

Mission

Ipswich Public Schools aspires to empower ALL students to be global citizens who are effective communicators, analytical problem solvers and savvy consumers of information. We propose to do this through an emphasis on communication, critical thinking, creativity, self-management, perseverance and collaboration. Students will be active partners in authentic learning, offering voice and choice in demonstrating competency.

Ipswich School Committee

MS/HS Ensemble Room

134 High Street, Ipswich

Thursday, October 21, 2021

7:00 PM

Link to watch live: <https://www.youtube.com/watch?v=Qic9CA4RyKM>

AGENDA

7:00 PM	1. Call to Order			C. Whitten
	2. Reading of the District Mission Statement			
	3. Announcements			
	4. Special Acknowledgements			
	5. Citizens' Queries			
	6. High School Student Representative Report			C. Jepsen
	7. Presentations			
7:20 PM	A. Field Trip Request: Close-Up Washington, D.C.	Action	J. Krieger	
7:30 PM	B. MCAS Presentation	Information	T. Wagner	
8:00 PM	C. MASC Resolutions	Action	C. Whitten	
8:20 PM	D. Finance Update	Information	C. Herrick-Stella	
8:30 PM	E. School Committee Self-Evaluation	Information	C. Whitten	
8:35 PM	F. Town Meeting Debrief	Information	C. Whitten	
8:40 PM	8. Superintendent's Administrative Report			
8:50 PM	9. Subcommittee, Working Group and Liaison Reports			
	10. New Business*			
	11. Vouchers and Bills			
	12. Consent Agenda			
	13. Adjournment			

**All business not reasonably anticipated 48 hours in advance of the meeting.*

Agenda items may be taken out of order to fill time gaps and/or to accommodate presenters when necessary. All times are approximate.

Announcements: 10.21.21

- The next School Committee meeting will be held on Thursday, November 4th at 7:00pm in the MS/HS Ensemble Room.
- The School Facilities Working Group will meet on Wednesday, October 27th at 5:30pm in the MS/HS Guidance Conference Room.
- The Policy Subcommittee will meet remotely on Tuesday, November 2nd at 5:30pm.

FIELD TRIP
REQUEST AND APPROVAL FORM
Overnight Trips Only

School Committee approval must be obtained prior to making any formal commitment to students and parents and prior to collecting any deposits.

THIS PRIOR APPROVAL MUST OCCUR AT LEAST TWO (2) MONTHS IN ADVANCE OF ANY OVERNIGHT TRIP.

Person Requesting and Responsible for Trip: Jeff Krieger

Date of Request: 10/15/21 School: IHS

Identity of Group: Close Up Field Trip to Washington, DC

Number of Students in Group: 2 TRD

Number of School Days Students are Expected to be Absent: 5

Date and Time of Departure: 3/13/22 ^{EST.} 11 AM Date and Time of Return: 3/18/22 ^{NOON} EST.

Specific Destination: Washington, DC

Means of Travel: Air travel

Name and Address of Travel Agent: Close Up

Cost to School: Substitute Coverage Cost to Students: \$1,825

Availability of Scholarship: Yes: ☒ No: ☐ Funding Source: Limited with Close Up

Mandatory Current Criminal Offense Record Information (CORI) on File in Central Office for all Chaperones/Volunteers: Yes: ☒ No: ☐

Name(s) of Teacher Chaperones (for final approval):

Jeff Krieger

Scott Ames, if necessary

Names of Non-Teacher Chaperones (for final approval only):

N/A

Individual(s) responsible for administration of medication: Jeff Krieger

Are there individuals attending the trip who are not chaperones or students in the group?
Please list: NO

Are expenses for chaperones to be paid and to what degree? NO

Are chaperones paid? NO How much? NO

Please complete reverse side of this form.

Date final report is to be submitted after trip: 3/25/22

The final report should include financial review, overview of positive results, problems which may have occurred and recommendations for improving future trips.

Educational Purpose(s) (Attach Any Additional Pertinent Information)

1. Describe the connection that this trip has to the district curriculum and State Frameworks:

2. Identify the specific goals and objectives of this trip:

3. What will the students do on this trip? Please attach a detailed itinerary.

PLEASE SEE ATTACHED

Recommendation by Principal: J. McNeill Date: 10/15/21

Recommendation by Superintendent: _____ Date: _____

Date Approved by School Committee: _____

Conditions (if any): _____

Adopted: March 7, 1985
Adopted Revision: December 2, 1999
Adopted Revision: May 20, 2004
Adopted Revision: October 20, 2005
Adopted Revision: June 15, 2006

Field Trip Request
March 13 – 18, 2022



October 15, 2021

To: Jon Mitchell

In previous years, students have had wonderful experiences in Washington, D.C. while participating in the Close Up program. This year, we're hoping to put together a group of students for a March 2022 field trip. Attached is a field trip request package for the Close Up trip. We would fly from Boston to Washington on Sunday, March 13 returning to Boston on Friday, March 18.

Cost per Student and Cost to IHS

The estimated cost for each student is \$1,825. This is an all inclusive fee. The cost covers all travel, transfers, meals and program fees while in Washington, DC. We may have some fundraising efforts and there are very limited scholarships available.

Additional Information

For your review, I've included the following documents:

- ❖ Close Up brochure which has a complete overview of the program along with a detailed day-by-day schedule.
- ❖ Massachusetts Social Studies Frameworks which are aligned with the Close Up Program.

If you have any questions, please don't hesitate to contact me.

Thanks.

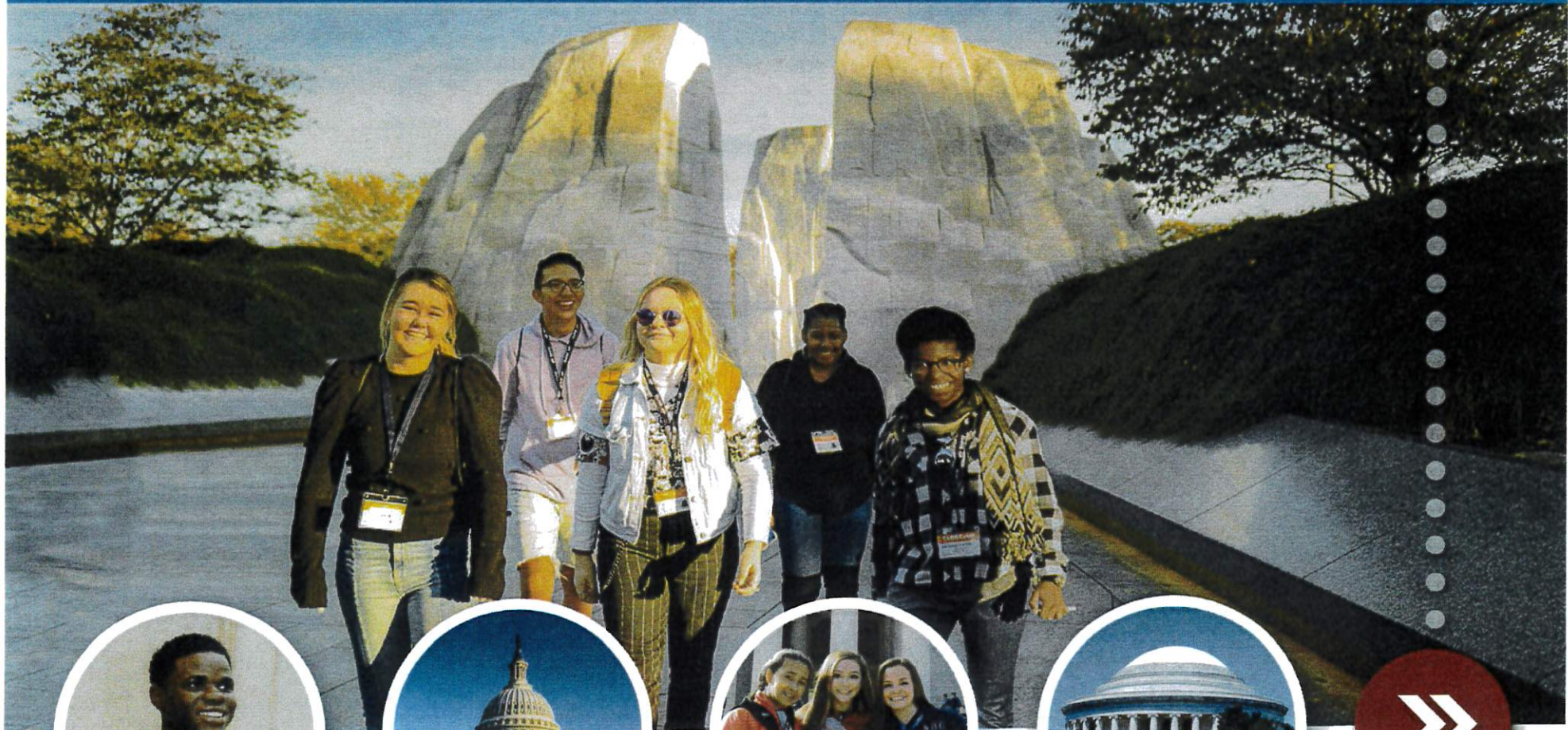
A handwritten signature in blue ink, appearing to read "Jeff Krieger", is written over a horizontal line. The signature is stylized and fluid.

Jeff Krieger

WASHINGTON, DC

CLOSEUP
WASHINGTON DC

HIGH SCHOOL PROGRAMS



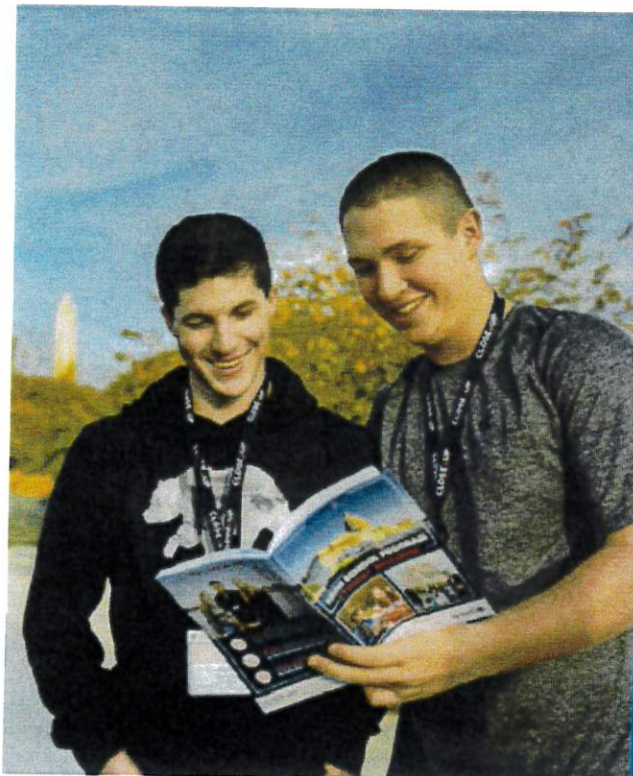
A ONCE-IN-A-LIFETIME EXPERIENCE



Each year Washington, DC, is voted one of the country's **top travel destinations**. Are you eager and excited to explore all that this magnificent city has to offer? Imagine **meeting your representatives** in front of the U.S. Capitol and discussing the issues that matter most to you. Envision visiting **DC's most famous monuments, museums, and memorials** up close. And picture the endless conversations and friendships you'll create as you meet other **students from around the country**. What could be more inspiring?

On Close Up, experiencing these **extraordinary moments** is just the beginning! Throughout your time in DC, you will engage in meaningful discussions and explore **DC beyond the marble**. These insightful exchanges and guided discoveries will show you how government impacts your everyday life and help you realize the power of active citizenship. By participating on Close Up, you will gain and refine the skills you need to get involved in your community and **return home with lifelong memories!**





“
CLOSE UP OPENED MY
EYES TO THE VIEWS
AND OPINIONS OF
PEOPLE FROM OTHER
PARTS OF THE COUNTRY.

– Halle, Student, MN

”



EDUCATING TOMORROW'S LEADERS

Since 1971, Close Up has been **the nation's leader** in civic education. Nearly **one million students and teachers** have come to Washington, DC, with Close Up to take part in authentic experiences that help them better understand American democracy and their unique role in it. Driven by a mission to **inform, inspire, and empower**, Close Up gives students the skills, knowledge, and confidence they need to become critical thinkers and **great leaders** for America's future.





SUNDAY

Arrive in Washington

Meet your Close Up Concierge and explore DC with your school

Welcome Dinner

Group Orientation

Meet students from across the country and get to know your Close Up Program Instructor

Introduction Workshop*

What are the **biggest issues that we face** in our democracy today?

Issues Debate

Ask your most challenging political questions and engage with a **liberal and conservative DC insider**

MONDAY

Three Faces of Democracy Study Visit **

How do the ideas championed by these famous figures impact society?

Jefferson Memorial—What about our government would Jefferson agree or disagree with today?

