
Lynda Smith		
Lunchroom		
Assistants..... Patricia Antonucci		
Kelli Coviello		
Caroline Dalton		
Nancy Janvrin		
Maria Vicens Ivanov		

2019-2020 WINTHROP SCHOOL STAFF

phone: 978-356-2976 fax: 978-356-8739

website: ipsk12.net twitter: @WinthropSch

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Principal	Sheila McAdams	302	smcadams@ipsk12.net
Admin. Assistant	Micki Nylén/Josephine Brouillette	301	winthrop@ipsk12.net
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Nurse	Jon Stafford	304	jstafford@ipsk12.net
Social Worker	Deb Trevarrow	335	dtrevarrow@ipsk12.net
<u>Classroom Teachers</u>			
Preschool	Tina Martin	321	tgove@ipsk12.net
	Celia Cole	319	ccole@ipsk12.net
Kindergarten	Jamie Archung	320	jarchung@ipsk12.net
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	Heather Chaharyn	330	hchaharyn@ipsk12.net
	Melissa D'Andrea	334	mdandrea@ipsk12.net
Grade 3	Mariah Herrick	332	mherrick@ipsk12.net
	Lauren Gouzie	331	lgouzie@ipsk12.net
	Lina Lopez-Ryan	329	llopez-ryan@ipsk12.net
Grade 4	Meg Smith	327	masmith@ipsk12.net
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	Katie Norris	318	knorris@ipsk12.net
Grade 5	Robbyn Wile	316	rwile@ipsk12.net
	Keith Archung	328	karchung@ipsk12.net
	Kathleen O'Reilly	324	koreilly@ipsk12.net
	Laurel Wolfrum	326	lwolfrum@ipsk12.net
<u>Specialists</u>			
Art	Camela Leigh	343	cleigh@ipsk12.net
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	Marissa Scarano	368	mscarano@ipsk12.net
Physical Education	Anthony Falconieri	338	afalconieri@ipsk12.net
	Mark Southam	386	msoutham@ipsk12.net
World Language	Jasmine Carbone	374	jcarbone@ipsk12.net
Special Education	Elise Kirby	308	ekirby@ipsk12.net
	Jennifer LaCava	385	mtonati@ipsk12.net
	Michaela Lonati	376	mmadeiros@ipsk12.net
	Margaret Madeiros	344	gmarinopoulos@ipsk12.net
	Gretchen Marinopoulos	378	kmorris@ipsk12.net
	Kathryn Morris	377	rreynolds@ipsk12.net
	Courtney Segee	372	csegee@ipsk12.net
	Alicia Thomas	365	athomas@ipsk12.net
Title 1 Reading	Cindy Welch	339	cwelch@ipsk12.net
Title 1 Math	Jennifer Spencer	325	jspencer@ipsk12.net
Math	Jennifer Grenier	371	jgrenier@ipsk12.net
Library/Media Specialist	Karen Sekiguchi	309	ksekiguchi@ipsk12.net

2019-2020 WINTHROP SCHOOL STAFF

phone: 978-356-2976 fax: 978-356-8739

website: ipsk12.net twitter: @WinthropSch

Teacher Apprentices/Fellows

Ysabelle Errico
Gianna Rosello
Madison Young

Assistants

Library

Ellen Maher

Math

Dianne Cote

Preschool

Marykate Ellenton

Catherine Turner

Special Education

Brenda Aponas

Merrill Clerkin

Nancy Dobson

Nancy French

Lisa Friedman

Marcia Karas

Deborah Loeb

Marybeth Mathews

Lowell Murray

Raegan Wagg

Special Ed Secretary

Josephine Brouillette

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Title 1 Secretary

Josephine Brouillette

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Therapists

BCBA

Jennifer Lovejoy

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Behavior Specialist

Kim Carbonneau

Emily Clark

Peg Fabbri

Jillian McHugh

Karen Marquis

ESL

Lisa Nysten

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Occupational Therapist Asst.

Michelle Gagnon

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Physical Therapist

Colleen Mulkerin

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Physical Therapist Asst.

DaNeil Baldwin

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Psychologist

Rebecca Higgins

336

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Speech Pathologist

Michelle Britt-Thompson

370

Shauna Levasseur

306

slevasseur@ipsk12.net

Speech Assistant

Jodi Quinn

Support Staff

Custodians

Meg Liani

Rebecca Mulry

Terry Thomas

Food Services

Jo-Ann Bishop

340

Lisa Stottlemeyer

340

wcafe@ipsk12.net

Lunchroom Assistants

Katie Clark

Jane Hinckley

Sally Lane

Mia O'Connell

Extended Day Program

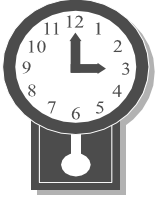
Wilma Gooby

Crossing Guard

Howie Bowen

IMPORTANT INFORMATION

Hours of Operation



Kindergarten & Grades 1-5: 8:40 a.m. – 3:05 p.m. (M, T, W & F)
8:40 a.m. – 1:50 p.m. (Th)

Ipswich Integrated Preschool Program: Times vary depending on program.
Please contact Winthrop School directly.

