

**Mission**

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

**IPSWICH SCHOOL COMMITTEE MEETING**

**THURSDAY, NOVEMBER 5, 2020**

**7:00 PM**

**MIDDLE/HIGH ENSEMBLE ROOM**

(School Committee Members only)

**AGENDA**

Public invited to join meeting via Zoom

<https://us02web.zoom.us/j/81608409143?pwd=ZWdjb2hzVHZVN1hmcnhDcENrcWEyZz09>

Meeting ID: 816 0840 9143

Passcode: 048795

One tap mobile

+13126266799,,81608409143#,,,,,0#,,048795# US (Chicago)

+19292056099,,81608409143#,,,,,0#,,048795# US (New York)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Germantown)

Meeting ID: 816 0840 9143

Passcode: 048795

Find your local number: <https://us02web.zoom.us/j/81608409143?pwd=ZWdjb2hzVHZVN1hmcnhDcENrcWEyZz09>

**I. OPEN SESSION**

**7:00 PM**

CALL TO ORDER

READING OF DISTRICT MISSION STATEMENT

ANNOUNCEMENTS

CITIZENS' COMMENTS

SPECIAL ACKNOWLEDGEMENTS

HIGH SCHOOL STUDENT REPRESENTATIVE REPORT

Caroline Jepsen, Student Representative

**A. SUPERINTENDENT'S ADMINISTRATIVE REPORT**

**7:10 PM**

Dr. Brian Blake, Superintendent

<b>II. SCHOOL COMMITTEE PRESENTATIONS</b>	<b>7:15 PM</b>
---	----------------

- |    |  |         |
|----|--|---------|
| B. | FEOFFEES DISCUSSION<br>Greg Stevens, School Committee Member         | 7:15 PM |
| C. | RETURN TO LEARN UPDATE<br>Dr. Brian Blake, Superintendent of Schools | 7:35 PM |
| D. | REVIEW OF SCHOOL COMMITTEE SELF-EVALUATION<br>Chub Whitten, Chair    | 7:45 PM |
| E. | MASC RESOLUTION DISCUSSION AND VOTE<br>Chub Whitten, Chair           | 8:15 PM |
| F. | TRI BOARD RECAP<br>Chub Whitten, Chair                               | 8:45 PM |
| G. | PUBLIC COMMENT   | 8:55 PM |

<b>III. SCHOOL COMMITTEE REPORTS</b>	<b>9:00 PM</b>
--------------------------------------	----------------

- |    |                       |
|----|-----------------------|
| A. | VOUCHERS/BILLS        |
| B. | SUBCOMMITTEE REPORTS  |
| 1. | ATHLETICS             |
| 2. | BUDGET                |
| 3. | OPERATIONS            |
| 4. | POLICY                |
| 5. | COMMUNICATIONS        |
| 6. | MUTUAL CONCERNS       |
| C. | WORKING GROUP REPORTS |
| D. | LIAISON REPORTS       |
| E. | NEW BUSINESS*         |

<b>IV. CONSENT</b>
--------------------

- |    |                |
|----|----------------|
| A. | CONSENT AGENDA |
|----|----------------|

<b>V. ADJOURNMENT</b>
-----------------------

<p><b>*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.</b></p>
---

**Announcements:**

- The next School Committee meeting will be held on Thursday, November 19th at 7:00pm. The public is welcome to attend via Zoom.
- The following subcommittees and working groups will be meeting remotely via Zoom:
  - Race, Equity and Social Justice Working Group- Thursday, November 12 at 3:30pm
  - Communications Subcommittee- Tuesday, November 17 at 3:30pm
  - Vision 2030 Working Group- Tuesday, November 17 at 3:30pm
  - Budget Subcommittee- Wednesday, November 18 at 6:00pm
- All schools and district offices will be closed on Wednesday, November 11th in observance of Veteran's Day.



Contributions from the Feoffees of the Grammar School in the Town of Ipswich Trust  
2013 to Present  
29-Oct-20

Year of Distribution	Amount of Distribution
2013	\$800,340
2014	\$806,022
2015	\$816,429
2016	\$700,618
2017	\$704,856
2018	\$716,233
2019	\$482,474
2020	\$666,682
2021	\$812,969
	\$6,506,623

**Reductions to Award Amount**

<b>2019</b>	- \$250,000 retained in corpus resulting in a reduced award
<b>2020</b>	- \$100,000 retained in corpus resulting in a reduced award

FY21 Awarded to date:	
Paine Grants	\$609,726
Traverso-Weatherall Grants	
Round One	\$125,464
Round Two	<u>\$77,779</u> Available for Fall 2020 awards
	\$812,969

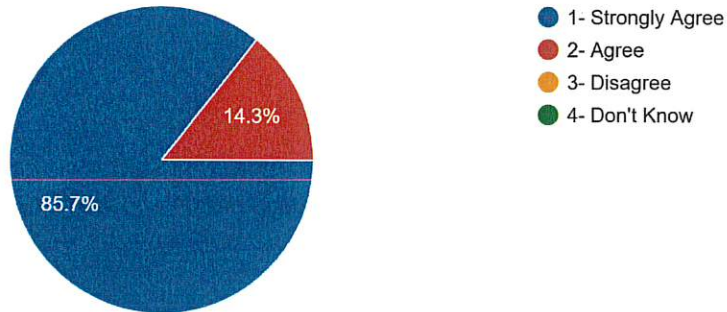


# School Committee Self Evaluation 2020 Responses

## GOVERNANCE:

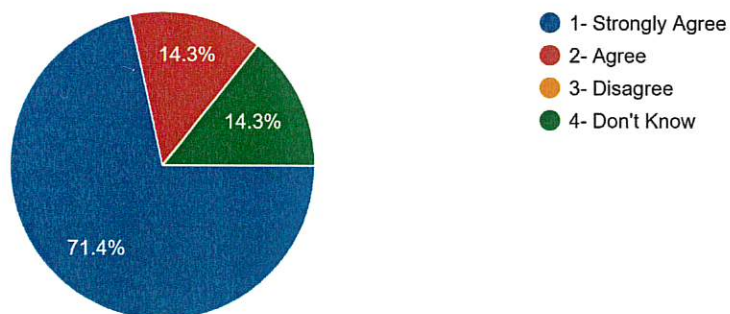
1. The committee's policies are clear and up-to-date.

7 responses



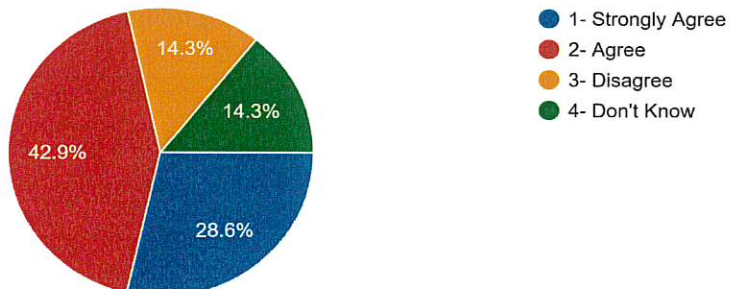
2. The committee has adopted a mission statement.