FDR Memorial—Should government take an active role in providing for people's basic needs?

MLK Memorial—How can an ordinary citizen accomplish extraordinary things?

Lunch at Reagan Building and International Trade Center

Smithsonian Institution Exploration

Visit one of the **world-renowned museums** to discover and learn about history and culture

Dinner at Hotel

Current Issues Discussion

Debate **hot topics** with your new friends from across the country

Social Time

TUESDAY

War Memorials Study Visit

What do the **WWII, Vietnam, and Korean Memorials** say about those who have served and sacrificed?

Lincoln Memorial

How does the **imagery of the Lincoln Memorial** portray his legacy?

National Politics Seminar

Gain **inside access and discuss current issues** with a DC lobbyist, journalist, or policymaker

Capitol Hill Group Photo

Lunch at National Place

Embassy Discovery

Step foot on "foreign soil" and discuss the international political landscape

U.S. Marine Corps Memorial

Visit the larger-than-life representation of the **iconic flag-raising at Iwo Jima**

Dinner at Pentagon City

Mock Congress Workshop

Debate, amend, and vote on the same issues elected representatives are currently considering

* Workshops are small learning communities comprised of students from various states. Each workshop community is led by the same Close Up Program Instructor for the duration of the trip.

** Study Visits led by highly-trained instructors provide unique opportunities to learn using historic sites and institutions as living classrooms.

Sample schedule subject to change.



WEDNESDAY

Capitol Hill Day

Walk the halls of Congress and get an exclusive, insider's look at how our government operates

Meet with your **members of Congress** or their staff

Attend and observe **Congressional Committee Hearings** to see how laws and policies are formed

Explore the **U.S. Capitol Visitor Center and Museum**

Lunch at the Longworth Cafeteria, a **hot spot for Washington insiders**

Visit the **Supreme Court** where many landmark cases are decided

Explore the **Library of Congress**, the largest library in the world, and view the symbolic art and architecture

Witness the **U.S. Senate and House of Representatives** in action in the galleries

Dinner at DC's Historic Union Station

DC Cultural Event

See a **show at a renowned theater!**

THURSDAY

Community Action Workshop

What actions can you take to **contribute on a local and national level?**

White House Photo Op

Discuss the role of the **executive branch** as you walk through the president's neighborhood

Neighborhood Study Visit and Lunch

Explore DC off the beaten path in places like **Georgetown or Chinatown**

Air Force Memorial

Honor those who have served in the Air Force and get a breathtaking view of the city

Arlington Cemetery

Visit our nation's most hallowed ground and **witness the Changing of the Guard**

Closing Reflection

How will you **stay engaged** on issues that matter to you?

Banquet and Dance

Enjoy a **fun-filled evening** with your new friends as you dance the night away

FRIDAY

Sightsee in Washington

Prior to your departure, spend some **more time in the city** with your school

Depart for Home

EXTEND YOUR STAY!

Enhance your Close Up experience and spend an extra day in DC! Choose to visit **MOUNT VERNON**, George Washington's home in Virginia, or other iconic sites and exciting neighborhoods in the nation's capital with your school.



“ THIS WAS THE BEST TRIP OF MY LIFE! ” – Rebecca, Student, FL



YOU ARE OUR **TOP PRIORITY**

While you explore all that Washington, DC, has to offer with your friends from school and from around the country, you can be confident that you and your experience are what matter most to us. Close Up ensures you have the safest and most memorable trip possible through our **all-inclusive package** that includes travel, lodging, 24-hour supervision, and access to top-notch medical care. Our dynamic instructors guide you as you participate in thrilling activities all around DC. Your time with Close Up will be unlike any other, and this once-in-a-lifetime opportunity will inspire you to become a more engaged participant in our democracy!

On Close Up, you will have the opportunity to:

- **Make new friends** and participate in meaningful conversations that expand and complement your worldview;
- **Discover what makes DC a world-class city** by visiting renowned museums, exploring Washington's vibrant neighborhoods, and attending a cultural event;
- **Discuss the people and events that have shaped our world** through visits to DC's must-see sites, including Arlington National Cemetery to witness the Changing of the Guard;
- **Debate issues with DC insiders**, giving you a behind-the-scenes look at how our government operates, and so much more!

Endorsed by:



MLK MEMORIAL

“**EVERYONE SHOULD
GET TO HAVE THIS
EXPERIENCE!**”

– Tyler, Student, TX



CONNECT WITH CLOSE UP



ENROLL TODAY!

Talk to your Close Up teacher today to sign up for this amazing opportunity!

CALL

800-Close Up (256-7387)



EMAIL

info@CloseUp.org



ENROLL

www.CloseUp.org

CLOSE UP HIGH SCHOOL PROGRAM - WASHINGTON, DC



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2021 MCAS Presentation

for the IPS School Committee

Tracy Wagner,

Director of Teaching & Learning

October 21, 2021



Presentation Overview:

- I. What was different about the 2021 MCAS assessment**
- II. MCAS data share**
- III. What the data tells us**
- IV. Connected guidance & next steps**

What state standards did the 2021 MCAS assess?

Grade 3:
ELA & Math

Grade 6:
ELA & Math

Grade 10:
ELA; Math

Grade 4:
ELA & Math

Grade 7:
ELA & Math

Grade 5:
ELA;
Math & Science,
Technology &
Engineering

Grade 8:
ELA;
Math & Science,
Technology &
Engineering

What was different about the spring 2021 MCAS tests?

- Grades 3–8 = one session vs. two
- Testing location options
- Current seniors
- Current juniors
- Changes in Competency Determinations

What was different about the spring 2021 MCAS tests?

- Changes in Student Growth Percentiles
- No accountability data
- No district comparisons
- No district comparison tools



September 2021

What are Student Growth Percentiles (SGPs), and how are they usually calculated?

Student Growth Percentiles (SGPs) provide a measure of the degree to which a student's achievement has changed from the prior year(s) to the current year, in comparison to other students in the same grade who performed similarly in the past. SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99. Students who have a current year's score and a prior year's score—and have met the consecutive grade requirement—are issued an SGP.

Figure 1: 2019 SGP Distribution

In prior years, student growth percentiles (SGPs) were calculated by comparing students' current-year score to that of students with similar scores in their cohort. Each year, the cohort group changed (depending on the performance of the current year population), which resulted in a state average SGP of about 50. Since the average SGP per grade and subject is 50, the distribution is flat and 20% of students score in each SGP growth category, from very low growth to very high growth, as shown in Figure 1.



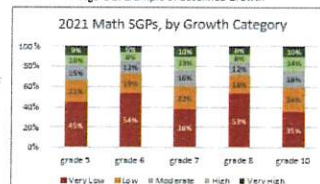
How did the pandemic affect our method for calculating SGPs?

The pandemic functioned as an academic headwind for most students, slowing their educational progress and growth. The decreased educational progress and growth yielded lower 2021 academic attainment, and this was a significant departure from the typical achievement and growth patterns in prior years. Score changes between 2019 to 2021 were much larger than those seen between 2018 and 2019, and all the changes showed declines in grades 3-8.

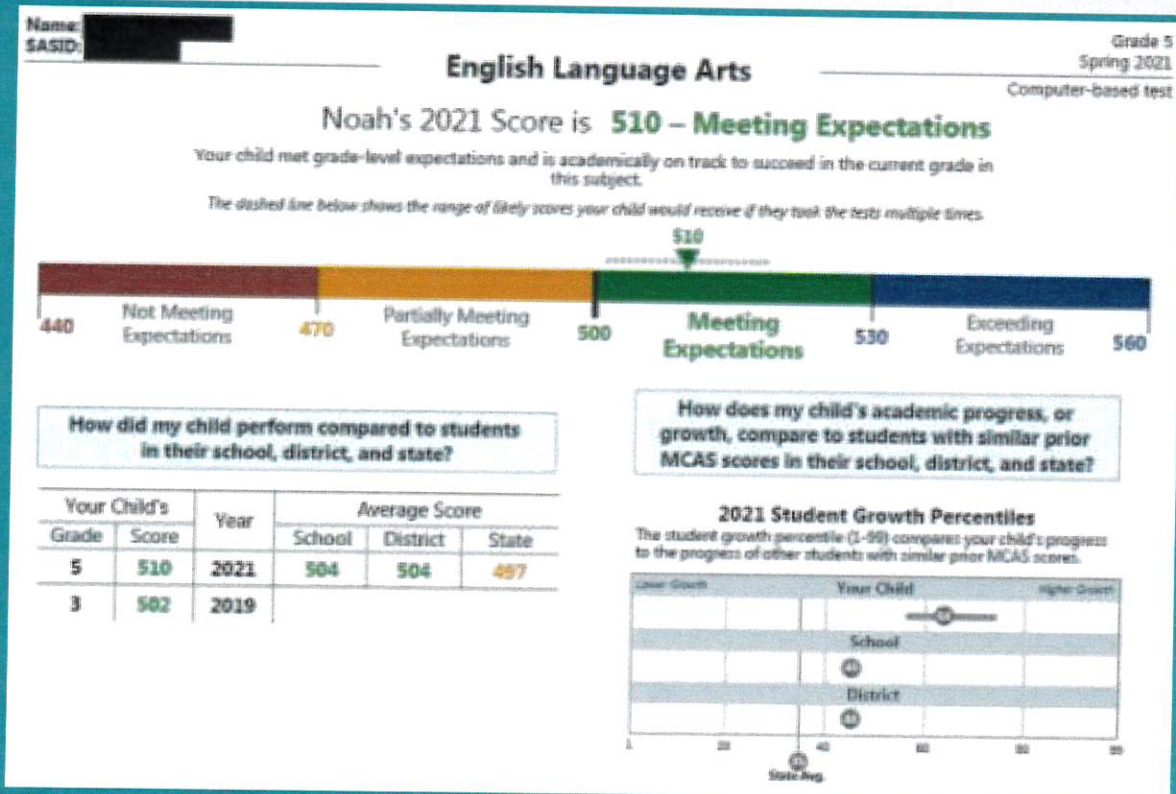
To accurately reflect the extent to which educational progress and growth slowed during the pandemic, DESE adopted a slightly different method for calculating SGPs in 2021: baseline SGPs. In this method, a historical peer group represents a "baseline" from which current progress can be measured over time.

The baseline SGPs are reported on the same scale as the 2019 results, allowing for comparisons between SGPs in 2021 to SGPs in prior years. Because student growth slowed due to the pandemic, the baseline MCAS SGPs in 2021 show higher percentages of students in the lower growth categories, as shown in Figure 2.

Figure 2: Example of Baseline Growth



What was different about the spring 2021 MCAS tests?



- Format for Parent/Guardian Reports – from DESE MCAS Reporting Call, 9/20/21

GRADE 03 - ENGLISH LANGUAGE ARTS
ACHIEVEMENT LEVEL

	2017	2018	2019	2021
Exceeding Expectations (E)	9	24	14	8
Meeting Expectations (M)	46	44	56	52
Partially Meeting Expectations (PM)	38	26	27	36
Not Meeting Expectations (NM)	7	5	2	4

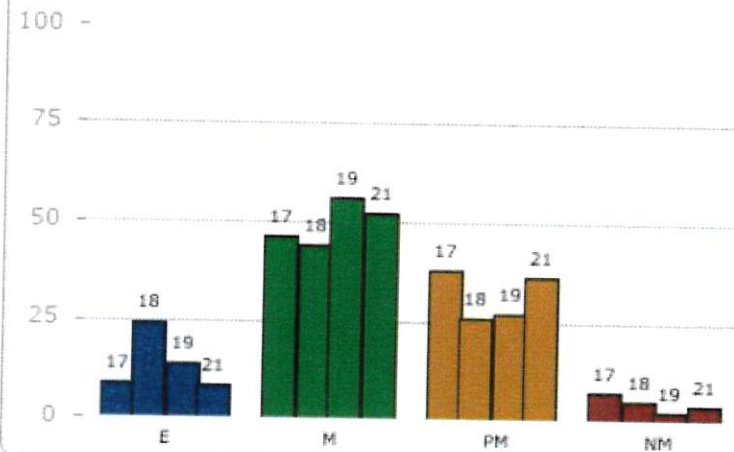
2021 Participation Rate = 100%

GRADE 03 - MATHEMATICS
ACHIEVEMENT LEVEL

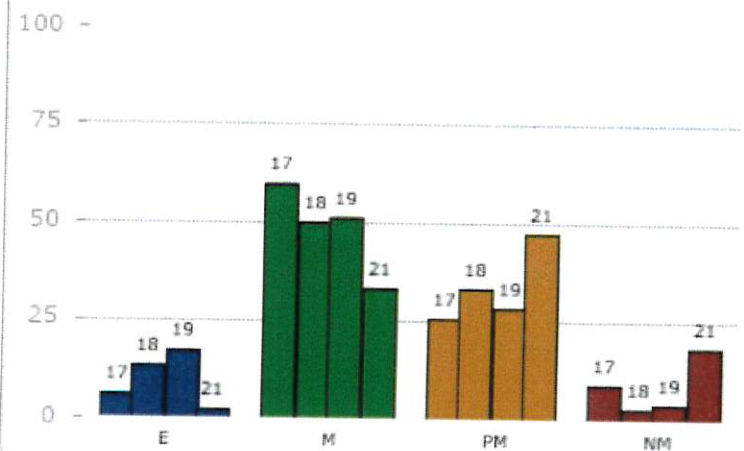
	2017	2018	2019	2021
Exceeding Expectations (E)	6	13	17	2
Meeting Expectations (M)	60	50	51	33
Partially Meeting Expectations (PM)	25	33	28	47
Not Meeting Expectations (NM)	9	3	4	18