Please note: Students must arrive at school after 8:30 a.m. Supervision cannot be provided before this time. At 3:05 p.m., students remain on school grounds only when staying with a teacher or for after school programs.

Before School Procedures

Students should wait at their assigned entrances until the start of school (8:40 a.m.) and then go directly to their classrooms. If the weather is inclement or very cold, students will wait in the hallways.

Students must be on time for school. If they arrive late, they must report to the office and sign in as tardy before going to class. Students who are tardy should have a note from a parent or guardian explaining why they are late.

We ask parents not to enter the parking area between the hours of 8:30 and 8:45 a.m. At dismissal, we ask parents not to enter the parking area between the hours of 3:00 and 3:15 p.m. on Mondays, Tuesdays, Wednesdays, and Fridays, and between the hours of 1:45 and 2:00 p.m. on Thursdays.

Behavior

We expect that students will handle themselves respectfully and responsibly thereby making positive contributions to the school community. The following general school rules are for everyone:

1. Be responsible for yourself.
2. Respect others (students and adults) and the school property.
3. Help each other.
4. Honor others' need to learn.

Assembly

Assemblies are a great way to foster community learning and connections. Gathering everyone into one space requires social responsibility demonstrated by all.

- ❖ When the person introducing a program begins, it is important for everyone to use whole body listening and attend to the speaker.
- ❖ Appreciation for a program is shown by clapping only.
- ❖ When an assembly is over, students should remain seated quietly until their class has been dismissed.

Cafeteria

- ❖ Students need to speak in soft voices when in the cafeteria so that others are not disturbed and may enjoy their lunches.
- ❖ Students' conversation must be with the people at their own table.
- ❖ When students need something, they should raise their hands and one of the cafeteria assistants will come and help.
- ❖ It is important for students to remember that good table manners include: chewing food with one's mouth closed and not talking with a full mouth, wiping one's hands and mouth with a napkin when needed, not playing with or throwing any food, and sitting with feet down on the floor.
- ❖ The cafeteria is a good place to practice general good manners. Remember to say "Please" and "Thank you" to the people who are serving or helping.
- ❖ It is important for students to leave their table and floor area clean for others. They need to remember to pick up all straw papers, napkins, etc. when dismissed.
- ❖ Students need to remember to take their jackets, sweaters or other belongings when leaving the cafeteria.

Playground

- ❖ We expect students to respect themselves, other people, and the school's property. In being responsible, we expect that they look out for each other and make decisions to keep themselves and each other safe. The following are not allowed: tripping, shoving, tackle games, swearing or name calling, removing others' hats, gloves, etc., fighting or pretend fighting, jumping off or standing on monkey bars, throwing or kicking snow, sitting or standing on top of the parallel bars, climbing or running on the slides, and climbing over the playground fence. Balls are not to be thrown on the roof or against the windows, etc.

Bicycles

Students in Grades 3, 4 and 5 may ride bicycles with a signed permission from their parents. Students must wear bicycle helmets. Students in Grades K to 2 may ride bicycles with helmets when accompanied by a parent/guardian. Due to the heavy pedestrian traffic before and after school, bicycles are to be walked on school grounds. Bikes are to be left in the bike racks during the day. Failure to follow these rules will result in loss of bicycle privileges.

Bus Assignments

Many of our buses are currently filled to capacity. Therefore, once buses are assigned it is not possible for children to ride different ones. Although students might like to ride a different bus home with a friend after school, we simply do not have room and cannot permit this change in schedule. Non riding students may not ride buses home with friends.

Care of School Property

- ❖ If students damage or deface school property (i.e. write on desks, chairs, books, break a window, etc.) they must pay for, repair or replace the property.
- ❖ Students will pay for any lost or damaged library or textbooks.

Field Trips

All students must remember to have parental consent forms signed on or before the day of the field trip. They will not be allowed to join a field trip without a signed parental consent form.

Items from Home

- ❖ Students may not bring items which could result in injury to themselves or to other people. Such items include, but are not limited to, hard balls, bats, laser pointers, toy guns, knives or sharp objects, exploding caps, and matches.
- ❖ Personal electronic devices are not appropriate for school as they distract learning and offer unsupervised access to inappropriate resources. While we recognize a parent's desire to communicate with their child after school hours, cell phones must remain in backpacks and turned off. Failure to do so could result in disciplinary actions.
- ❖ The school cannot be responsible for money or valuable items. It is suggested that such items be brought to school ONLY if necessary and only with parent and teacher permission.
- ❖ Trading or selling of any items is not allowed.
- ❖ Students may not chew gum in school.
- ❖ Students are expected to remove hats and head coverings when entering the building.
- ❖ Animals: Before any can be brought to school, the student must have permission from the classroom teacher in advance. No animals can be transported in a school bus. The animal must be in a suitable container. An adult must transport the animal to and from school.