7 responses



3. The committee regularly evaluates its progress relative to the goals and objectives that have been adopted.

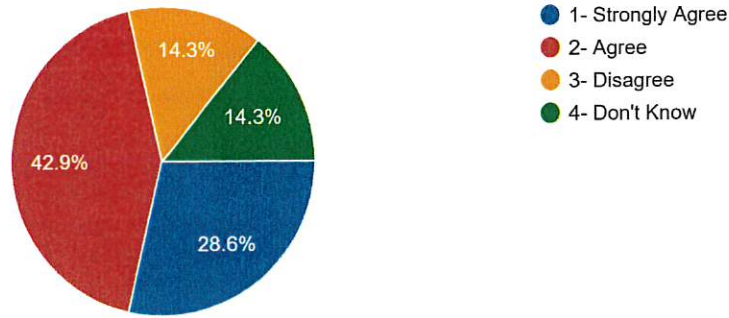
7 responses



## GOVERNANCE:

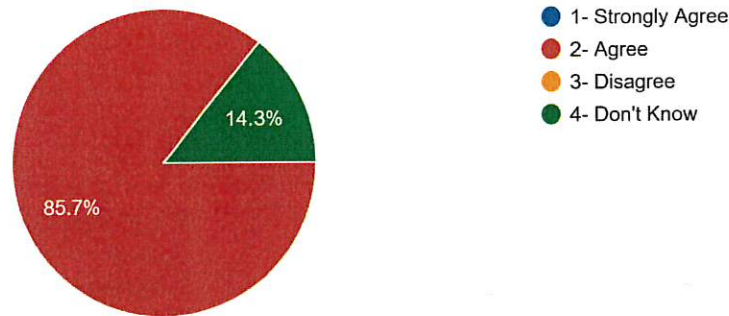
4. The committee refrains from involvement in the administration of the school system.

7 responses



5. The committee members take part in educational workshops and conferences to help them make informed decisions.

7 responses



### Additional Comments

I recognize that while we are the policy arm of the district, it is difficult to remain on the sideline of operational issues.

We also could check in with our progress of the goals we have set for ourselves on a more consistent basis.

Don't know = don't agree or disagree

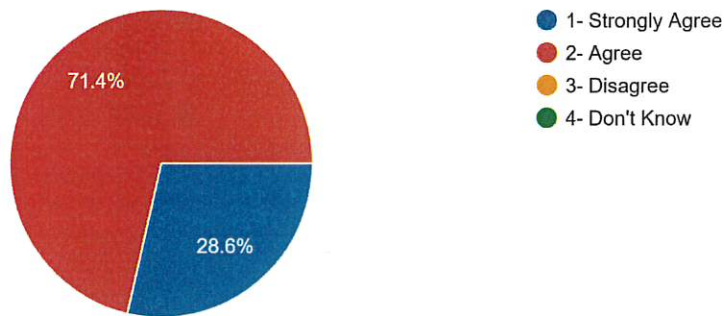
I know that we usually do some type of PD or education during the retreat, but I think more education would be great, even if it is done individually.



## OPERATIONS:

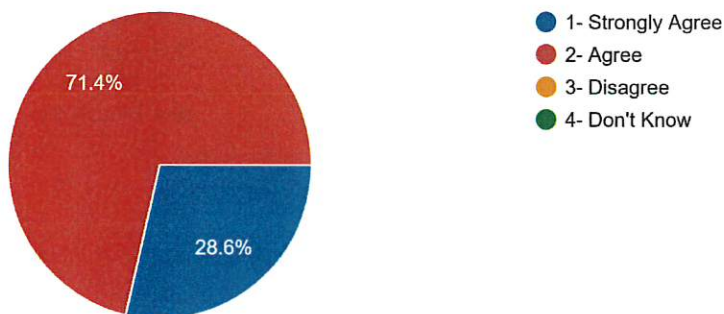
1. Roles of committee officers are defined in committee policy and understood by all members.

7 responses



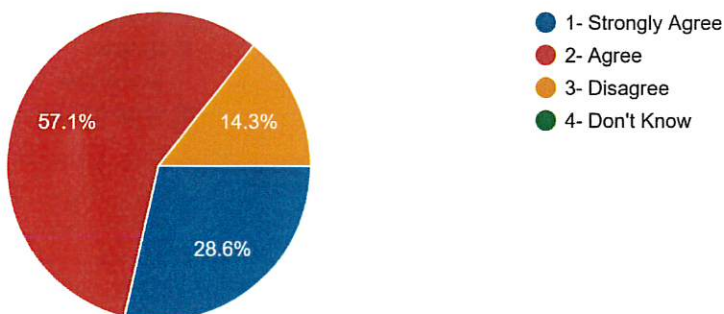
2. New members receive introductory training and orientation when they join the committee.

7 responses



3. Procedures and protocols for committee operations are published and understood.

7 responses

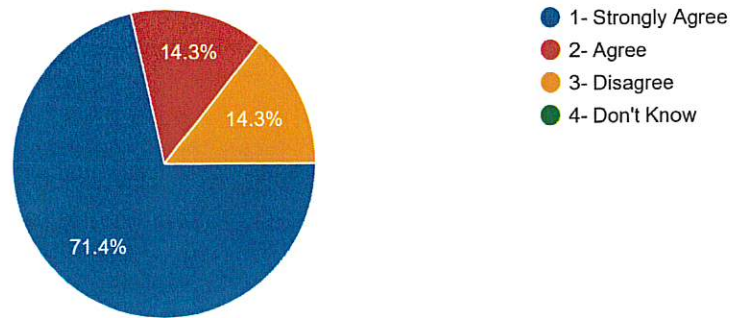


Additional Comments
With regards to question 1, I can only speak for myself.
The past cycle was disrupted by the pandemic lockdown. Usually, there is a system for orientation and training. Sara has put together all of the information for new voters in a google doc. I do think that it would be a good idea to assign a new member to a mentor for the first few months.

## MEMBER RELATIONS:

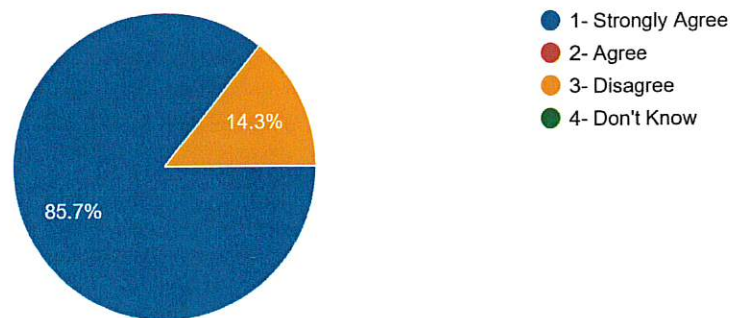
1. Members treat each other with courtesy and respect.

7 responses



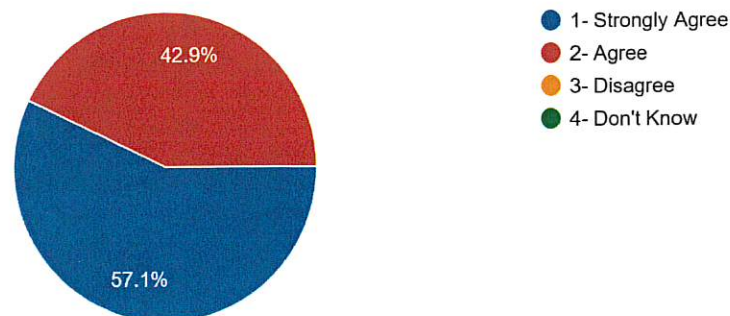
2. All members are encouraged to voice opinions and take positions on issues.