2021 Participation Rate = 100%

GRADE 03 - ENGLISH LANGUAGE ARTS
Percentage of Students by Achievement Level



GRADE 03 - MATHEMATICS
Percentage of Students by Achievement Level



Grade 3 by School -- ELA

Paul F. Doyon
Memorial
School

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	15%	24%	9%	8%	14%	10%	5%	8%	9%
Meeting Expectations	43%	44%	43%	50%	56%	46%	46%	52%	41%
Partially Meeting Expectations	37%	26%	41%	39%	27%	36%	45%	36%	39%
Not Meeting Expectations	5%	5%	7%	3%	2%	8%	5%	4%	10%

Winthrop
School

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	37%	24%	9%	20%	14%	10%	13%	8%	9%
Meeting Expectations	45%	44%	43%	62%	56%	46%	58%	52%	41%
Partially Meeting Expectations	14%	26%	41%	16%	27%	36%	27%	36%	39%
Not Meeting Expectations	4%	5%	7%	2%	2%	8%	3%	4%	10%

Grade 3 by School -- Math

Paul F. Doyon
Memorial
School

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	17%	13%	10%	10%	17%	9%	3%	2%	5%
Meeting Expectations	45%	50%	40%	55%	51%	40%	26%	33%	28%
Partially Meeting Expectations	35%	33%	38%	32%	28%	38%	51%	47%	40%
Not Meeting Expectations	3%	3%	12%	3%	4%	13%	20%	18%	26%

Winthrop
School

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	10%	13%	10%	21%	17%	9%	2%	2%	5%
Meeting Expectations	57%	50%	40%	49%	51%	40%	41%	33%	28%
Partially Meeting Expectations	31%	33%	38%	25%	28%	38%	42%	47%	40%
Not Meeting Expectations	2%	3%	12%	5%	4%	13%	16%	18%	26%

GRADE 04 - ENGLISH LANGUAGE ARTS
ACHIEVEMENT LEVEL

	2017	2018	2019	2021
Exceeding Expectations (E)	6	15	21	8
Meeting Expectations (M)	45	50	46	53
Partially Meeting Expectations (PM)	44	26	31	35
Not Meeting Expectations (NM)	5	9	2	5

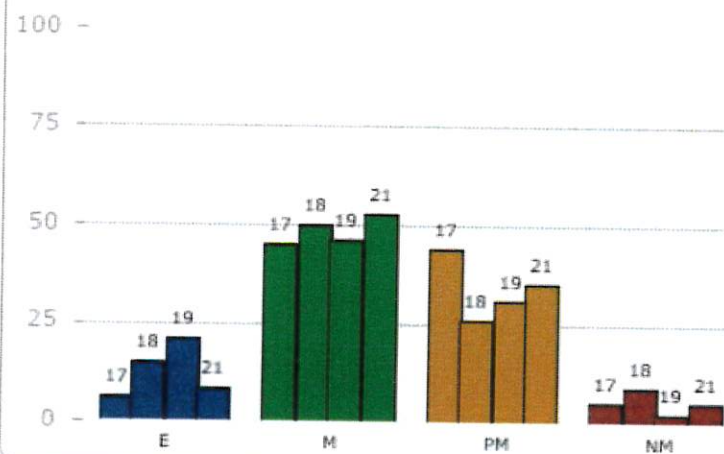
2021 Participation Rate = 100%

GRADE 04 - MATHEMATICS
ACHIEVEMENT LEVEL

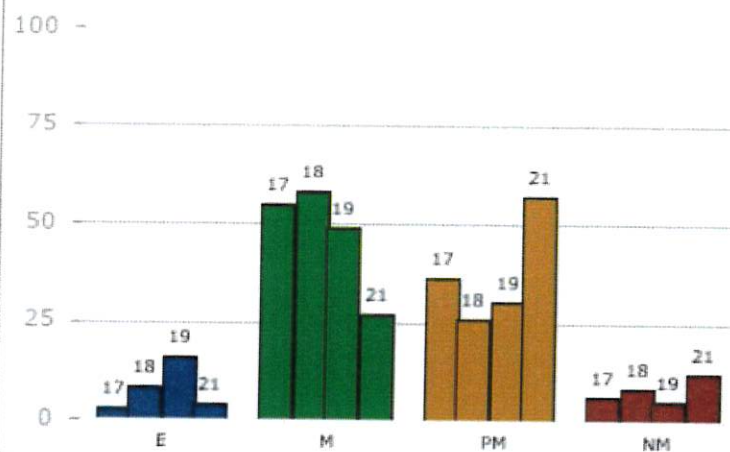
	2017	2018	2019	2021
Exceeding Expectations (E)	3	8	16	4
Meeting Expectations (M)	55	58	49	27
Partially Meeting Expectations (PM)	36	26	30	57
Not Meeting Expectations (NM)	6	8	5	12

2021 Participation Rate = 100%

GRADE 04 - ENGLISH LANGUAGE ARTS
Percentage of Students by Achievement Level



GRADE 04 - MATHEMATICS
Percentage of Students by Achievement Level



Grade 4 by School -- ELA

Paul F. Doyon Memorial School

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	11%	15%	10%	12%	21%	9%	7%	8%	6%
Meeting Expectations	48%	50%	43%	49%	46%	43%	55%	53%	43%
Partially Meeting Expectations	28%	26%	38%	35%	31%	39%	33%	35%	38%
Not Meeting Expectations	14%	9%	9%	3%	2%	9%	5%	5%	13%

Winthrop School

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	18%	15%	10%	33%	21%	9%	9%	8%	6%
Meeting Expectations	52%	50%	43%	43%	46%	43%	51%	53%	43%
Partially Meeting Expectations	25%	26%	38%	24%	31%	39%	37%	35%	38%
Not Meeting Expectations	5%	9%	9%	0%	2%	9%	4%	5%	13%

Grade 4 by School -- Math

Paul F. Doyon Memorial School

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	8%	8%	7%	12%	16%	8%	5%	4%	4%
Meeting Expectations	58%	58%	41%	46%	49%	41%	26%	27%	29%
Partially Meeting Expectations	25%	26%	39%	37%	30%	39%	53%	57%	43%

Winthrop School

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	8%	8%	7%	20%	16%	8%	4%	4%	4%
Meeting Expectations	58%	58%	41%	54%	49%	41%	30%	27%	29%
Partially Meeting Expectations	28%	26%	39%	22%	30%	39%	60%	57%	43%
Not Meeting Expectations	6%	8%	13%	4%	5%	12%	7%	12%	24%

**GRADE 05 - ENGLISH LANGUAGE ARTS
ACHIEVEMENT LEVEL**

	2017	2018	2019	2021
Exceeding Expectations (E)	4	8	7	8
Meeting Expectations (M)	55	55	55	45
Partially Meeting Expectations (PM)	35	32	34	42
Not Meeting Expectations (NM)	6	5	4	6

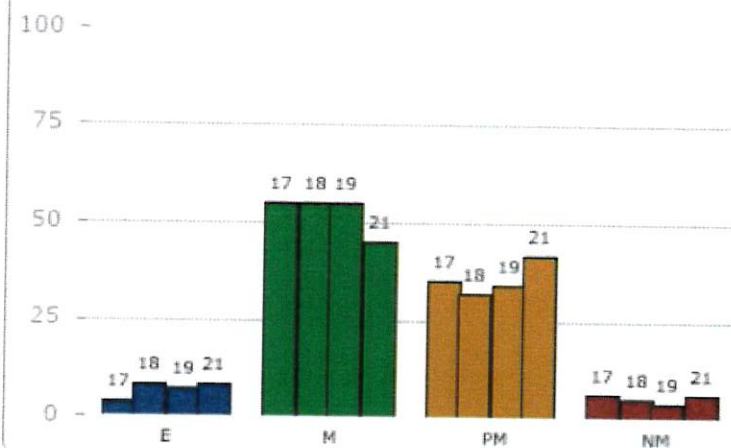
2021 Participation Rate = 98%

**GRADE 05 - MATHEMATICS
ACHIEVEMENT LEVEL**

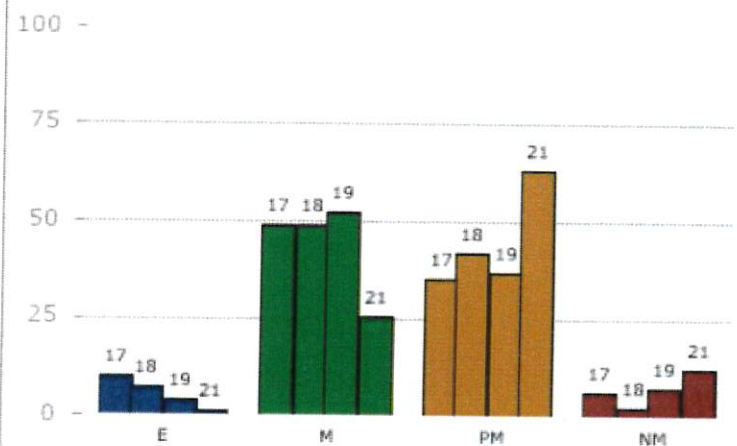
	2017	2018	2019	2021
Exceeding Expectations (E)	10	7	4	1
Meeting Expectations (M)	49	49	52	25
Partially Meeting Expectations (PM)	35	42	37	63
Not Meeting Expectations (NM)	6	2	7	12

2021 Participation Rate = 98%

**GRADE 05 - ENGLISH LANGUAGE ARTS
Percentage of Students by Achievement Level**



**GRADE 05 - MATHEMATICS
Percentage of Students by Achievement Level**



Grade 5 by School -- ELA

Paul F. Doyon Memorial School

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	13%	8%	6%	3%	7%	7%	7%	8%	8%
Meeting Expectations	46%	55%	48%	57%	55%	45%	46%	45%	39%
Partially Meeting Expectations	35%	32%	38%	34%	34%	39%	42%	42%	41%
Not Meeting Expectations	6%	5%	8%	6%	4%	9%	5%	6%	12%

Winthrop School

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	3%	8%	6%	11%	7%	7%	8%	8%	8%
Meeting Expectations	65%	55%	48%	54%	55%	45%	44%	45%	39%
Partially Meeting Expectations	29%	32%	38%	32%	34%	39%	41%	42%	41%
Not Meeting Expectations	3%	5%	8%	3%	4%	9%	7%	6%	12%

Grade 5 by School -- Math

Paul F. Doyon
Memorial
School

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	10%	7%	5%	2%	4%	6%	0%	1%	4%
Meeting Expectations	49%	49%	41%	54%	52%	43%	28%	25%	29%
Partially Meeting Expectations	40%	42%	44%	35%	37%	42%	63%	63%	47%
Not Meeting Expectations	2%	2%	10%	9%	7%	10%	9%	12%	20%

Winthrop
School

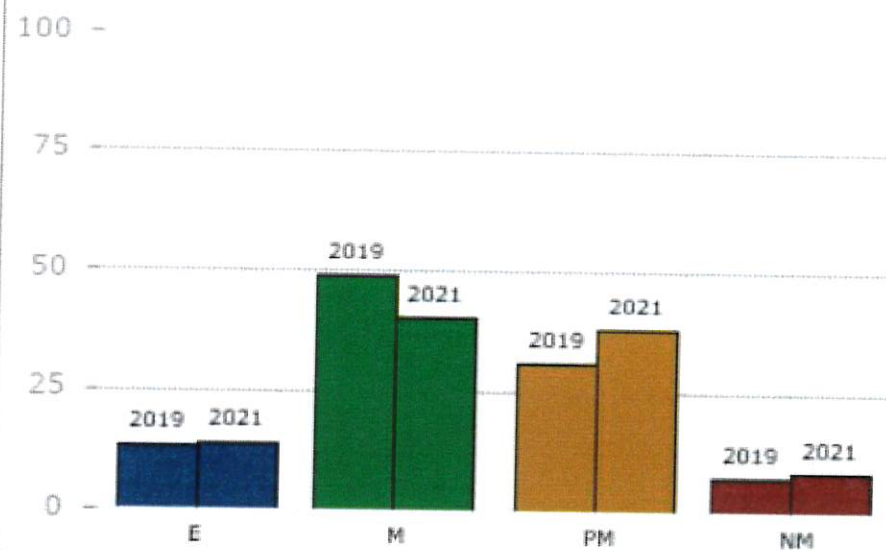
	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	5%	7%	5%	6%	4%	6%	2%	1%	4%
Meeting Expectations	50%	49%	41%	52%	52%	43%	19%	25%	29%
Partially Meeting Expectations	42%	42%	44%	38%	37%	42%	64%	63%	47%
Not Meeting Expectations	3%	2%	10%	3%	7%	10%	15%	12%	20%