Lost and Found

Unclaimed clothing, balls, toys or lunch boxes are placed in the lost and found. Money, watches, or other jewelry are turned in to the office. If students are missing something, they are to check the lost and found areas. If money is not claimed within a week, it is given to the person who found it.

School Meals

All students may buy lunches which include milk and dessert for \$2.75 daily. A sandwich substitute for the main course is available as well. Students may also buy milk on any day for 60¢.

The cafeteria menu is designed to offer a variety of foods that will appeal to a wide range of eating habits and tastes. Menu selection is designed to keep costs and plate waste low while offering choices and portions that are wholesome and nutritious. We encourage children to eat their food and drink their beverage. We ask your cooperation in planning lunch for your child. Careful review of the school lunch menu along with knowledge of your child's eating habits will help in this regard.

Students who meet income guidelines established by the Federal Government are eligible to participate in either a free or reduced price lunch program. Annual application forms are available at www.ipsk12.net. These will be sent home during the first week of school as well.

Telephone Use

Students may use the telephone only in case of emergency and with permission from their teacher. Visits to friends, etc. must be taken care of at home, not in school by phone.

Clothing Suggestions

- ❖ We expect that families will make responsible decisions about appropriate clothing for the school day. Clothes which are distracting or inappropriate are not allowed. A student's day may involve classroom activities using chalk, paint, glue or other "messy" materials. Playground activities may involve climbing, sliding and running. Please keep this in mind in making clothing choices. Pants and/or jeans are acceptable attire particularly on physical education days.

Clothing Suggestions (continued)

- ❖ PLEASE label clothing such as jackets, sweaters, raincoats, and hats, and other belongings; i.e. lunch boxes, boots, sneakers, etc. Labeled items are more easily returned if lost.
- ❖ For safety reasons, sneakers are required for physical education classes. It is strongly requested that students not wear clogs or high heels to school.
- ❖ It is suggested that children wear boots in snowy weather and bring other shoes or sneakers to wear during class time.

Communication

We encourage parents to make timely contact with the school regarding any issues that may arise. We find that the best way to resolve problems is for the parent and the teacher to communicate directly. You may reach staff members at both schools through the voice mail system, e-mail address, or by sending a note to the teacher.

The Doyon School sends home the Doyon News, an electronic newsletter, every Thursday. The Winthrop School sends home the Winthrop Weekly every Wednesday. These newsletters include information about upcoming events. The websites also offer important information.

The School Councils provide another way to stay informed about the schools. These Councils involve parents in school decision-making and strengthening communication and understanding between the school and the community and business members. All parents are welcome to attend Council meetings.

Parents are encouraged to make an appointment to talk with teachers whenever they wish. If further communication is necessary, parents are welcome to schedule an appointment with the principal.

Detention

When elementary students are detained, parents will be given one day's notice prior to the afternoon of detention. Elementary students may be detained on the day of the academic or disciplinary issue, if:

- ❖ A parent approves that day as opposed to the following day for detention.
- ❖ Transportation is available by the school or by the parent for those students who normally ride the bus.

Dismissal

When a student must be dismissed from school early, he/she is to bring a note from home and give it to his/her teacher. Requests for early dismissals should be restricted to illnesses, emergencies, medical or dental appointments, etc. Students will be dismissed only to a parent, guardian or other authorized person. Students who are being dismissed MUST be picked up and signed out at the office.

Emergency Information Form

In times of emergency, it is extremely important that the school offices have information that will enable them to contact parents immediately. Therefore, the Record Update form sent home at the start of the school year must be completed and returned to school. This form should be completed for every child attending school. Please notify the school office of any change in this information during the school year.

Friends of Ipswich Elementary Schools (F.R.I.E.S.)

The Friends organizations are umbrella organizations that tie together many groups of individuals - teachers, parents, and others in the community who share a common goal, which is to support and enrich the education of elementary school students. Every parent is a member of FRIES. The purpose of the FRIES is to:

- ❖ Organize volunteer assistance throughout the school and at special events.
- ❖ Fund requests from staff members for educational equipment and supplies.
- ❖ Sponsor special programs throughout the year for children in all grades.
- ❖ Plan and conduct fundraising activities to support those special programs.
- ❖ Work to facilitate the exchange of ideas and information among parents and the schools' faculty.
- ❖ Educate the community at large regarding issues that directly involve Ipswich elementary schools.

We encourage your involvement in the Friends groups.

Health

Parents and guardians are encouraged to contact the school nurse at any time regarding the health needs of their child.