7 responses



3. Members respect the will of the majority and support decisions once they are made.

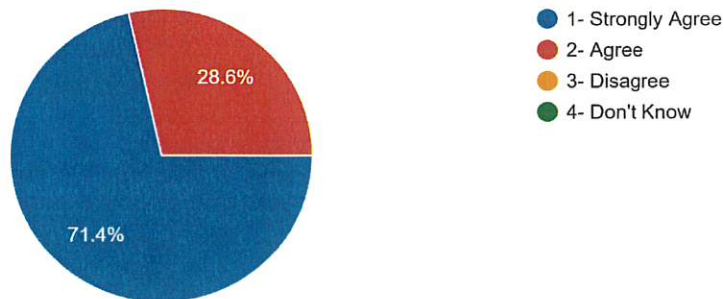
7 responses



## MEMBER RELATIONS:

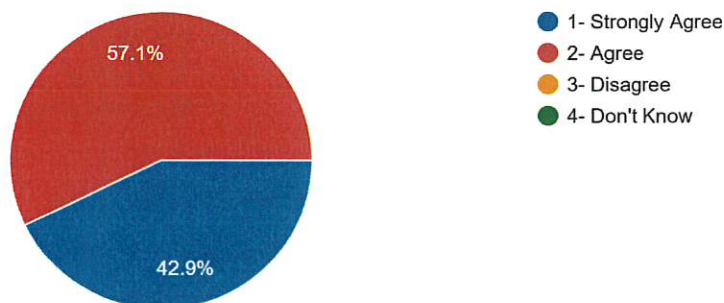
4. Members share pertinent information with each other to prevent surprises and promote informed decision making.

7 responses



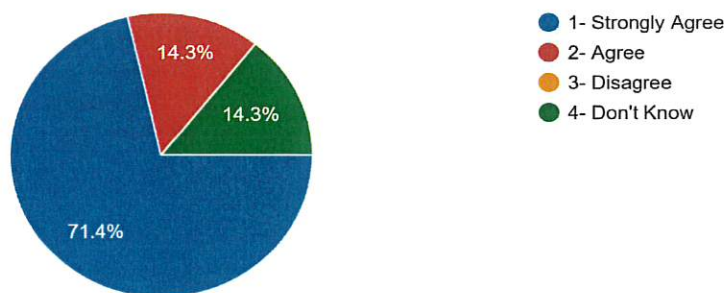
5. Members "do their homework" and come prepared to make decisions.

7 responses



6. Members understand the role of the individual as part of the whole group.

7 responses

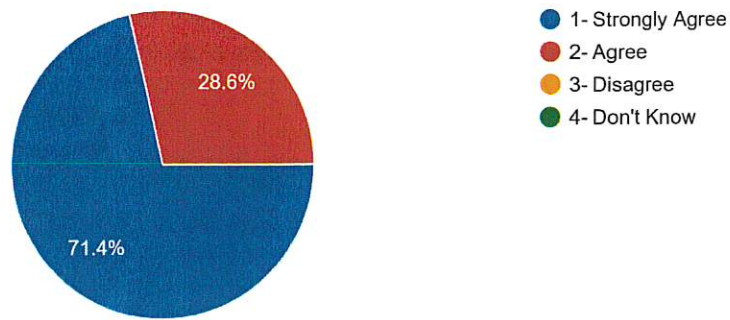


Additional Comments
The tenets of our norms are in play here. To date we have respected them.
These are very important statements that all members of the SC should reflect on
I think that the members of our school committee are generally strong in this area. I have occasionally gotten behind in my "homework" (minutes for subcommittees) but am doing well with it now.

## COMMITTEE/SUPERINTENDENT RELATIONS:

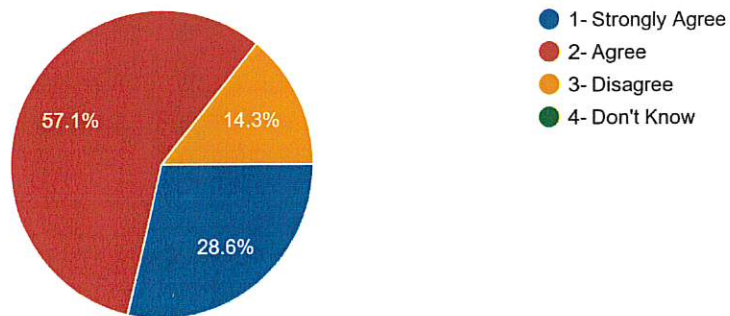
1. The committee regularly evaluates the superintendent using a mutually agreed-upon process.

7 responses



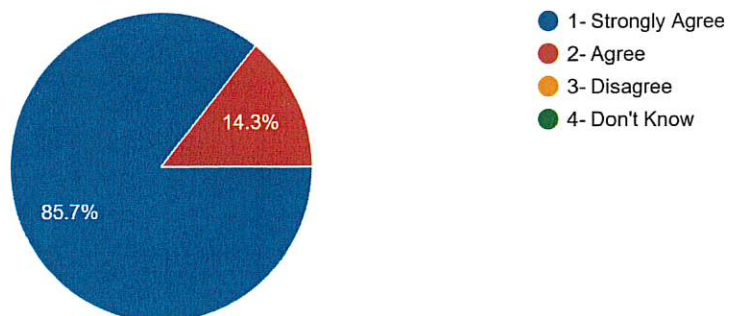
2. The types and frequency of communications are agreed to in advance.

7 responses



3. The superintendent is accessible to committee members.

7 responses

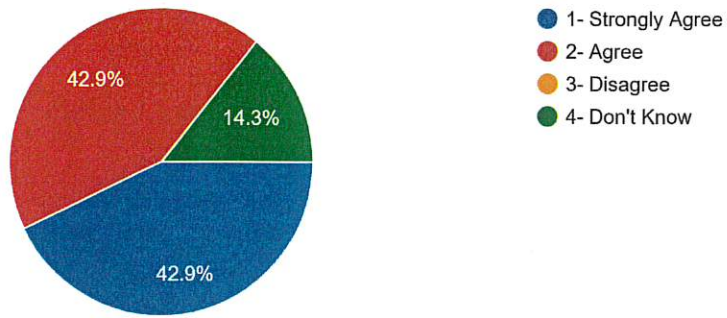




## COMMITTEE/SUPERINTENDENT RELATIONS:

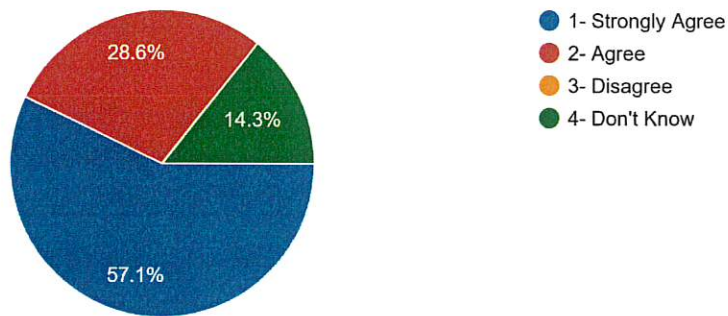
4. Committee members contact the superintendent when seeking information.