GRADE 05 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL

	2019	2021
Exceeding Expectations (E)	13	14
Meeting Expectations (M)	49	40
Partially Meeting Expectations (PM)	31	38
Not Meeting Expectations (NM)	7	8

2021 Participation Rate = 97%

GRADE 05 - SCIENCE AND TECH/ENG Percentage of Students by Achievement Level



Grade 5 by School - STE

Paul F. Doyon
Memorial
School

Winthrop
School

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI	88.1	88.3	76.5						
Advanced	38%	34%	18%						
Proficient	30%	33%	30%						
Needs Improvement	27%	29%	39%						
Warning/Failing	5%	4%	13%						
Exceeding Expectations				11%	13%	8%	7%	14%	7%
Meeting Expectations				48%	49%	40%	45%	40%	36%
Partially Meeting Expectations				31%	31%	39%	43%	38%	39%
Not Meeting Expectations				11%	7%	12%	5%	8%	19%

	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI	89.0	88.3	76.5						
Advanced	30%	34%	18%						
Proficient	36%	33%	30%						
Needs Improvement	30%	29%	39%						
Warning/Failing	3%	4%	13%						
Exceeding Expectations				16%	13%	8%	19%	14%	7%
Meeting Expectations				48%	49%	40%	36%	40%	36%
Partially Meeting Expectations				32%	31%	39%	36%	38%	39%
Not Meeting Expectations				5%	7%	12%	10%	8%	19%

**GRADE 06 - ENGLISH LANGUAGE ARTS
ACHIEVEMENT LEVEL**

	2017	2018	2019	2021
Exceeding Expectations (E)	23	27	33	16
Meeting Expectations (M)	51	41	36	48
Partially Meeting Expectations (PM)	24	24	26	27
Not Meeting Expectations (NM)	2	8	6	9

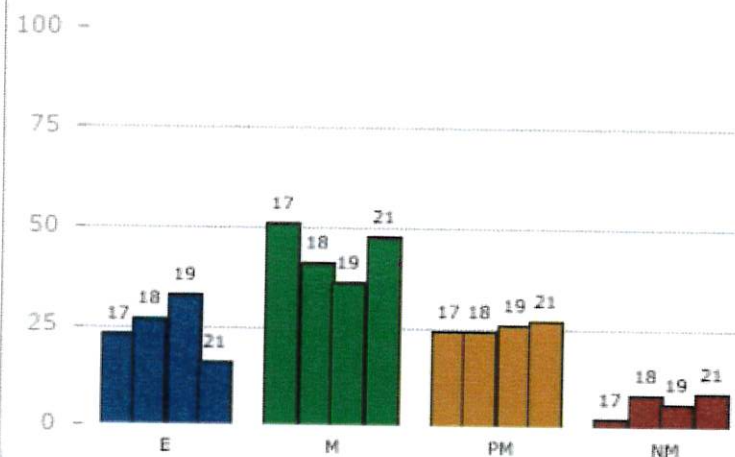
2021 Participation Rate = 100%

**GRADE 06 - MATHEMATICS
ACHIEVEMENT LEVEL**

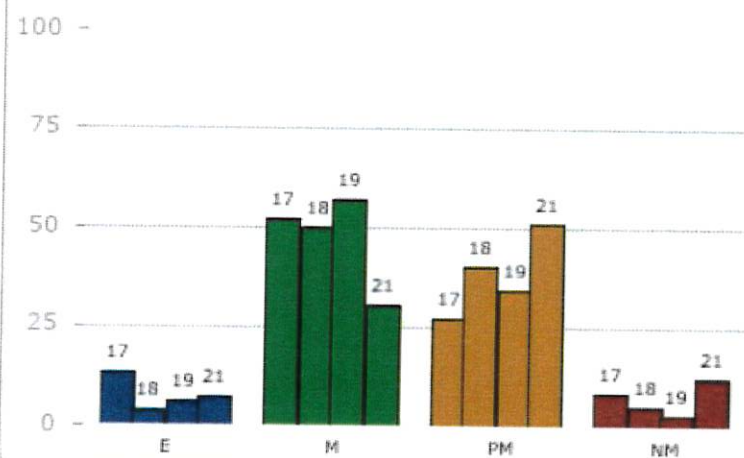
	2017	2018	2019	2021
Exceeding Expectations (E)	13	4	6	7
Meeting Expectations (M)	52	50	57	30
Partially Meeting Expectations (PM)	27	40	34	51
Not Meeting Expectations (NM)	8	5	3	12

2021 Participation Rate = 100%

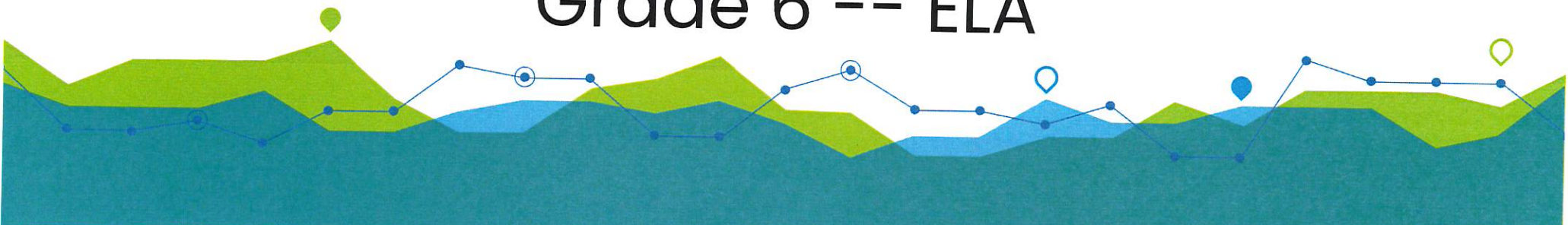
**GRADE 06 - ENGLISH LANGUAGE ARTS
Percentage of Students by Achievement Level**



**GRADE 06 - MATHEMATICS
Percentage of Students by Achievement Level**

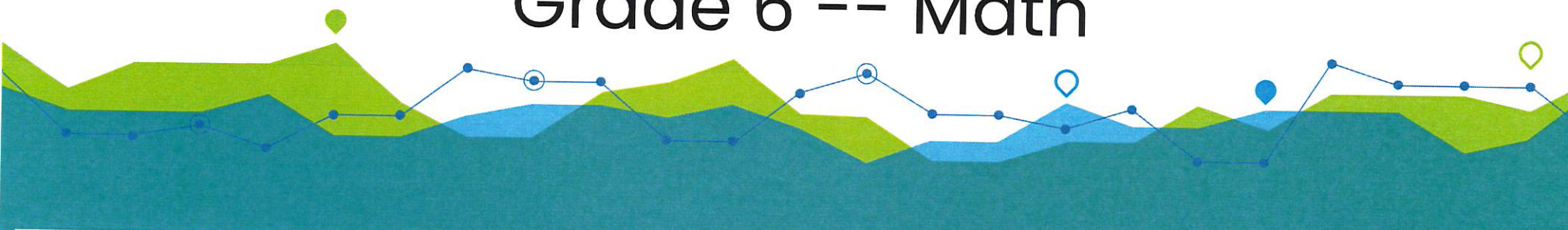


Grade 6 -- ELA



	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	28%	27%	10%	32%	33%	13%	16%	16%	12%
Meeting Expectations	41%	41%	40%	37%	36%	41%	49%	48%	35%
Partially Meeting Expectations	23%	24%	37%	25%	26%	33%	27%	27%	31%
Not Meeting Expectations	8%	8%	12%	6%	6%	13%	8%	9%	22%

Grade 6 -- Math



	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	4%	4%	7%	6%	6%	10%	7%	7%	5%
Meeting Expectations	53%	50%	41%	57%	57%	41%	32%	30%	29%
Partially Meeting Expectations	39%	40%	42%	34%	34%	38%	50%	51%	44%
Not Meeting Expectations	4%	5%	11%	3%	3%	10%	11%	12%	23%

**GRADE 07 - ENGLISH LANGUAGE ARTS
ACHIEVEMENT LEVEL**

	2017	2018	2019	2021
Exceeding Expectations (E)	22	24	21	10
Meeting Expectations (M)	59	43	52	44
Partially Meeting Expectations (PM)	16	26	22	30
Not Meeting Expectations (NM)	3	7	4	15

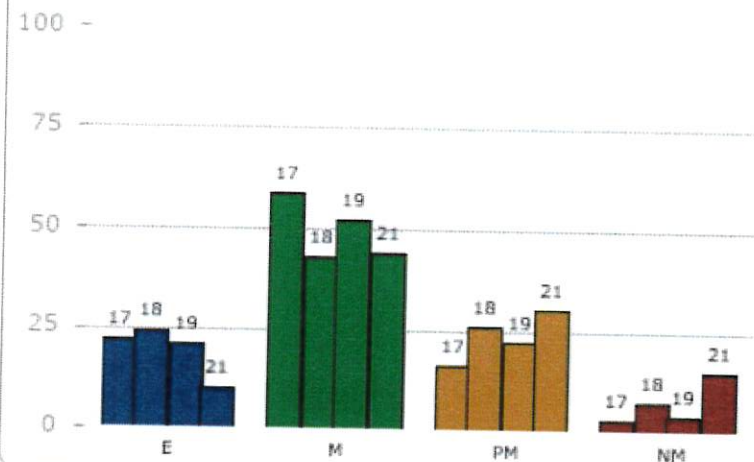
2021 Participation Rate = 100%

**GRADE 07 - MATHEMATICS
ACHIEVEMENT LEVEL**

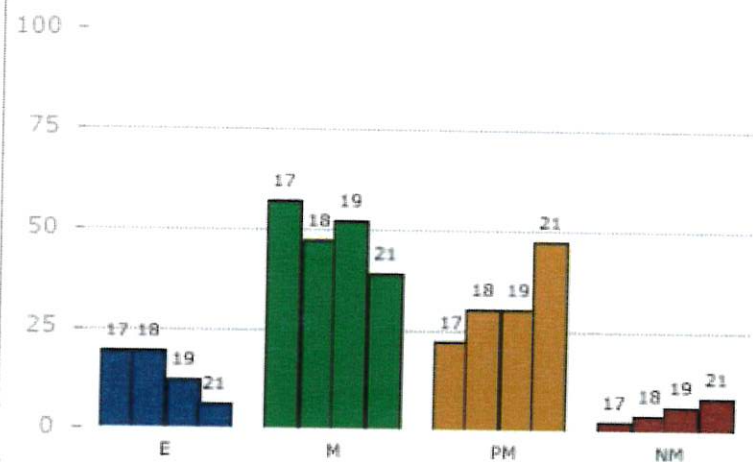
	2017	2018	2019	2021
Exceeding Expectations (E)	19	19	12	6
Meeting Expectations (M)	57	47	52	39
Partially Meeting Expectations (PM)	22	30	30	47
Not Meeting Expectations (NM)	2	4	6	8

2021 Participation Rate = 100%

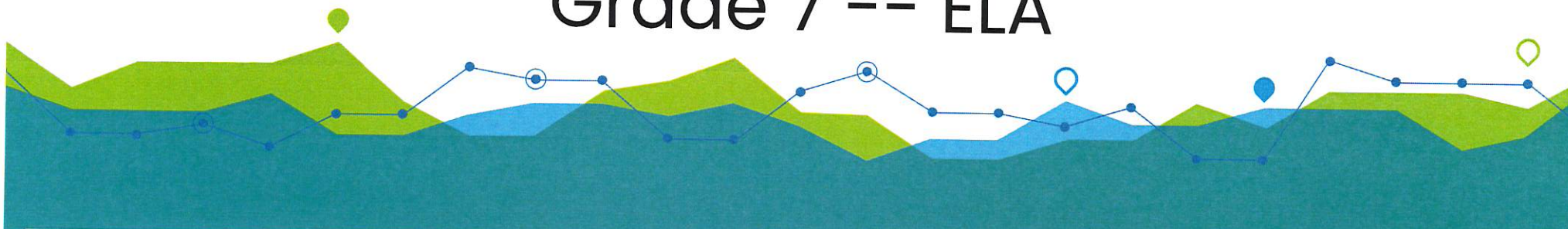
**GRADE 07 - ENGLISH LANGUAGE ARTS
Percentage of Students by Achievement Level**