- ❖ Physical examinations and immunization records are required of all students entering school and must be dated within six months to the start of school. If the student's family does not participate in vaccinations due to their sincere religious beliefs, a signed letter to that effect must be provided at the start of each school year.
- ❖ An updated physical is required in Grade 4. Parents are encouraged to send physicals more often if they are available.
- ❖ Students in Kindergarten through Grade 5 will receive annual vision and hearing screenings, unless parents request otherwise. Any unusual findings will be reported to parents for follow-up.
- ❖ A student may be excused from physical education, sports, or other activities at a parents' request. For long term accommodations, a doctor's note may be requested.
- ❖ A child who becomes ill or receives an injury in school will be dismissed only to parents/guardians or someone designated by them. Criteria for notifying parents may include (but are not limited to) fever, severe bruising, allergic reactions, vomiting, diarrhea, severe pain, bumps to the head, special conditions requested by the parent, or any condition requiring outside medical attention. Parents are required to provide transportation for their child who has been dismissed.

Parents can help control the spread of illness by:

- ❖ Keeping children at home if they are experiencing fever, nausea, vomiting, diarrhea, enlarged glands, earache, sore throat, rash, or other symptoms of illness. Students should be fever free without medication for 24 hours before returning to school.
- ❖ Keeping children diagnosed with an infectious illness, such as strep throat or conjunctivitis, home for at least 24 hours after the start of antibiotic treatment.
- ❖ Teaching children to cough/sneeze into their elbow and wash their hands after using the bathroom.
- ❖ Sending a note with your child when they return to school describing the reason for any absences.

Health (continued)

Medication will be dispensed from the health room in accordance with the medication policy. Students are not allowed to carry medication in school, including over the counter cough drops. Exceptions are permitted by prior arrangement for asthma inhalers, epinephrine auto-injectors, and cystic fibrosis enzymes.

Invitations

Distribution of invitations (birthday party, etc.) in school is discouraged unless everyone in the class is receiving one.

Instrumental Music

Each September Grade 4 and Grade 5 students observe a demonstration of band instruments that are suitable for beginners (string instruments, flute, clarinet, saxophone, trumpet, trombone, and drums). Students are asked to list three instruments in order of preference. This is an important step in assuring the most successful musical experience for each student.

Your child will be given an opportunity to try the three instruments which he/she has listed on the preference sheet. At that time a music staff member will make a recommendation based on the physical consideration (jaw structure, finger size, and arm length) and instrumental needs. This recommendation will be sent home with each student. At that time you and your child will be able to make a final decision based on your child's interest and the musical staff's recommendation.

Beginning instrumentalists will miss 30 minutes of another academic subject for their instrumental lesson and an additional 45 minutes in January when they start band. At the end of each trimester, participation in the instrumental program will be evaluated on an individual basis by music and classroom teachers. If there are any concerns, we will be in touch with you. We hope to ensure that students are successful at meeting their commitment to both classroom and instrumental programs.

Kindergarten Registration and Screening

Your child may come to Kindergarten in September if the following conditions are met:

- ❖ The child must be five years of age on or before August 31 of the calendar year.
- ❖ A birth certificate is presented.
- ❖ A social and health history, an immunization certificate and a physician's report of physical examination within 6 months of entry is submitted.

A Kindergarten screening is held annually during the spring, at which time parents register their children for Kindergarten. In addition to having parents present the previously mentioned information, each child's speech, cognitive, verbal, and fine and gross motor skills are screened.

Non-custodial Parents

Under the Family Educational Rights and Privacy Act of 1974, non-custodial parents have the same rights of access to school records as custodial parents do, unless the divorce decree includes a specific order to the contrary. Therefore, if you are a non-custodial parent and wish to receive copies of your child's report cards and other school information please write to the school and enclose four self-addressed stamped envelopes (or whatever is appropriate). Such information will be sent to you throughout the year.

Report Card and Conference Schedules

All students in grades K through 5 receive report cards three times a year. Parent conferences may be scheduled for students. Parents may request a conference with their child's teacher at any time by calling the school to schedule an appointment at a mutually convenient time. Please check the school calendar for dates specifying when report cards are to be sent home and scheduled dates for kindergarten conferences.

Safety/Caring Plan

There is an Elementary School Safety/Caring Plan in place should an emergency situation arise. If it is necessary to evacuate the elementary schools, students would be transported to the Ipswich Middle/High School or Our Lady of Hope Church on Linebrook Road. Parents/guardians would be notified of this evacuation.

School Absence

When a child is going to be absent from school, parents should call the school ahead of time. A message can be left on the answering machine for the Winthrop School at 978-356-2976 and for the Doyon School at 978-356-5506 x111. If the school does not receive a call, attempts will be made to validate the absence. If parents notify the school that their child is to be absent for a specific number of days due to an extended illness, it is not necessary to call after the first day.

School Accident Insurance

Accident insurance for students is available at a nominal fee to all enrolled school children. Insurance forms may be requested. Injuries that occur on the school premises are reported immediately to the school nurse. Please remind your child that it is important that he/she report any injury received during the school day to the teacher or staff member in charge, who will refer him/her to the school nurse. School insurance may be invalidated by not reporting at the time of injury.