7 responses



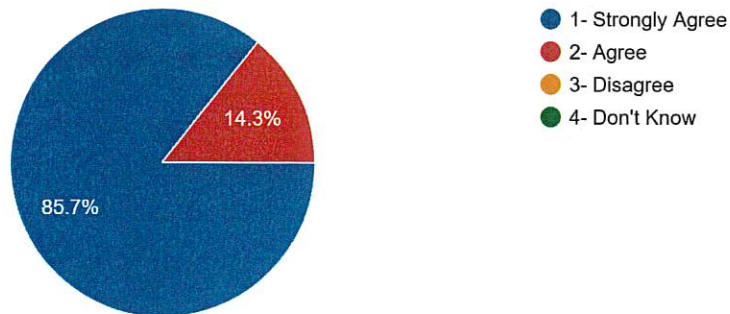
5. The superintendent informs the committee of major personnel decisions.

7 responses



6. The superintendent and committee treat each other with mutual respect and professionalism.

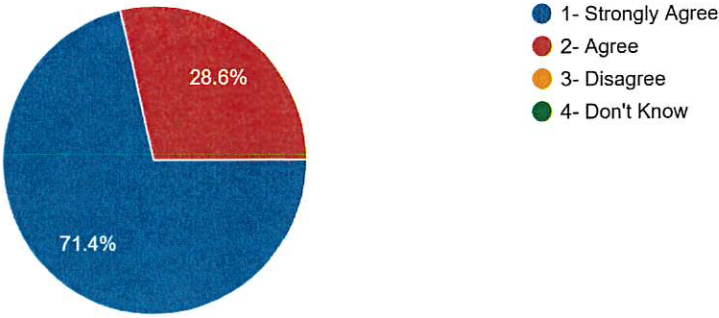
7 responses



**COMMITTEE/SUPERINTENDENT RELATIONS:**

7. Both the committee and the superintendent operate on a "no-surprises" model.

7 responses

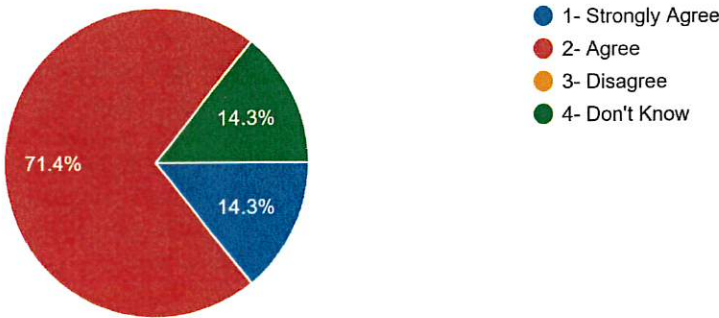


Additional Comments
#2 is not practiced as described but the communications with the Super seem effective and satisfying to SC and Super
Brian's relationship with the committee is a good one. I was unsure about number 2- I don't know that we have "agreed types and frequency of communications", but I feel well informed by him of what is happening in the district and have no complaints about communication with him.

**STRATEGIC PLANNING AND FISCAL MANAGEMENT:**

1. A long term, strategic plan exists and is regularly reviewed.

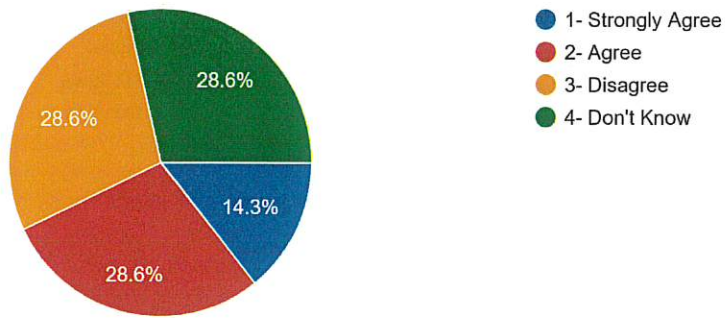
7 responses



## STRATEGIC PLANNING AND FISCAL MANAGEMENT:

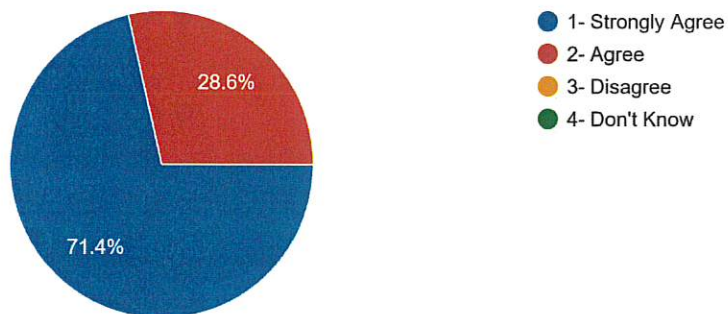
2. All constituencies of the school district are involved in the strategic planning process.

7 responses



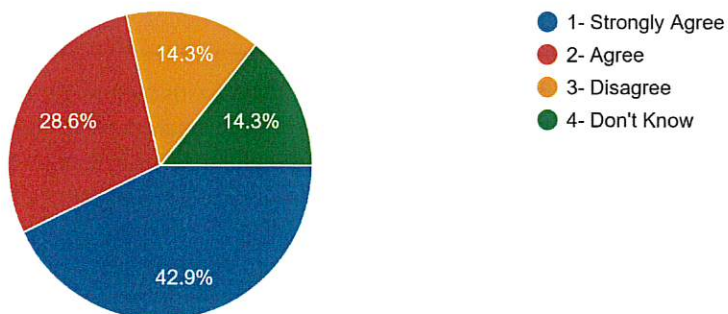
3. The budget process is documented and published.

7 responses



4. Budgets are developed based on needs, from the "bottom-up".

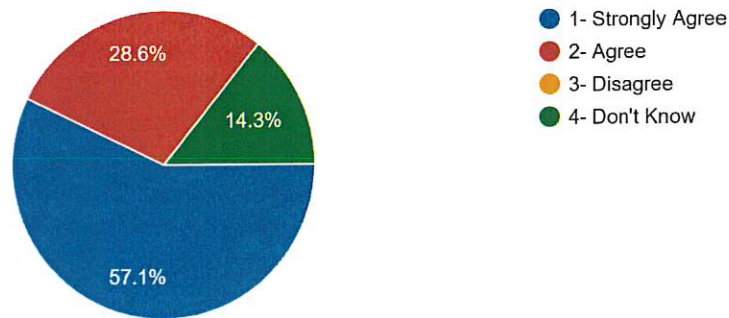
7 responses



## STRATEGIC PLANNING AND FISCAL MANAGEMENT:

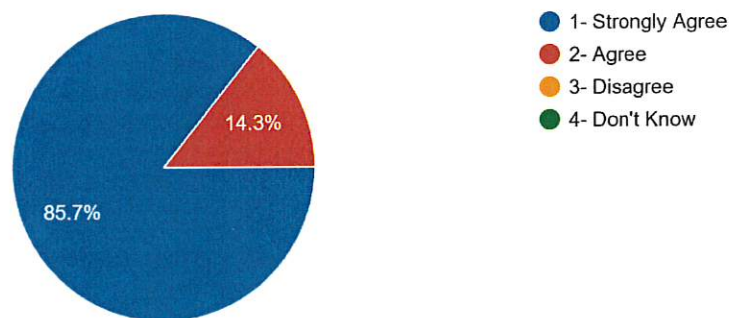
5. The committee, as a group, presents and advocates the budget to the community.