**GRADE 07 - MATHEMATICS
Percentage of Students by Achievement Level**

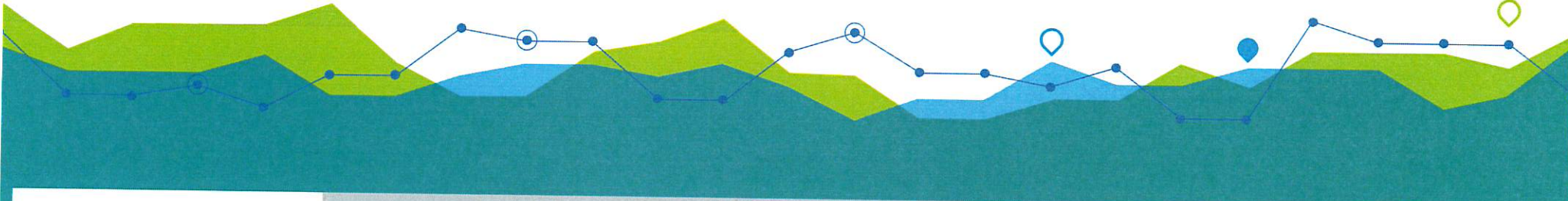


Grade 7 -- ELA



	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	25%	24%	8%	21%	21%	8%	11%	10%	6%
Meeting Expectations	44%	43%	38%	52%	52%	40%	46%	44%	37%
Partially Meeting Expectations	25%	26%	39%	23%	22%	38%	30%	30%	37%
Not Meeting Expectations	6%	7%	15%	4%	4%	13%	14%	15%	20%

Grade 7 -- Math



	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	19%	19%	7%	12%	12%	11%	7%	6%	6%
Meeting Expectations	48%	47%	39%	52%	52%	37%	40%	39%	29%
Partially Meeting Expectations	29%	30%	40%	30%	30%	39%	47%	47%	47%
Not Meeting Expectations	4%	4%	14%	6%	6%	13%	7%	8%	18%

GRADE 08 - MATHEMATICS

ACHIEVEMENT LEVEL

2017 2018 2019 2021

Exceeding Expectations (E)	9	15	14	2
Meeting Expectations (M)	46	56	55	40
Partially Meeting Expectations (PM)	37	26	29	48
Not Meeting Expectations (NM)	9	4	2	10

2021 Participation Rate = 99%

GRADE 08 - SCIENCE AND TECH/ENG

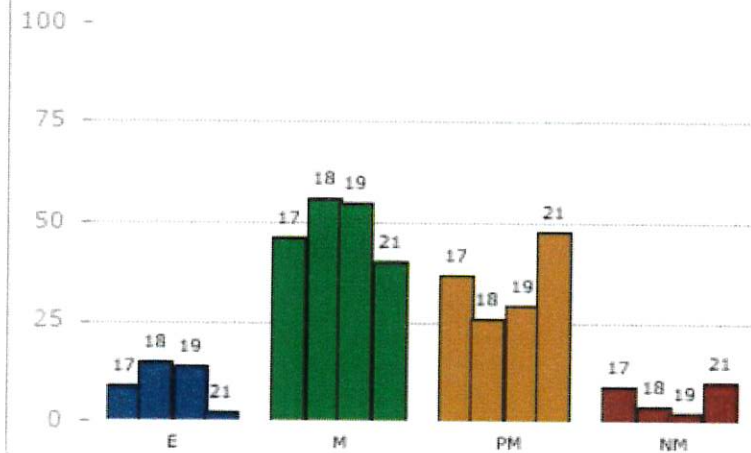
ACHIEVEMENT LEVEL

2019 2021

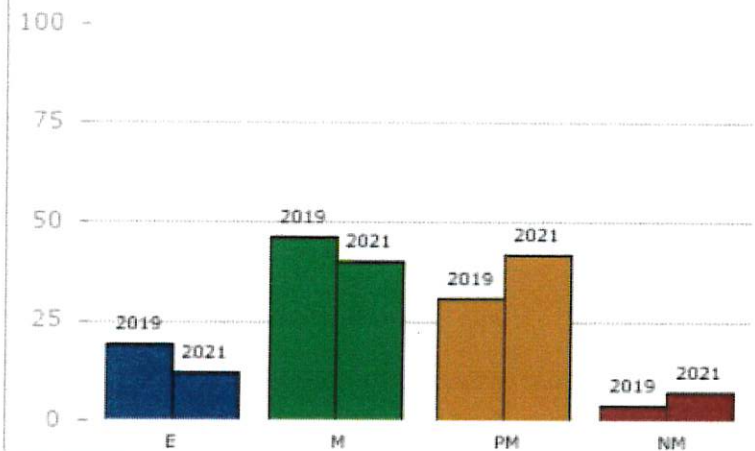
Exceeding Expectations (E)	19	12
Meeting Expectations (M)	46	40
Partially Meeting Expectations (PM)	31	42
Not Meeting Expectations (NM)	4	7

2021 Participation Rate = 99%

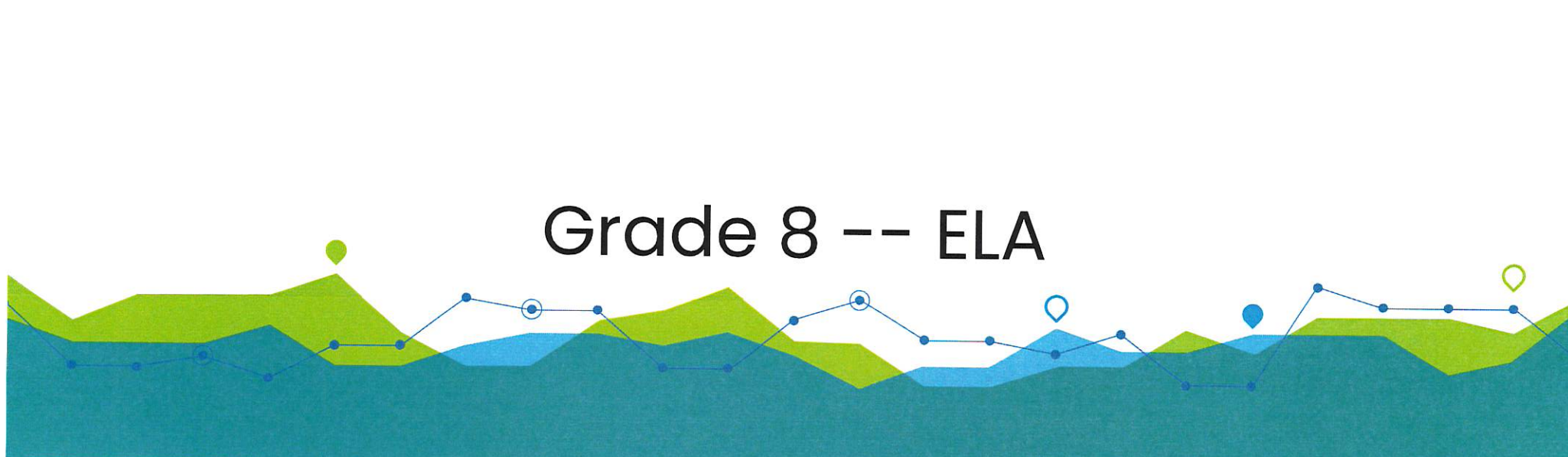
GRADE 08 - MATHEMATICS Percentage of Students by Achievement Level



GRADE 08 - SCIENCE AND TECH/ENG Percentage of Students by Achievement Level

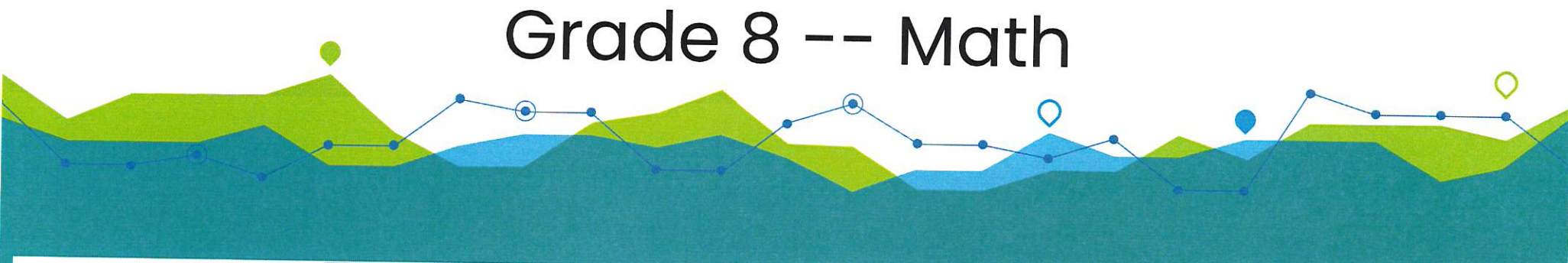


Grade 8 -- ELA



	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	23%	22%	10%	25%	24%	11%	5%	5%	6%
Meeting Expectations	58%	58%	41%	46%	46%	40%	38%	37%	34%
Partially Meeting Expectations	13%	13%	34%	25%	26%	35%	45%	46%	41%
Not Meeting Expectations	6%	6%	15%	4%	4%	14%	12%	12%	18%

Grade 8 -- Math



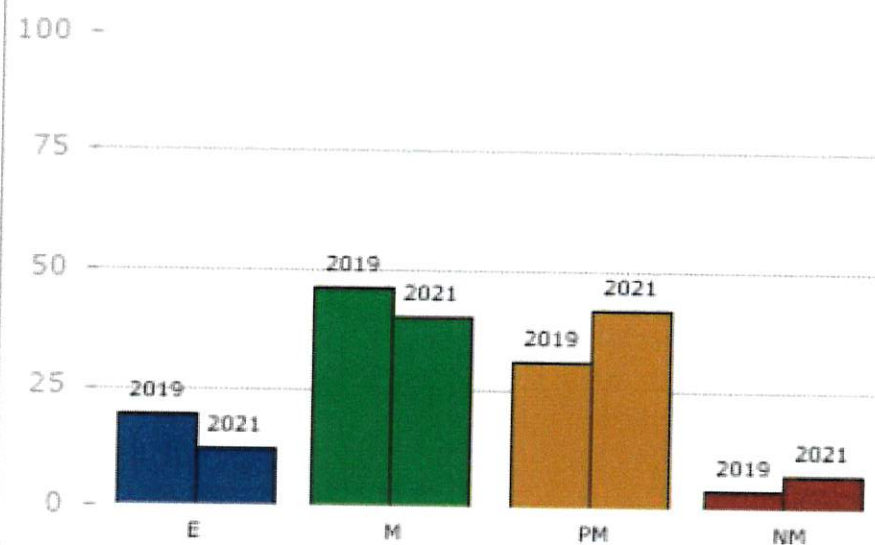
	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	15%	15%	8%	14%	14%	10%	2%	2%	4%
Meeting Expectations	57%	56%	41%	55%	55%	37%	41%	40%	28%
Partially Meeting Expectations	25%	26%	38%	28%	29%	41%	48%	48%	46%
Not Meeting Expectations	3%	4%	12%	2%	2%	12%	9%	10%	21%

GRADE 08 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL

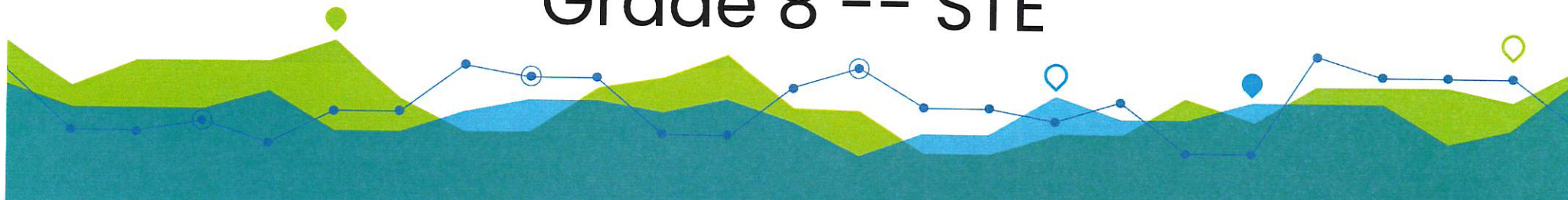
	2019	2021
Exceeding Expectations (E)	19	12
Meeting Expectations (M)	46	40
Partially Meeting Expectations (PM)	31	42
Not Meeting Expectations (NM)	4	7