School Closing Procedures

Cancellation or Delayed Opening of Schools – See Appendix A9
Procedure to be Followed for Emergency School Closings – See Appendix A10.

School Council

The Massachusetts Education Reform Act has directed all schools in Massachusetts to form School Councils in order to strengthen local school system leadership for school improvement. The Councils involve parents and teachers in school decision making and in strengthening the bonds between school and the community. The Doyon and Winthrop schools have established School Councils that are comprised of the principal, parents, teachers, and community/business members.

Parent members of students attending our elementary schools are subject to elections by the Friends of Winthrop and Doyon.

School Pictures

Individual and class pictures are taken during the fall of each year. Packages must be paid for in advance. Retakes of faulty pictures will be taken as needed. Details regarding dates for picture taking will be sent home with your child.

School Testing – See Appendix A7- A8.

Student Record Accessibility

All records pertaining to children are accessible to their parents. Copies of the records are available to parents or guardians at a nominal cost of reproducing the records.

School Registration and Student Placement

New students will be assigned placement after reviewing registration forms. This procedure of delayed enrollments is to allow teachers time to gather materials and plan fully for each new student. State law requires a child's immunization records to be presented upon registration or before the child's entry to school. A physician's report of physical examination completed within 6 months of entry must be submitted.

Grade and teacher placement is tentative pending administrative/guidance review of all student records.

Student Transfers

When a student is transferring to another school district, parents are to notify the school office by completing the Records Release Form at least one week in advance. This will enable the teacher to complete a transfer form describing the student's program. Please see that all textbooks, library books, and other school materials have been returned to school before the child's last day.

The student's school records will be forwarded to the new school upon written request from the new school.

Support Services

Various support services are available to all students as needed in order to enable them to function successfully in the classroom. These may include: counseling, special needs support, child study team, speech and language therapy, occupational therapy, vision therapy, physical therapy, Title I reading & math, math support, reading support and English as a second language .

❖ Title I

Title I is a federally funded program which provides supportive instruction in reading and math to eligible students. Students are chosen on the basis of achievement test scores and teacher referral. The program provides concentrated tutorial help in small groups four or five times a week. Students receive this help in classrooms or in the Title I room. Due to federal regulations this service is available only at Winthrop School.

❖ Special Needs

Children who have learning or behavior problems or who need help in the areas of speech, language, or hearing may be referred for an evaluation in accordance with the regulations of Chapter 766/PL 94-142. The referral process can be initiated by a parent, guardian, teacher, or other school official.

The process, which requires parental input, is designed to plan for a child's education based on his/her individual strengths and weaknesses. Inquiries about possible referrals should be made to the classroom teacher, the school social worker, or the principal.

After the necessary assessments of the child are made, a meeting is held with the child's parents to write an individual educational plan (IEP), which will help to alleviate or eventually correct the problems which are hindering the child's progress in school.

APPENDIX INDEX

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The Ipswich Public Schools' web site (www.ipsk12.net) contains all of the most recent district policies, as well as other information which may be useful to students and parents. All of the information on this web site is available for viewing, downloading, and printing.

If you would prefer paper copies of any of the information or policies contained on the web site, please contact the Superintendent's Office.

Discipline

In general, if your child has violated the school's disciplinary code, the school may suspend or remove your child from his or her current educational placement for a period not to exceed ten (10) consecutive school days in any school year. If your child possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event or carries a weapon to school or a school function, the school district may place your child in an interim alternative educational setting for up to 45 school days. If your child has been placed in an interim alternative education setting as a result of a disciplinary action, your child may remain in the interim setting for a period not to exceed 45 days. Thereafter, your child will return to the previously agreed-upon educational placement unless either a hearing officer orders another placement or you and the school agree to another placement.

Anytime the school wishes to remove your child from his or her current educational placement for more than ten (10) consecutive school days in any school year, or for more than ten cumulative days when a pattern of removal is occurring, this constitutes a "change of placement." A change of placement invokes certain procedural protections under the IDEA, the federal special education law. These include the following:

- (a) Prior to any removal that constitutes a change in placement, the school district must convene a Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address the problematic behavior. If a behavior intervention plan has been previously developed, the Team shall review its implementation and modify it if necessary.

- (b) Prior to any removal that constitutes a change in placement, the school district must send you a full statement of your procedural rights and inform you that the Team will consider whether or not the behavior that forms the basis for the removal is related to the student's disability. This consideration is called a "manifestation determination." Remember that you, as the parent, always have the right to participate as a member of the Team.

Consideration of whether the behavior is a manifestation of the student's disability:

The law provides that the Team must consider evaluation information, observational information, the student's IEP and placement, and must determine whether the behavior prompting disciplinary removal was a manifestation of the student's disability. The Team considers if the student understood the impact and consequences of the behavior, and further considers if the student's disability impaired the student's ability to control his or her behavior.