7 responses



6. The committee receives regular reports with budget and financial status for the school system.

7 responses



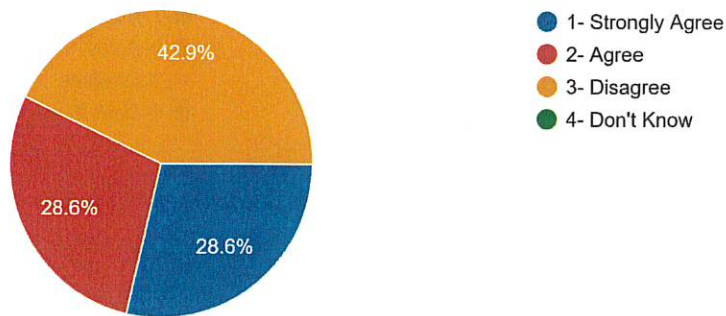
Additional Comments
While we strategically plan for the future with our budgets, we are catching up on our strategic planning in other areas.
#1 and #2 - we have not completed the plan yet but the intent is to involve all constituencies, #4 - budget formation is taken very seriously and everyone is focused on addressing educational needs, however I believe a more thorough process of budget evaluation and building akin to a zero-based budgeting process should be undertaken periodically to assure that financial resources are optimally aligned with district needs, #5 - SC could do more to present and explain the budget to the community. The Super and Admin team are generally the leads on presenting the budget to the community, not the SC
It is my understanding that the strategic planning process has been largely a result of work done by Brian and the admin teams, although I know that the Elementary Education plan had input from a larger group, including educators and (I believe) some community members. Thanks to the new way the Budget Subcommittee and Brian have approached the budget since 2019, we are meeting number 4. Although Brian presents the budget to the community, the school committee is always there at the presentation to answer questions and support the budget which is being presented.



## COMMUNITY RELATIONS:

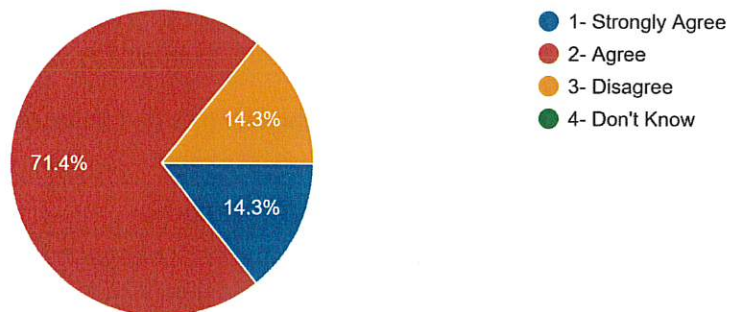
1. The committee has a public relations plan for the school system.

7 responses



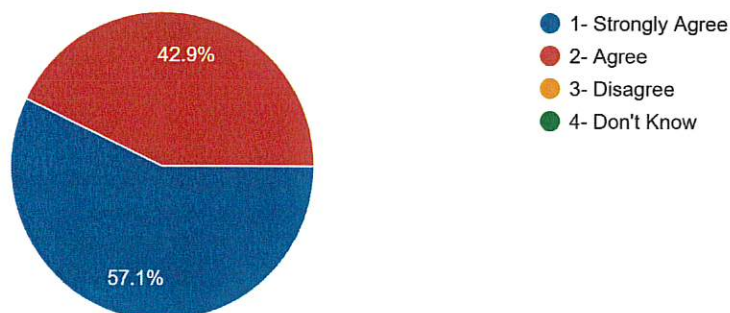
2. The committee encourages the inclusion of community members in as much decision making as possible.

7 responses



3. The committee works cooperatively with other branches of municipal government.

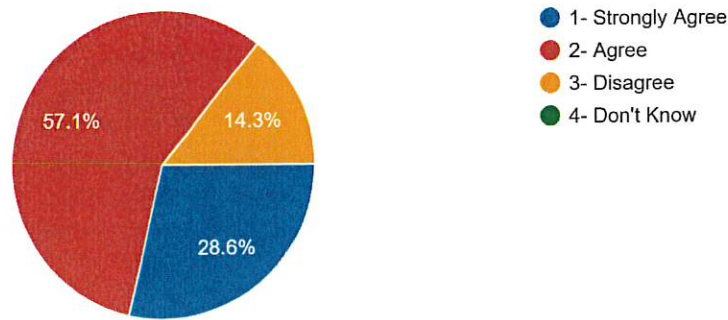
7 responses



## COMMUNITY RELATIONS:

4. The school system regularly reports its own progress and accomplishments.

7 responses

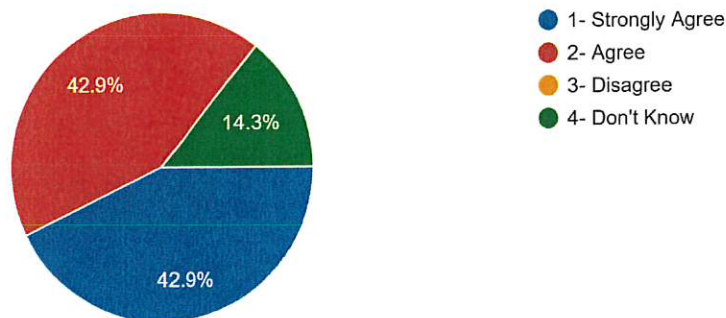


Additional Comments
<p>The Communications Subcommittee has been performing very well. It is a vast improvement since the time I joined the SC (there was a year or two that we didn't have this Subcommittee). The Covid crisis has also been a touchstone event that has highlighted the need of the administration and School Committee to get as much information out in as timely a process as possible. I give high marks to both.</p> <p>We have been trying to let the community participate in citizens comments in our meetings. To date, there is room for improvement here.</p> <p>We don't necessarily self report on progress or accomplishments (nor do I think we should). I would prefer to let the public decide and make that determination.</p>
<p>#1 - SC does not have a formal PR plan, #2 - we can always do more,</p>
<p>The communications subcommittee has been working on improving communication with the school families and community for the past 1.5 years. We have lost some momentum with the pandemic but are continuing to put out the newsletter and are working on expanding our presence through social media in the months ahead. We are trying to find new ways to include our community using Zoom and hope that we will be able to meet safely in public meetings again soon.</p>