2021 Participation Rate = 99%

GRADE 08 - SCIENCE AND TECH/ENG Percentage of Students by Achievement Level



Grade 8 -- STE

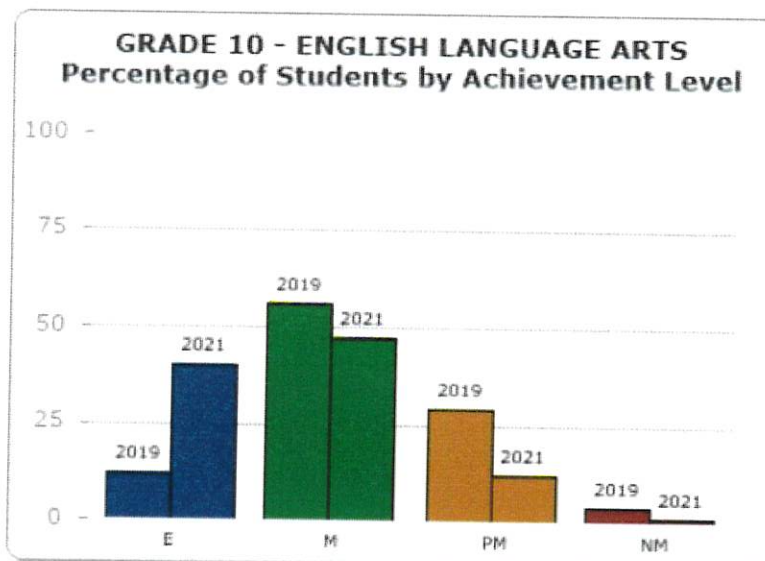


	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI	81.9	81.7	68.3						
Advanced	6%	6%	4%						
Proficient	50%	49%	31%						
Needs Improvement	36%	37%	44%						
Warning/Failing	8%	8%	21%						
Exceeding Expectations				19%	19%	8%	12%	12%	8%
Meeting Expectations				47%	46%	38%	40%	40%	33%
Partially Meeting Expectations				30%	31%	41%	41%	42%	43%
Not Meeting Expectations				5%	4%	13%	7%	7%	16%

Grade 10 ELA & Math *Next Generation*

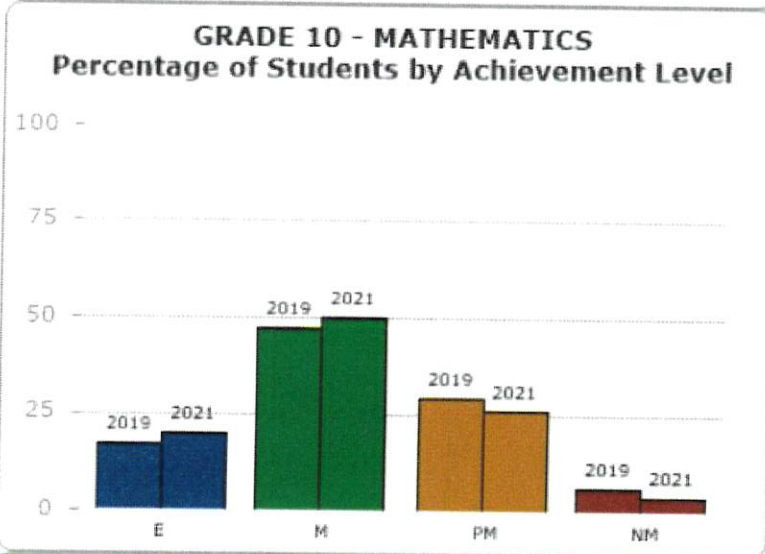
GRADE 10 - ENGLISH LANGUAGE ARTS		
ACHIEVEMENT LEVEL	2019	2021
Exceeding Expectations (E)	12	40
Meeting Expectations (M)	56	47
Partially Meeting Expectations (PM)	29	12
Not Meeting Expectations (NM)	4	1

2021 Participation Rate = 99%

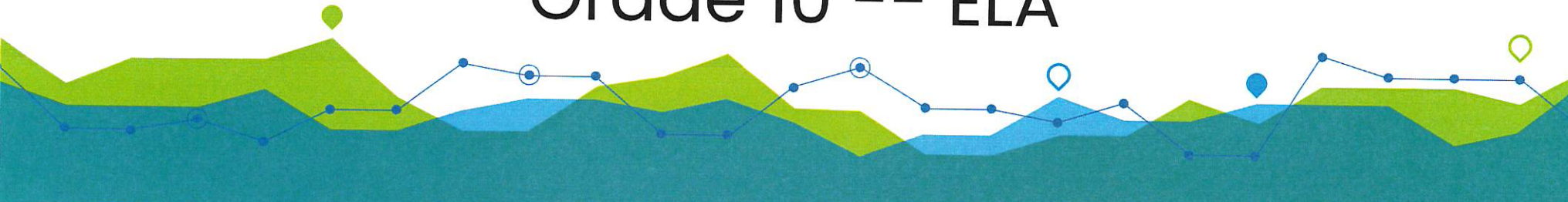


GRADE 10 - MATHEMATICS		
ACHIEVEMENT LEVEL	2019	2021
Exceeding Expectations (E)	17	20
Meeting Expectations (M)	47	50
Partially Meeting Expectations (PM)	29	26
Not Meeting Expectations (NM)	6	4

2021 Participation Rate = 99%

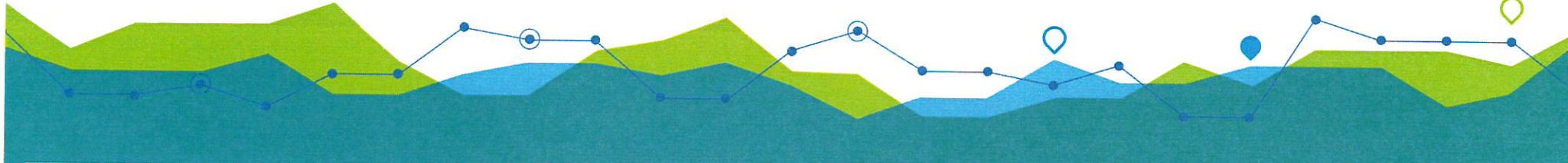


Grade 10 -- ELA



	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI	97.2	97.0	96.2						
Advanced	73%	73%	51%						
Proficient	22%	21%	40%						
Needs Improvement	1%	2%	6%						
Warning/Failing	4%	4%	3%						
Exceeding Expectations				13%	12%	13%	40%	40%	19%
Meeting Expectations				57%	56%	48%	48%	47%	45%
Partially Meeting Expectations				28%	29%	31%	12%	12%	27%
Not Meeting Expectations				3%	4%	8%	1%	1%	9%

Grade 10 -- Math



	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI	95.3	94.8	89.5						
Advanced	68%	67%	51%						
Proficient	20%	20%	27%						
Needs Improvement	9%	9%	14%						
Warning/Failing	3%	4%	8%						
Exceeding Expectations				17%	17%	13%	20%	20%	11%
Meeting Expectations				48%	47%	45%	51%	50%	41%
Partially Meeting Expectations				30%	29%	33%	25%	26%	36%
Not Meeting Expectations				5%	6%	9%	4%	4%	12%

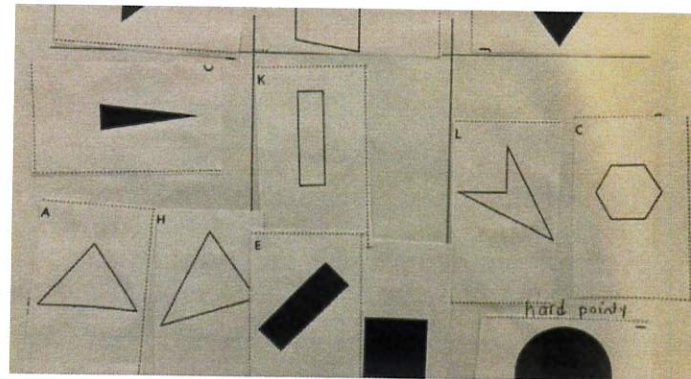
**MCAS is just one of many forms of assessment
in IPS by which students show us
what they know and are able to do.**



DIBELS®

Dynamic Indicators of Basic Early Literacy Skills

Lexia® RAPID™ Assessment

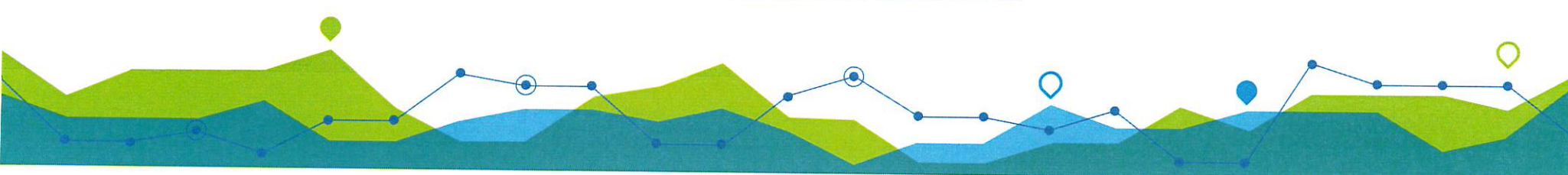


Renaissance Star Math®



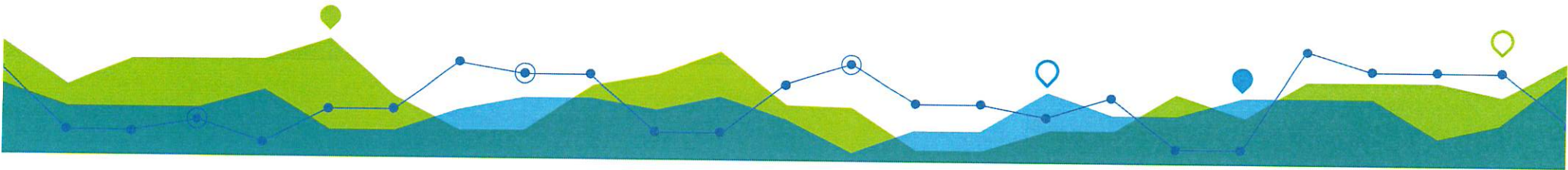
CollegeBoard

AP®



How are we using the MCAS data?

- Doing data reviews in all schools & through Compass
- Comparing MCAS data alongside other assessments
- Using data to support interventions, extensions & "just in time" curriculum
- Applying DESE's "Acceleration Roadmap" guidance throughout



DESE Guidance: Acceleration Roadmap

"Accelerate, don't Remediate"

SCHOOL LEADER EDITION

Acceleration Roadmap:

Pathway to an Equitable
Recovery

May 2021

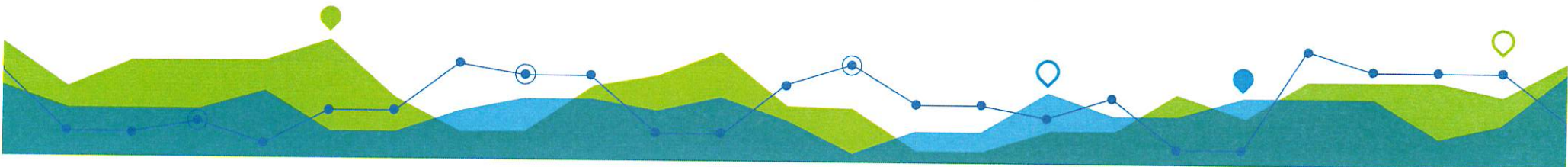


CLASSROOM EDUCATOR EDITION

Acceleration Roadmap:

Pathway to an Equitable
Recovery

May 2021



Acceleration Roadmap

"Accelerate, don't Remediate"

Roadmap Vision

Focus on Acceleration

- Provide access to grade level content with unit-by-unit, or lesson-by-lesson scaffolds.
- Utilize diagnostic data to identify what students need
- Align Tier 1 instruction and Tier 2/3 supports

Instead of Remediation

- Begin the year with 4-5 full units of prior grade content
- Assume all students need reteaching

From DESE Acceleration Roadmap presentation to CSDN, 10/8/21

Acceleration Roadmap

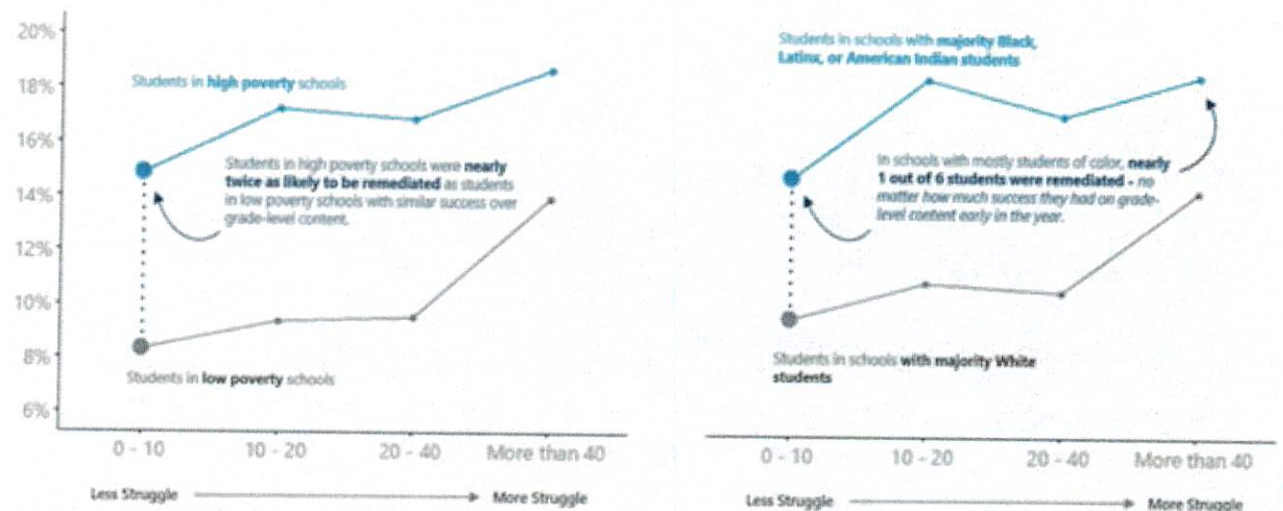
Why Learning Acceleration?