If the Team determines that the behavior was related to your child's disability, then your child may not be removed from the current educational placement (except in the case of weapon or drug possession or use or serious bodily injury) until the IEP Team develops a new IEP and decides upon a new placement and you consent to that new IEP and placement.

If the Team determines that the behavior was not related to your child's disability, then the school may suspend or otherwise discipline your child according to the school's code of student conduct, except that for any period of removal exceeding ten days, the school district must provide your child with a Free Appropriate Public Education (FAPE). The school district must determine the educational services necessary for FAPE and the manner and location for providing those services.

In the case of a disagreement with the Team's determination:

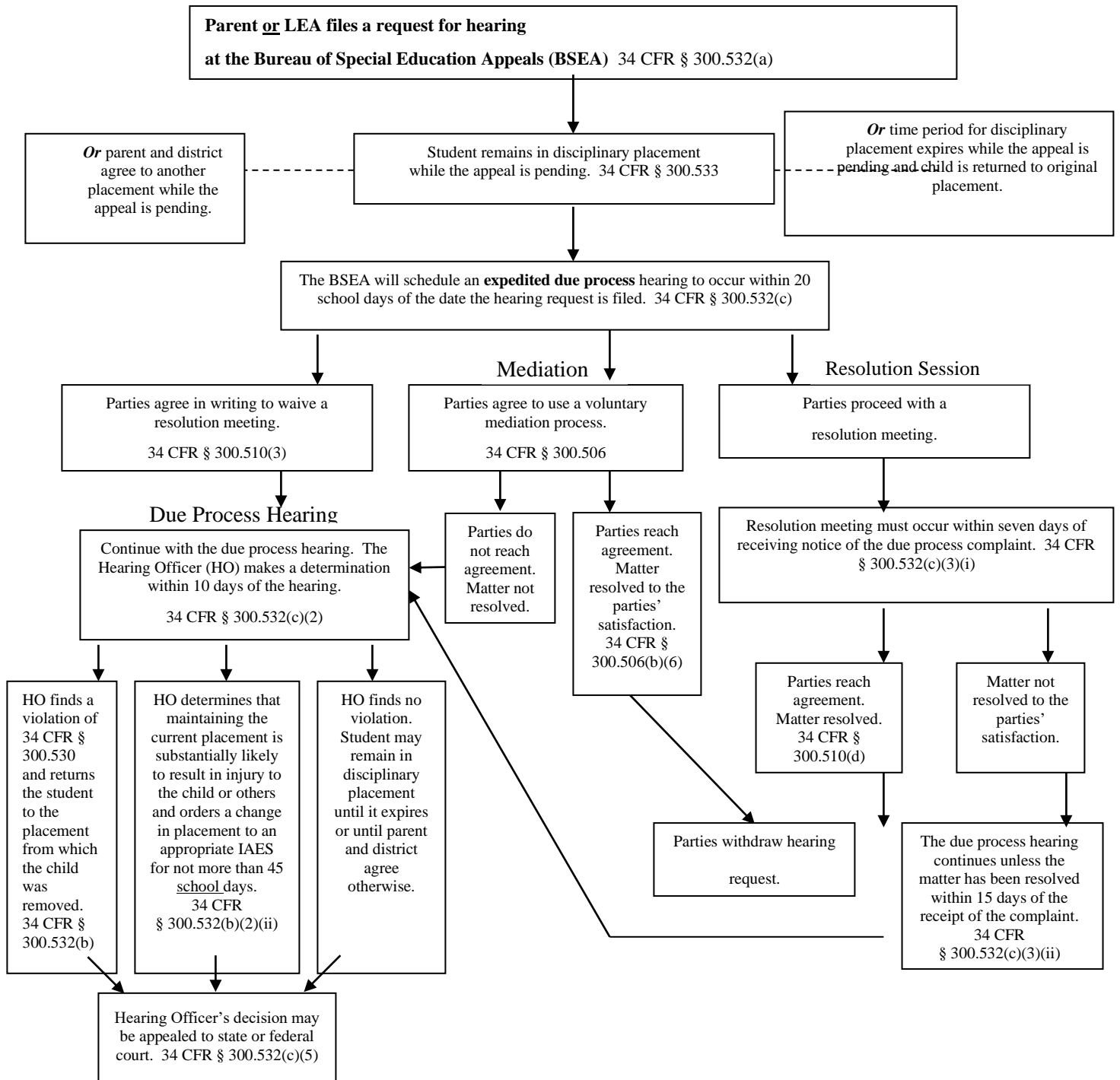
If you disagree with the Team's decision on the "manifestation determination" or with the decision relating to placement of your child in an interim alternative education setting or any other disciplinary action, you have the right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Appeals Process for Disciplinary Placement Decisions for Students with Disabilities

Under IDEA 2004: 20 U.S.C. § 1415(k) and 34 CFR §§ 300.532-300.533

Who may file an appeal of a disciplinary decision?