## CONDUCT OF MEETINGS:

1. Committee members receive sufficient information far enough in advance to prepare for meetings.

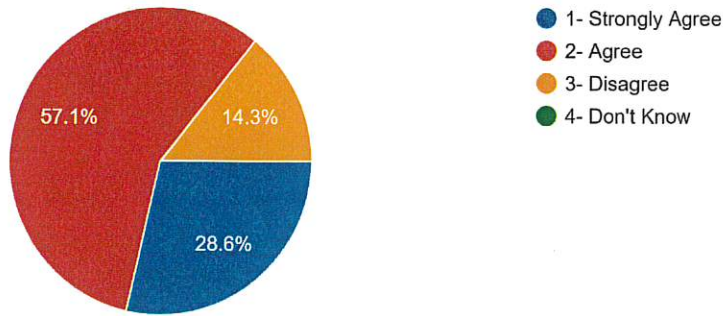
7 responses



## CONDUCT OF MEETINGS:

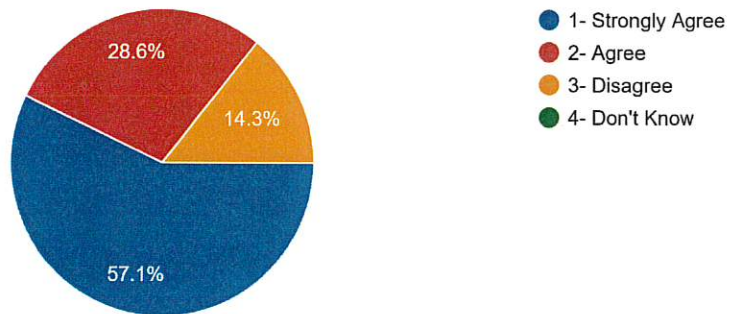
2. Public input is welcomed, and is done according to an established policy.

7 responses



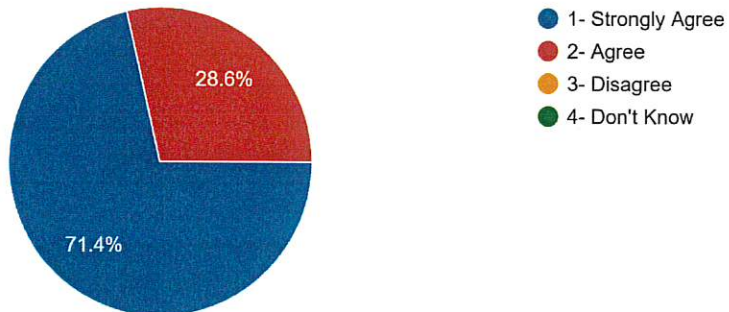
3. Full and sufficient debate is allowed.

7 responses



4. Discussion is focused on issues, not personalities.

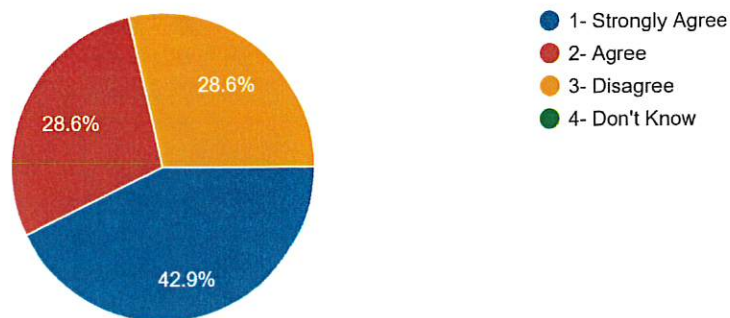
7 responses



## CONDUCT OF MEETINGS:

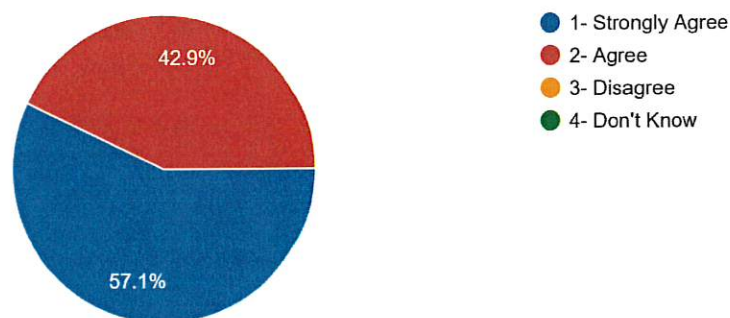
5. The physical setting is conducive to productive discussion and decision making.

7 responses



6. Meetings are frequent enough to prevent overcrowded agendas.

7 responses



Additional Comments
With our current Covid circumstances, I believe the Committee is navigating as best as it can. In years past we have operated as a team, listened to disparate opinions, and moved forward as the majority desired. I look forward to these practices continuing in the years ahead.
#1 - I think so but would like to hear from the rest of the SC, #2 - I think the SC does a good job and provides many opportunities, however there is likely always more that can be done,
Although we have had a few recent bumps with public comment in Zoom meetings, adjustments have been made to allow more input from the community. Overall, I think that our meetings are well run and productive.



# report of the resolutions committee

The members of the Resolutions Committee met virtually on June 25, 2020 to consider resolutions proposed by member districts and the MASC Board of Directors for consideration at the 2020 Annual Meeting of the Association. Members present were: Ellen Holmes, Chair, Ex-Officio, Ashburnham-Westminster Regional; Deborah Davis, Northeast Metropolitan Voc. Tech.; Barbara Davis, Holbrook; Margaret Hughes, Narragansett Regional; Laura Fallon, Northampton; Irene Feliciano-Sims, Holyoke; William Fonseca, East Longmeadow; Jason Fraser, Silver Lake Regional; Beverly Hugo, Framingham; Mildred Lefebvre, Holyoke; Stacey Rizzo, Revere; Wendy Rua, Agawam; Lynn Ryan Assabet Voc. Tech.; Paul Schlichtman, Arlington; and Robert Swartz, Gardner.

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

## **RESOLUTION 1: MCAS AND HIGH STAKES TESTING**

*(Submitted by the MASC Board of Directors)*

WHEREAS the MASC Membership and MASC Board of Directors have previously and repeatedly taken the position of opposing high stakes testing including the MCAS; and

WHEREAS the COVID-19 Remote Learning Model has negatively and disproportionately affected students with learning disabilities, students of lower socioeconomic status, ELL students and students who identify as minorities; and

WHEREAS the social and emotional trauma both individually and collectively has yet to be truly realized in the students who have experienced the shutdown of their local school buildings and separations from their peers and supportive adults; and

WHEREAS the students of the Commonwealth have already missed valuable face to face instructional opportunities with their teachers and would benefit from focusing on those important instructional opportunities and social emotional supports;

THEREFORE BE IT RESOLVED that MASC rejects the calls for the students of 2022 who missed their tenth grade MCAS testing to be required to make it up during the 2020-2021 school year or ever. We demand those students be held harmless for not taking the MCAS and that their graduation requirements shall be determined by locally controlled voices of the School Committee and School Administration within the remaining graduation requirements of the Commonwealth of Massachusetts.

Additionally, we reiterate our call for a moratorium on all high stakes testing for the 2020-2021 school year so all students can benefit from their time being focused on direct instruction and we urge the legislature to enact a moratorium on high stakes testing of three years.