Students of color and from low-income backgrounds are more likely than their white, wealthier peers to experience remediation – *regardless of their level of readiness*

Zearn “Accelerate, Don’t Remediate” (2021)

FIGURE 2 | Students from historically marginalized communities were remediated more often than those who had similar success on grade-level content.

Percent of students remediated by the number of repeated struggle alerts per lesson in the first unit of grade-level content, for a class of 20 students



From DESE Acceleration Roadmap presentation to CSDN, 10/8/21

Acceleration Roadmap

The importance of grade level work

" The reality is that [students] struggle not because of their race, language, or poverty-status. They struggle because we don't offer them sufficient opportunities in the classroom to develop the cognitive skills and habits of mind that would prepare them to take on more advanced academic tasks (Boykin & Noguera, 2011; Jackson, 2011).

– Zaretta L. Hammond,

Culturally Responsive Teaching and the Brain

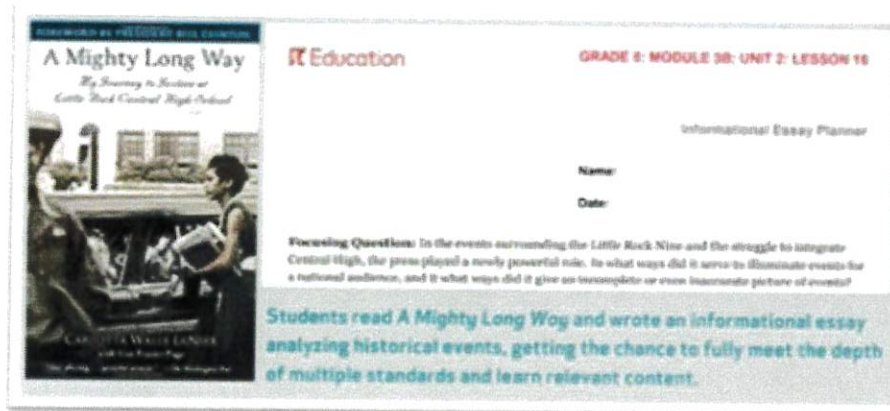
From DESE Acceleration Roadmap presentation to CSDN, 10/8/21

Acceleration Roadmap

Acceleration in Action – ELA

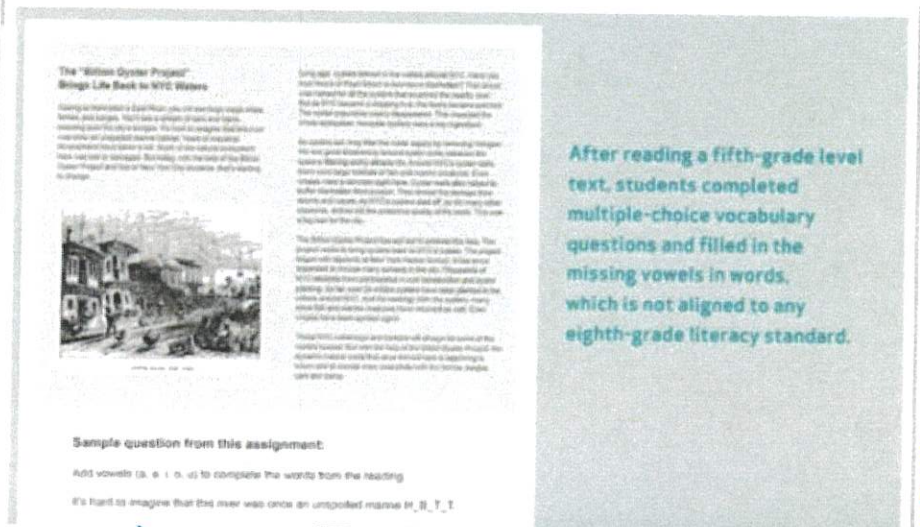
ELA Acceleration

- 8th graders read 8th grade texts *with scaffolds*



ELA Remediation

- 8th grade students read 5th and 6th grade texts *exclusively*



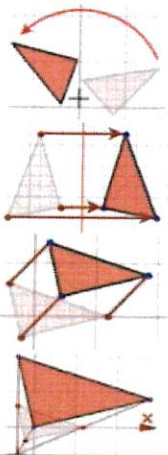
From DESE Acceleration Roadmap presentation to CSDN, 10/8/21

Acceleration Roadmap

Acceleration in Action – Math

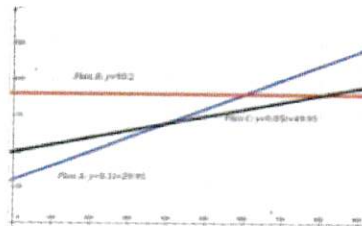
Math Acceleration

- 8th graders engage in 8th grade content with *unit-by-unit prerequisite skills taught*.



Unit 1

No adjustments needed



Unit 3

Days added to pacing guide to address prerequisite gaps

Math Remediation

- The 8th grade year starts with 3–4 months of 6th–7th grade standard and skills review

"This approach denies students the opportunity to engage with grade-level material and ensures they will not catch up."
– The Opportunity Myth, TNTP

From DESE Acceleration Roadmap presentation to CSDN, 10/8/21

Acceleration in Action: IPS Priorities & Next Steps

- Continue with adoption of high-quality curriculum
- Ensure grade-level content is occurring
- Regularly use data to identify what students need
- Provide "just-in-time" supports for students to access content
- Support educator collaboration in order to identify & share effective strategies



Adapted with guidance from DESE Acceleration Roadmap presentation to CSDN, 10/8/21



Thank you

**to the IPS School Committee,
Leadership Team, educators, students,
parents/guardians & community for
your hard work & support!**

report of the resolutions committee

The members of the Resolutions Committee met on June 29, 2021 to consider resolutions proposed by member districts and the MASC Board of Directors for consideration at the 2021 Annual Meeting of the Association. Members present were: Andrea Wadsworth, Chair, Lee; Ellen Holmes, Ashburnham Westminster Reg.; Deborah Davis, Northeast Metro Voc. Tech.; Jennifer Storm, Ashburnham Westminster Reg.; Stacey Rizzo, Revere; Beverly Hugo, Framingham; Irene Feliciano-Sims, Holyoke; William Fonseca, East Longmeadow; Paul Schlichtman, Arlington; Margaret Hughes, Narragansett Reg.; Mildred Lefebvre, Holyoke; Robert Swartz, Gardner; Lynn Ryan, Assabet Valley Voc. Tech.

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTION 1: DEDICATED FUNDING FOR SCHOOL-BASED CLINICS AND SERVICES

(Sponsored by the Framingham School Committee)

WHEREAS there are several overall benefits associated with a coordinated school health program including improved student performance, decreased risky behaviors, reduced drop-out rates, less absenteeism, and support teacher teamwork; and

WHEREAS school-based health centers represent cost-effective investments of public resources by reducing inappropriate emergency room use, reducing Medicaid expenditures, preventing mental health issues and suicide attempts, and reducing hospitalizations; and

WHEREAS there is a significant increase in healthcare access by students who used school-based health centers;

THEREFORE BE IT RESOLVED that MASC support proposals that would establish dedicated funding for school-based physical health and mental health clinics and services.

RATIONALE: Maintaining physical, social, and emotional wellness in students translates into establishing an optimal learning environment and sets students up for future excellent health standards, in addition to decreasing absences and school discipline referrals, reduction in Medicaid expenditures, reduced inappropriate emergency room use, decreased pregnancies, and increased overall physical and mental health.

RESOLUTION 2: HOMEWORK GAP and WIFI/INTERNET ACCESS

(Sponsored by the MASC Board of Directors)

WHEREAS "the homework gap" is a widely known and documented aspect of the "digital divide" by which students without access to reliable high speed broadband internet at home fall behind their peers academically; and

WHEREAS remote and hybrid learning models exposed the homework gap phenomenon and compounded the deeper learning gap dilemma whereby students without reliable, high speed broadband internet access are unable to engage in meaningful digital learning activities; and

WHEREAS the students who are most likely not to have access to reliable high speed broadband internet are already chronically and systemically underserved, such as low income, minority, and/or rural students making this a critical equity issue; and

WHEREAS Massachusetts Public School Districts continue to invest in digitally rich curriculum materials which provide students with authentic learning opportunities coupled with real work skill development which prepares our students for a digitally rich global economy, the need for reliable high speed broadband internet access will only become more necessary for the students of Massachusetts Public Schools to fully access their curriculum;

BE IT RESOLVED that the Massachusetts Association of School Committees file for and support legislation which seeks to provide free broadband internet to all K-12 students in Massachusetts.

BE IT FURTHER RESOLVED that MASC support Federal initiatives and legislation to improve national high speed broadband internet infrastructure, expansion the FCCs E-rate Program to include homes of K-12 students, or any other steps to expand free access to reliable high speed broadband to the students of our nation.

RESOLUTION 3: IDEA FULL FUNDING ACT

(Sponsored by the MASC Board of Directors)

WHEREAS it is the legal responsibility for public schools to provide a free and appropriate education for all students in the least restrictive environment; and

WHEREAS the cost to educate students with disabilities who qualify for special education services can be an extraordinary burden on the finances of our public schools, impacting the resources available to all students; and

WHEREAS federal funding through IDEA is currently only providing approximately 15% of the extra cost to educate students receiving special education services, far less than the 40% promised in IDEA; and

WHEREAS the IDEA Full Funding Act had been proposed to fully fund IDEA through an incremental, seven-year increase in funding which had both bipartisan and bicameral support;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Congressional delegation to reintroduce and promote the passage of the IDEA Full Funding Act.

RESOLUTION 4: RECESS

(Sponsored by the MASC Board of Directors)

WHEREAS due to regulations promulgated by the Massachusetts Education Reform Act of 1993 which excluded recess from time on learning calculations and the federal No Child Left Behind Act which tied funding and local control of schools to standardized test scores, recess in many Massachusetts Elementary Schools has been diminished or eliminated to provide more time for academics; and

WHEREAS the CDC and the Society of Health and Physical Educators have jointly stated that all students should be given at least 20 minutes of recess daily; and

WHEREAS research provided by the US Department of Health and Human Services has shown the benefits of recess to include improved social and emotional development, improved memory, attention and concentration, reductions in disruptive behavior in class and increased levels of physical activity;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees support legislation (current bills: S.383, H.695) calling for at least 20 minutes of uninterrupted, supervised, safe, and unstructured free-play recess per day which cannot be excluded from structured learning time requirements and may not increase the total number of hours required in the school year for Massachusetts elementary school students.

RESOLUTION 5: ZERO-TOLERANCE POLICIES

(Sponsored by the MASC Board of Directors)

WHEREAS "Zero-Tolerance" policies and harsh school discipline policies have been shown by the United State Department of Education's Office for Civil Rights to have a disproportionately negative impact on students of color, students with disabilities, and students who identify as LGBTQ+; and WHEREAS the US Department of Justice and the US Department of Education have jointly called for public elementary and secondary schools to meet their obligation under Federal law to administer student discipline without discrimination on the basis of race color or national origin and urged in guidance for public schools to find alternatives to "zero-tolerance" and harsh discipline policies; and

WHEREAS the majority of suspensions in Massachusetts public schools do not involve violent, criminal or drug related incidents; and

WHEREAS students who have been suspended are three times more likely to be "pushed out" or "drop out" of school and these students are 3.5 times more likely to be arrested than students who complete high school;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees call upon the Legislature to enact or amend legislation (current bills: S.344, H.664) to encourage the use of restorative, therapeutic and educational approaches to incidents whenever possible over the use of "zero-tolerance" policies in order to provide students the best chance to remain in the public school systems of the Commonwealth.

RESOLUTION 6: ALTERNATIVE TO MCAS

(Sponsored by the MASC Board of Directors)

WHEREAS the Massachusetts Association of Schools has taken a firm position opposing high stakes testing; and

WHEREAS MCAS testing is considered a "high stakes" test because it is used to determine students' eligibility to graduate from school regardless of their regardless of their academic standing in school; and

WHEREAS other states, universities and colleges have shown that project based assessments, authentic assessments, portfolios and other tools can provide students with the opportunities to demonstrate academic achievement as an alternative to "high stakes" testing;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees call upon the Legislature to establish a commission to research and analyze alternative means for students to demonstrate academic achievement which can be used to satisfy graduation requirements for individual students and accountability standards for Massachusetts Public Schools and School Districts.