- A parent of a child with a disability who disagrees with any decision regarding the child's disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the student's removal to an interim alternative educational setting (IAES), disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the student receives during the period of removal, and disagreement regarding the functional behavioral assessment and/or implementation of a behavioral intervention plan. 34 CFR §§ 300.530-300.531.
- An LEA that believes that maintaining the student's current placement is substantially likely to result in injury to the child or others may file a request for hearing at the BSEA.



DEFINITIONS

A student for whom the district is deemed to have knowledge of a disability – A child who has not yet been determined to be eligible for special education and related services may assert the disciplinary protections under IDEA if the school had a basis of knowledge that the child is a child with a disability before the behavior that precipitated the disciplinary action occurred. The school is deemed to have knowledge if: (1) the child’s parent expressed concern in writing to administrative or supervisory personnel of the school or district that the child is in need of special education and related services; (2) the parent of the child had requested a special education evaluation; or (3) the child’s teacher or other school or district personnel expressed specific concerns to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the child. The school or district is not deemed to have knowledge of a disability if (1) the parent has not allowed an evaluation or has refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability. 34 CFR § 300.534.

Change of placement – A change of placement because of a disciplinary removal occurs if a child with a disability is removed from his/her current educational placement for more than 10 consecutive school days, or the child is subjected to a series of removals that constitutes a pattern because: (1) the removals total more than 10 school days in a school year; (2) the child’s behavior is substantially similar to previous incidents that resulted in the series of removals; and (3) additional factors such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another constitute a pattern. 34 CFR § 300.536.

Current placement – The placement from which the student was removed for disciplinary reasons.

Interim alternative educational setting (IAES) – An IAES is a disciplinary placement that is not the same as the child’s current placement as defined in his/her IEP.

Manifestation determination – The determination made by the district, the parent, and relevant members of the student’s Team, after review of all relevant information in the student’s file including the IEP, teacher observations, and relevant information provided by the parents, whether (1) the conduct in question was caused by or had a direct and substantial relationship to the child’s disability; or (2) the conduct in question was the direct result of the district’s failure to implement the student’s IEP. 34 CFR § 300.530(e).

Special circumstances – Where the disciplinary conduct is a “special circumstance,” school personnel may remove a student to an IAES for not more than 45 school days, regardless of the results of the manifestation determination. Special circumstances exist if the student:

- carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency (district); or
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
- inflicts serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency. 34 CFR § 300.530(g).

Serious bodily injury – As defined in 18 U.S.C. § 930, a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. 34 CFR § 300.530(i)(3).



Ipswich Public Schools

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September 2019

TO: Parents of Elementary Students

In accordance with the U. S. Environmental Protection Agency Regulations 40 CFR, Part 763 pertaining to "Friable Asbestos-Containing Materials in Schools: Identification and Notification," the Ipswich School Department is advising you that all public schools in this system were inspected for actual and potential asbestos hazards.

Winthrop School: All asbestos in the Winthrop School has been removed except for the 9" floor tiles. These tiles have been tested and contain minimal to traces of asbestos. They are considered by the U. S. Environmental Protection Agency to be of no danger unless they are drilled or sanded.

Doyon School: All asbestos in the Doyon School has been removed except for 9" floor tiles and spray on the ceiling of a boiler room storage area and not accessible to students, parents, or staff. The floor tiles have been tested and contain minimal to traces of asbestos. They are considered by the U. S. Environmental Protection Agency to be of no danger unless they are drilled or sanded.

Currently there is only a small percentage of the 9" x 9" tiles in each of the buildings, and most tiles have been covered with carpet and/or non-asbestos sheet goods.

A complete engineering report is on file for your inspection in the schools' Administration Office and in the Office of the Superintendent of Schools, One Lord Square. The specifications used for guiding the contractor in removing this asbestos, as well as all pertinent information relative to testing, is available.

Please feel free to contact us if you have any questions.

Joanne Cuff
Director of Finance and Operations

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Ipswich Public Schools
TESTING SCHEDULE – 2019-2020

<u>Elementary</u>		
Pre-K	Pre-School Early Screening Inventory 3 and 4 year olds	March 2020
K	Early Screening for Kindergarten Entrance	April 2020

The above tests are given to all students in a particular group; therefore, parental permission is not required.

Notes:

1. Specialized tests of interests, specific aptitudes, individual intelligence, personality and achievement are on file to be administered for evaluation and information purposes usually on referral or as advisable. Parental permission is required.
2. Diagnostic tests are widely administered for in-depth evaluation of children/students referred for consideration under federal and state special education law. Parental permission is required.
3. The Statewide Testing Schedule for 2019-2020 is on the following page.