## **RESOLUTION 2: COVID-19 STATE FUNDING**

*(Submitted by the MASC Board of Directors)*

WHEREAS if schools are to re-open this fall in the midst of the COVID-19 pandemic, it is the responsibility of each school district to do so safely and responsibly; and

WHEREAS it is the responsibility of the state to ensure that each school district is able to pay for the enormous additional staffing, transportation and material expenses required to do this; and

WHEREAS the state cannot expect mandatory COVID-19 safety guidelines to be followed without also ensuring that each school district has the funds required to implement these guidelines;

THEREFORE BE IT RESOLVED that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses are required to follow state mandates. We must ensure a statewide school re-opening that is safe, responsible and equitable. There can be no unfunded mandates for COVID-19.

## **RESOLUTION 3: SCHOOL COMMITTEE ANTI-RACISM RESOLUTION**

*(Submitted by the MASC Board of Directors)*

WHEREAS as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS it is the responsibility that every district provide to all district staff, including School Committee members, annual professional development on diversity, equity and inclusion; and

WHEREAS every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

THEREFORE BE IT RESOLVED that all the school districts in the Commonwealth should guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

School Committee members should ensure our that school culture and that of every district in the Commonwealth is anti-racist, and that acknowledges that all lives cannot matter until black lives matter.

#### **RESOLUTION 4: LOWERING THE VOTING AGE FOR MUNICIPAL ELECTIONS**

*(Submitted by the MASC Board of Directors)*

WHEREAS the right to vote is elemental to democracy and that right should be protected and guaranteed to all qualified citizen; and

WHEREAS sixteen and seventeen-year-olds possess the same critical analytic intelligence as eighteen-year-olds; and

WHEREAS in Massachusetts, sixteen-year-olds have been deemed able to consent to sexual intercourse, obtain a learner's permit and driver's license, get married with parental consent, work a full-time job and pay taxes, and be tried as an adult in a court of law; and

WHEREAS the 2018 Act to Promote Civics Engagement mandated an increased emphasis on civics education in Massachusetts Public Schools; and

WHEREAS studies conducted in places with a voting age of 16 have demonstrated that, when partnered with a strong civics education, a lowered voting age results in higher overall civic engagement and voter turnout and higher propensity to develop a lifelong voting habit; and

WHEREAS early voter engagement increases civic participation later in life, which is vital to a democracy; and

WHEREAS turnout among all voters in the United States is decreasing, and a push to vote is much needed for younger citizens; and

WHEREAS 16-year-olds may now pre-register to vote in Massachusetts, which may provide a logistical framework for their local participation; and

WHEREAS the rules of local voting should be a local issue; and

WHEREAS Representative Andy Vargas and Senator Harriet Chandler have introduced the EMPOWER Act (H.720/S.389), which would give municipalities the ability to lower their municipal voting age on local authority;

THEREFORE BE IT RESOLVED that the sponsors call upon the Massachusetts Legislature to pass the EMPOWER Act and take other means necessary to allow cities and towns to establish a minimum voting age of sixteen years for all municipal elections.

#### **RESOLUTION 5: SUPPORTING INCREASED FEDERAL SUPPORT AND STIMULUS FUNDING FOR PUBLIC K-12 EDUCATION**

*(Submitted by the MASC Board of Directors)*

WHEREAS the COVID-19 pandemic is a monumental and unprecedented challenge, emerging quickly and demanding an immediate overhaul of the instructional plans and strategies of school systems across the country; and

WHEREAS the nation's public schools remain committed to delivering high-quality instruction while ensuring the health and safety of our students and staff; and

WHEREAS to date, the employees of the Massachusetts Public Schools have worked around the clock to continue to provide our students and families with access to educational needs such as Chromebooks; and

WHEREAS the Massachusetts Public Schools has maintained payroll for full and part-time district employees, providing stability to our community during economic uncertainty; and

WHEREAS Massachusetts Public Schools have continued to provide daily lunches to students despite a projected shortfall of revenue from the Federal Meals Program; and

WHEREAS these challenges will persist and likely grow as COVID-19 affects our economy and destabilizes funding for public school; and

WHEREAS revenue shortfalls may result in budget cuts and personnel reductions; and

WHEREAS federal legislation has been approved to provide urgently needed funding to underwrite the recovery of the American economy and to support critical public programs, including public education with such examples as American Recovery and Reinvestment Act (ARRA) of 2009, additional funding for the Education Jobs Fund to help school districts retain existing employees, recall former employees, and hire new ones, and the recent Coronavirus Aid, Relief, and Economic Security (CARES) and other measures to stabilize public education and other public programs; and

WHEREAS public education is one of the largest employment bases of any field or industry; and

WHEREAS research has repeatedly found a strong causal relationship between levels of schooling and wages that individuals earn over a lifetime; and

WHEREAS for public schools to thrive and for our students to realize a bright and productive future, the federal government needs to make a substantial new investment in our well-being; and

WHEREAS it is likely that further emergency legislation will be required to underwrite the cost of public safety supplies, technology, and personnel to maintain the status of public schools; and



WHEREAS this level of funding is the minimum needed by the nation's public schools to sustain and accelerate their academic achievement trends over the past decade, including gains in reading and math achievement that outpace the national average; and

WHEREAS the governor and General Court may be able to access additional state revenues through use of accumulated reserves or through the implementation of progressive tax legislation;

THEREFORE BE IT RESOLVED that MASC align with state superintendents of schools and urge the Massachusetts Congressional Delegation and state legislators to advocate for and approve additional education funding for our nation's public schools through the enactment of progressive tax legislation.

#### **RESOLUTION 6: RETENTION OF MEDICAID REVENUE**

*(Submitted by the MASC Board of Directors)*

WHEREAS the Affordable Care Act expanded access for health care to millions of Americans, including thousands of Massachusetts families who have been without health insurance; and

WHEREAS through the expansion of the Medicaid program, more families in economic distress gained access to health insurance and, subsequently, affordable health care; and

WHEREAS the Medicaid program reimburses public school districts for certain clinical services provided to students who may be clients of special education or who experience disabilities, and this revenue provides critical support to the districts and municipalities where they are based; and

WHEREAS the restriction of Medicaid eligibility and reduction of funding would require the Commonwealth to choose between extraordinary state budget increases to fill the gap or absorb the cost of caring for families who could lose health insurance;

THEREFORE BE IT RESOLVED that MASC urges the General Court to require that 100% of Medicaid reimbursements to cities and towns be provided in full amount to the public schools of each municipality, through a school district revolving account, to underwrite the cost of providing an adequate education.

#### **RESOLUTION 7: ATTEMPTS BY US DOE TO DIRECT FUNDING TO PRIVATE SCHOOLS**

*(Submitted by the MASC Board of Directors)*

WHEREAS a recent "advisory" issued by the United States Secretary of Education has inappropriately interpreted language in the recently enacted COVID-19 relief legislation to benefit private schools disproportionately in the distribution of federal funding for economically disadvantaged students; and

WHEREAS in recognition of this executive branch attempt to overreach in the interpretation of a federal statute in devising a formula for the distribution of funds under Title I and other provisions of the Elementary and Secondary Education Act as revised and reauthorized; and

WHEREAS the commissioner of Education in Connecticut, in citing the Secretary for such a misrepresentation of the law, has advised officials of that state to follow the language of the law rather than the interpretation issued in the "advisory," and thus save thousands of dollars for economically disadvantaged students in the public schools of that state

THEREFORE BE IT RESOLVED that MASC petition the Attorney General of Massachusetts to review and recommend to the Executive Office of Education and the MA Department of Elementary Education to review the formal language of such statutes that determine the distribution of federal funds to benefit economically disadvantaged students and, further that the Attorney General provide legal guidance to state agencies in Massachusetts to implement such formulas based on the actual language and legislative intent of the statute should that be in variance with any "advisory" issued by the United States Secretary of Education.