(Current Bills: S.293, H.612)

RESOLUTION 7: SCHOOL COMMITTEES AND RECEIVERSHIP

(Submitted by the MASC Board of Directors)

WHEREAS state receivership includes all powers of the superintendent and school committee (see ((3)) below)

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees file for and support legislation which seeks to preserve the authority of the elected body, the school committee, as provided in MGL Ch. 69, Sec. 1K by deleting the words "and school committee" as noted and by inserting the following: "Nothing in this section shall permit the Board of Elementary and Secondary Education or the Commissioner to remove the authority of the school committee."

BE IT FURTHER RESOLVED that MASC support local initiatives and legislation to restore school committee oversight of the superintendent and/or receiver, including but not limited to goal setting, performance review, and the evaluation process.

RATIONALE:

- Receivership is an equity issue which can be seen in the types of districts that are taken into receivership (high population Latino communities and economically disadvantaged); and
- Receivership strips away the voices of the community that elected school committee members in their communities, this resolution gives the power back to the board; and
- There are no clearly set guidelines on the measures which need to be taken for districts to get back local control with no clear timeframe on the expectation that DESE will turn around a district.

RESOLUTION 8: ELECTRIC SCHOOL BUSES

(Sponsored by the MASC Resolutions Committee)

WHEREAS transitioning to electric-powered school buses would reduce the level of greenhouse gas emissions and limit the health risks from fumes; and

WHEREAS Congress has been deliberating on strategies to address global warming, including incentivizing low and zero-emission motor vehicles, including school buses; and

WHEREAS advocates for the environment across the country have called for the expenditure of \$30 billion dollars over two years to replace at least half of the nation's school bus fleets with zero-emission electric buses;

THEREFORE BE IT RESOLVED that MASC petition Congress to appropriate \$30 billion dollars for improving the electrical supply infrastructure, and providing electric buses and charging stations.

RESOLUTION 9: PROHIBITING THE USE OF NATIVE AMERICAN MASCOTS

(Sponsored by the MASC Board of Directors)

WHEREAS the Massachusetts Association of School Committees passed a resolution last year resolving that all school districts in the Commonwealth should guarantee that racist practices be eradicated, and diversity, equity and inclusion be embedded and practiced for our students, families, faculty and staff; and

WHEREAS the U.S. Commission on Civil Rights called for an end to the use of Native American images and team names by non-Native schools in 2001, stating that "the stereotyping of any racial, ethnic, religious or other groups when promoted by our public educational institutions, teach all students that stereotyping of minority groups is acceptable, a dangerous lesson in a diverse society;" and

WHEREAS the American Psychological Association called for the immediate retirement of Native American mascots, logos and nicknames back in 2005, citing research showing that the use of Native American mascots (a) undermines the educational experiences of members of all communities; (b) creates a racially hostile learning environment for all students; (c) has a negative impact on the self-esteem of American Indian children; and (d) undermines the ability of American Indian Nations to portray accurate and respectful images of their culture;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees support legislation calling for regulations prohibiting public schools from using an athletic team name, logo, or mascot which names, refers to, represents, or is associated with Native Americans, including aspects of Native American cultures and specific Native American tribes.*

Current Bill: S.294

*Regulations would not prohibit a Native American tribe, as identified by the Commission on Indian Affairs, located within the boundaries of the Commonwealth, from choosing to use a Native-related name or logo for a sports team comprised of its tribal members, including a tribal school or intramural league, or from that tribal nation giving explicit consent for a school to use their particular tribal name.

Revolving, Gift and Stabilization Accounts
FY22 Quarterly Reporting

Fund Code	Account	Balance As of: 10/19/2021
Q01	Feoffees	\$875,685.00
Q011	Feoffee Administration	\$520.00
Q02	Doyon Gift	\$9,238.00
Q03	Winthrop Gift	\$31,729.00
Q04	Middle School Gift	\$16,660.00
Q05	High School Gift	\$36,950.00
Q09	Misc. School Gift (DW and Bto3)	\$14,942.00
Q13	Manning Fund	\$14,750.00
Q17	Misc. Scholarships	\$2,000.00
Q18	Technology Gift	\$2,669.00
	Gift Fund Total	\$1,005,143.00
R02	High School Athletics	\$124,274.00
R03	Choice	\$1,257,567.00
R04	Extended Day Program	\$249,189.00
R05	Lost Books	\$11,049.00
R06	Performing Arts Center	\$8,608.00
R07	PreSchool Tuition	\$58,817.00
R08	School Building Use	\$33,410.00
R10	Summer Tuition	\$1,864.00
R11	Circuit Breaker	\$724,200.00
R12	Tiger Tots	\$35,612.00
R13	Middle School Athletics	\$29,620.00
R14	Middle School Drama	\$12,515.00
R15	School Bus Transportation	\$289,847.00
R16	MS/HS Parking Pass	\$27,874.00
R17	Down/Town DEEP	\$1,202.00
R18	Win/Town ACE	\$2,313.00
R19	MS/Town Tiger Den	\$2,905.00
R21	Non Resident Student Tuition (SPED)	\$227,034.00
R22	Insurance Proceeds Under 150K	\$1,467.00
R23	B to 3/Town REC Program	\$1,429.00
R24	High School Reg. Ed Tuition (Educious)	\$87,249.00
R26	IPS Athletic Complex	\$8,147.00
RL	Food Services	\$143,877.00
	Revolving Fund Total	\$3,340,069.00
	Total Gift and Revolving Funds	\$4,345,212.00
T29	School Stabilization Fund	\$2,631,265.00
T31	Special Education Stabilization Fund	\$630,354.00
	Total Stabilization Funds	\$3,261,619.00

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Town of Ipswich
YEAR TO DATE BUDGET REPORT 10/19/21

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FOR 2022 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
100 GENERAL FUND							
10 C/S ASSESSMENTS							
2 EXPENSES	0	0	0	27,318.00	.00	-27,318.00	100.0%
TOTAL C/S ASSESSMENTS	0	0	0	27,318.00	.00	-27,318.00	100.0%
12 DOYON BUILDING OPERATIONS							
1 PERSONNEL SERVICES	148,087	0	148,087	40,029.43	96,831.65	11,225.92	92.4%
2 EXPENSES	199,144	0	199,144	44,895.69	63,305.82	90,942.49	54.3%
TOTAL DOYON BUILDING OPERATIONS	347,231	0	347,231	84,925.12	160,137.47	102,168.41	70.6%
13 WINTHROP BUILDING OPERATIONS							
1 PERSONNEL SERVICES	144,146	0	144,146	33,582.49	57,027.08	53,536.43	62.9%
2 EXPENSES	243,786	0	243,786	37,227.12	153,117.93	53,440.95	78.1%
TOTAL WINTHROP BUILDING OPERATIONS	387,932	0	387,932	70,809.61	210,145.01	106,977.38	72.4%
19 CENTRAL BUILDING OPERATIONS							
1 PERSONNEL SERVICES	134,172	0	134,172	34,514.11	97,693.47	1,964.42	98.5%
2 EXPENSES	192,292	0	192,292	44,663.15	79,825.72	67,803.13	64.7%
TOTAL CENTRAL BUILDING OPERATIONS	326,464	0	326,464	79,177.26	177,519.19	69,767.55	78.6%
2 DOYON ELEMENTARY							
1 PERSONNEL SERVICES	3,952,399	0	3,952,399	626,745.41	3,179,823.09	145,830.50	96.3%
2 EXPENSES	254,380	0	254,380	78,128.40	184,523.91	-8,272.31	103.3%
TOTAL DOYON ELEMENTARY	4,206,779	0	4,206,779	704,873.81	3,364,347.00	137,558.19	96.7%

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Town of Ipswich
YEAR TO DATE BUDGET REPORT 10/19/21

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FOR 2022 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
<hr/> 3 WINTHROP ELEMENTARY <hr/>							
1 PERSONNEL SERVICES							
2 EXPENSES	4,296,299	0	4,296,299	735,516.01	3,497,293.83	63,489.16	98.5%
3 CAPITAL	220,650	0	220,650	53,585.77	52,932.80	114,131.43	48.3%
	750	0	750	.00	.00	750.00	.0%
TOTAL WINTHROP ELEMENTARY	4,517,699	0	4,517,699	789,101.78	3,550,226.63	178,370.59	96.1%
<hr/> 4 MIDDLE SCHOOL <hr/>							
1 PERSONNEL SERVICES							
2 EXPENSES	4,423,691	0	4,423,691	730,819.07	3,545,783.76	147,088.17	96.7%
	775,076	0	775,076	133,315.06	333,846.65	307,914.29	60.3%
TOTAL MIDDLE SCHOOL	5,198,767	0	5,198,767	864,134.13	3,879,630.41	455,002.46	91.2%
<hr/> 5 HIGH SCHOOL <hr/>							
1 PERSONNEL SERVICES							
2 EXPENSES	5,776,741	0	5,776,741	977,555.15	4,556,228.84	242,957.01	95.8%
3 CAPITAL	1,690,109	0	1,690,109	243,960.58	395,253.78	1,050,894.64	37.8%
	0	0	0	463.96	955.72	-1,419.68	100.0%
TOTAL HIGH SCHOOL	7,466,850	0	7,466,850	1,221,979.69	4,952,438.34	1,292,431.97	82.7%
<hr/> 7 MS-HS BUILDING OPERATIONS <hr/>							
1 PERSONNEL SERVICES							
2 EXPENSES	353,409	0	353,409	82,557.45	247,753.58	23,097.97	93.5%
	711,367	0	711,367	107,696.56	304,977.55	298,692.89	58.0%
TOTAL MS-HS BUILDING OPERATIONS	1,064,776	0	1,064,776	190,254.01	552,731.13	321,790.86	69.8%
<hr/> 8 EARLY CHILD CENTER <hr/>							
1 PERSONNEL SERVICES							
2 EXPENSES	19,600	0	19,600	.00	.00	19,600.00	.0%
	30,400	0	30,400	687.85	2,262.15	27,450.00	9.7%
TOTAL EARLY CHILD CENTER	50,000	0	50,000	687.85	2,262.15	47,050.00	5.9%

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|Town of Ipswich
|YEAR TO DATE BUDGET REPORT 10/19/21

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FOR 2022 13

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
9 CENTRAL OFFICE & DISTRICTWIDE							
1 PERSONNEL SERVICES	7,731,632	0	7,731,632	2,691,940.02	1,533,305.93	3,506,386.05	54.6%
2 EXPENSES	1,808,131	0	1,808,131	627,179.53	949,815.27	231,136.20	87.2%
3 CAPITAL	185,050	0	185,050	3,840.00	3,844.77	177,365.23	4.2%
TOTAL CENTRAL OFFICE & DISTRICTWIDE	9,724,813	0	9,724,813	3,322,959.55	2,486,965.97	3,914,887.48	59.7%
GRAND TOTAL	33,291,311	0	33,291,311	7,356,220.81	19,336,403.30	6,598,686.89	80.2%

** END OF REPORT - Generated by Cheryl Herrick-Stella **

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REPORT OPTIONS

Sequence	Field #	Total	Page Break
Sequence 1	1	N	N
Sequence 2	7	Y	N
Sequence 3	8	Y	N
Sequence 4	0	N	N

Report title:

YEAR TO DATE BUDGET REPORT 10/19/21

Includes accounts exceeding 0% of budget.

Print totals only: Y

Print Full or Short description: S

Print full GL account: N

Format type: 1

Double space: N

Suppress zero bal accts: Y

Include requisition amount: N

Print Revenues-Version headings: N

Print revenue as credit: Y

Print revenue budgets as zero: N

Include Fund Balance: N

Print journal detail: N

From Yr/Per: 2021/12

To Yr/Per: 2021/12

Include budget entries: Y

Incl encumb/liq entries: Y

Sort by JE # or PO #: J

Detail format option: 1

Include additional JE comments: N

Multiyear view: D

Amounts/totals exceed 999 million dollars: N

Year/Period: 2022/13

Print MTD Version: N

Roll projects to object: N

Carry forward code: 2

Find Criteria

Field Name	Field Value
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Fund

Function

Town Func

Department

School DOE

Program

Location

Type

Character Code

Org

S*

Object

Project

Account type

Expense

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|Town of Ipswich
|YEAR TO DATE BUDGET REPORT 10/19/21

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REPORT OPTIONS

Account status Active
Rollup Code

Consent Agenda: 10.21.21

- Move the Ipswich School Committee to accept the Open Session meeting minutes from Thursday, October 7, 2021.
- Move the Ipswich School Committee to approve a check in the amount of \$1,798.99 to be deposited into the Winthrop Gift Account from the Winthrop FRIES to be used for the purchase of a cold laminator for the math program.