2019–2020 MCAS Testing Schedule

Fall/Winter 2019–2020 MCAS Retests and February Biology Test for High Schools

November 2019 ELA and Mathematics Retests (Legacy, paper-based tests)	
ELA Composition Sessions A and B	November 6
ELA Reading Comprehension Sessions 1 and 2	November 7
ELA Reading Comprehension Session 3	November 8
Mathematics Session 1	November 13
Mathematics Session 2	November 14
February 2020 Biology Test (Legacy, paper-based test; participation guidelines to be posted later)	
Biology Session 1	February 5
Biology Session 2	February 6
March 2020 ELA and Mathematics Retests (Legacy, paper-based tests)	
ELA Composition Sessions A and B	March 2
ELA Reading Comprehension Sessions 1 and 2	March 4
ELA Reading Comprehension Session 3	March 5
Mathematics Session 1	March 6
Mathematics Session 2	March 9

Spring 2020 MCAS Alternate Assessment for Grades 3–8 and High School

MCAS-Alt (portfolio for students with significant disabilities)	
Deadline for UPS pickup of MCAS-Alt portfolio materials	April 3

Spring 2020 MCAS Tests for Elementary and Middle Schools

Grades 3–8 ELA and Mathematics, and grades 5 and 8 STE (computer-based tests)	
ELA test sessions	CBT: March 30 – May 1 PBT: March 30 – April 15
Mathematics test sessions	CBT: April 27 – May 22 PBT: April 27 – May 13
STE test sessions	CBT: April 28 – May 22 PBT: April 28 – May 13

Spring 2020 MCAS Grade 10 ELA and Mathematics Tests

Grade 10 ELA (computer-based test)		
Prescribed Administration Dates <i>Test the maximum number of students who can participate concurrently.</i>	ELA Session 1	March 24
	ELA Session 2	March 25
Administration Dates Only if Needed <i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only).</i>	ELA Session 1	March 26
	ELA Session 2	March 27
Grade 10 Mathematics (computer-based test)		
Prescribed Administration Dates <i>Test the maximum number of students who can participate concurrently.</i>	Mathematics Session 1	May 19
	Mathematics Session 2	May 20
Administration Dates Only if Needed <i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only).</i>	Mathematics Session 1	May 21
	Mathematics Session 2	May 22

2019–2020 MCAS Testing Schedule (continued)

Spring 2020 MCAS High School STE Tests

Biology and Introductory Physics Tests for <u>Students in the Class of 2023 only</u> (Next-generation, computer-based tests)		
Prescribed Administration Dates <i>Test the maximum number of students who can participate concurrently.</i>	Biology Session 1	June 2
	Introductory Physics Sess. 1	June 2
	Biology Session 2	June 3
	Introductory Physics Sess. 2	June 3
Administration Dates if Needed <i>Test any remaining students who did not participate in the first set of dates due to technology/device limitations (only).</i>	Biology Session 1	June 4
	Introductory Physics Sess. 1	June 4
	Biology Session 2	June 5
	Introductory Physics Sess. 2	June 5
Chemistry and Technology/Engineering Tests for <u>Students in All Classes</u> (Legacy, paper-based tests)		
Session 1	June 2	
Session 2	June 3	
Biology and Introductory Physics Tests for <u>Students in the Class of 2022 or earlier</u> (Legacy, paper-based tests)		
Session 1	June 2	
Session 2	June 3	

INFORMATION ON CANCELLATION OR DELAYED OPENING OF SCHOOLS

All “no school” closings will be announced on the Ipswich Schools Website

www.ipsk12.net

A Blackboard Connect message will also be sent to all families.

Announcements for cancellation or delayed opening of schools will be made on the following TV stations:

<u>TV STATION</u>	<u>CHANNEL</u>
WBZ-TV	4
WCVB-TV	5

Please note that the Ipswich Public Schools has a **DELAYED OPENING PLAN**. All delayed openings will be for two hours. That means all schools will start two hours later than normal and buses will pick up students and bring them to school two hours later than their normal time. Schools will, however, close at the regularly scheduled time.

September 2019

PROCEDURE TO BE FOLLOWED FOR EMERGENCY SCHOOL CLOSINGS

The decision to close schools early because of emergency situations will be made by the Superintendent; or, on rare occasions, by his/her designee.

As soon as the decision is made that Ipswich Public Schools will close early, the announcement will be made via:

Blackboard Connect Message

Ipswich Schools Website: www.ipsk12.net

Please be sure the emergency information record update form, which each student is required to complete in September, is accurate. We urge you to use a neighbor or someone in your neighborhood as an emergency contact person. It is of utmost importance that we have updated emergency information on file in each school.

In the case of **ELEMENTARY STUDENTS** only, if, according to the student, neither parent, guardian nor emergency contact person is available, the student must remain at school until he/she can be picked up by a parent, guardian, or emergency contact person.

Middle and high school students generally know who and where their emergency contact person is; therefore, if an emergency early dismissal is warranted, middle and high school students will be dismissed early according to their normal dismissal procedures.

September 2019