#### **RESOLUTION 8: MEMBERSHIP OF A SCHOOL COMMITTEE MEMBER ON THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION**

*(Submitted by the MASC Board of Directors)*

WHEREAS the Massachusetts Board of Elementary and Secondary Education (BESE) is established to oversee and implement policy related to public education; and

WHEREAS most boards and commissions in Massachusetts appropriately include representatives of constituent groups subject to the jurisdiction of those boards and commission; and

WHEREAS a glaring omission among members of the BESE is a representative of the people elected to oversee public policy making among the many city, town and regional school district school committees;

THEREFORE BE IT RESOLVED that MASC submit to the General Court proposed legislation that MGL Chapter 15, Section 1E be revised as follows:

Section 1E. There shall be in the department a board of elementary and secondary education, in this chapter called the board, which shall consist of the chairman of the student advisory council established under this section, the secretary of education, in this chapter called the secretary, or her designee, and 9 members appointed by the governor. The 9 members appointed by the governor shall consist of 1 representative of a labor organization selected by the governor from a list of 3 nominees provided by the Massachusetts State Labor Council, AFL-CIO; 1 representative of business or industry selected by the governor with a demonstrated

commitment to education; 1 representative of parents of school children selected by the governor from a list of 3 nominees provided by the Massachusetts Parent Teachers Association; 1 representative from a school committee from a list of three nominees provided by the Massachusetts Association of School Committees and 5 additional members.

#### **RESOLUTION 9: PROVIDING EQUITY FOR SEXUAL ORIENTATION - LGBTQ+ STUDENTS, TEACHERS AND STAFF**

*(Submitted by the MASC Board of Directors)*

WHEREAS gender identity is not listed as a protected class in federal laws; and

WHEREAS LGBTQ+ students, teachers and staff are victims of discrimination, harassment, and at-risk behaviors at rates alarmingly higher than non-LGBTQ+ persons;

WHEREAS the social and emotional wellness of our students has a direct relationship with their academic and future success and that schools have the moral and ethical responsibility to address the whole child so that they may experience success in school and in society; and

WHEREAS school districts that respect and support their teachers and staff by providing an inclusive culture where all can thrive, irrespective of gender identity, are more successful and in turn, are supporting a thriving school climate; and

WHEREAS the Commonwealth of Massachusetts currently recognizes in state law LGBTQ+ as a protected class;

THEREFORE BE IT RESOLVED that MASC file legislation and petition our federal legislative delegation to also file legislation which would have the effect of adding sexual orientation and gender identity to the list of protected classes in order to provide equity and support to our LGBTQ+ students, teachers and staff and petition our legislative delegation.

#### **RESOLUTION 10: RELATIVE TO THE MONITORING OF ATTENDANCE OF STUDENTS DURING THE PANDEMIC**

*(Submitted by the MASC Board of Directors)*

WHEREAS districts are required to have special but comprehensive plans for educating students during the pandemic crisis; and

WHEREAS student attendance is an important element of a district plan for returning-to-school, and school committees apply local policies for student attendance; and

WHEREAS the emergency nature of the pandemic requires that students may need to be educated in such venues as schools, home, institutions or other remote locations; and

WHEREAS circumstances may require that students be absent from school for reasons that may include extended illness, exposure to illness including COVID-19, or the judgment of parents or guardians determining that it is not safe for their children to return to a school building or other learning venue;

THEREFORE BE IT RESOLVED that MASC advocate for legislation and regulation that protect the rights of parents to withhold their children from school for reasons of their health status or health risk and, further,

- That MASC advocate for regulations that hold districts accountable for the attendance of students provide appropriate exemptions for students who experience or require extended absences from school due to health-related issues or concerns due to the COVID-19 pandemic, and further,
- That MASC petition the Board of Elementary and Secondary Education to waive all accountability requirements regarding attendance for the 2020-2021 school year, and
- That such regulations exempt districts from sanction status on the basis of attendance when such absences are related to a public health crisis, including COVID-19.



## **Social Media Norms for Ipswich School Committee Members**

All school committees in the Commonwealth are expected to adhere to the Code of Ethics from the Massachusetts Association of School Committees (MASC). This document states that a member stays “well informed concerning the duties of a Committee member on both a local and state level.” Recognizing that many of our constituents and community members utilize social media as a means to gather and discuss information about the school district, a School Committee presence on social media can be an important tool for carrying out this part of our positions as elected officials.

The Ipswich School Committee, in our role as advocates for The Public Schools of Ipswich, agrees to abide by the following social media norms:

### **1. Use social media as a communication tool.**

- As well-informed School Committee members, we are constantly in communication about our district. We gather information to inform our decisions, and deliver information to inform our constituents. Social media use by individual members of the School Committee is allowable to help maintain a high-functioning level of this two-way communication.

### **2. Be clear that we communicate on social media ONLY as an individual.**

- In Massachusetts, School Committee members individually have no authority to speak on behalf of the district or of the committee unless specifically designated to do so (for example, the School Committee Chair). Be sure that it is clear in statements online and elsewhere that we speak only as an individual.
- In acknowledgement that it can be difficult to separate our personal vs. elected roles in the public eye, it's important to remember that our individual online activity will ultimately reflect on the School Committee and District overall.
- For practicality, School Committee members should consider:
  - Creating a School Committee member social media account, separate from a personal account.
  - Transition a School Committee candidate social media account to a School Committee member account.
  - Assign social media roles to a few select members. For example, one person to share the newsletters and meeting information; another person to answer questions.

### **3. Avoid violating the Open Meeting Law.**

- Open Meeting Law ( M.G.L. Ch. 30A, 18-25) applies to any quorum of a body deliberating about any matter under their jurisdiction. Any discussion amongst School Committee members is considered a public meeting if (1) there is a quorum, (2) there is deliberation occurring, and (3) the discussion is about something that is under the purview of the School Committee.
- Online, this can be innocuous as a post from a single Committee member expressing a view regarding an upcoming decision which is then “liked” by a majority of other members of the Committee. While we may be connected through social media to other members of the Committee, be very cautious with these interactions.
- Consider regularly reminding the public that the Open Meeting Law affects member participation on social media.

#### **4. Keep deliberations and decisions within the meeting.**

- The MASC Code of Ethics for members states “a member should not make statements or promises of how they will vote on matters that will come before the Committee.” Our decisions should be made as a result of meeting deliberation. Avoid posting content that indicates that we have already formed an opinion ahead of a deliberation at a meeting.
- While we may use social media as one way of gathering input for upcoming decisions, we have a responsibility as a Committee member to make our decisions based on information given to us for deliberation. A Committee member should not make decisions based on social media popularity.

#### **5. Direct complaints or concerns to the appropriate channels.**

- Just as we would with a phone call or conversation in person, ensure that complaints and concerns are directed through the chain of command to the appropriate person in the administration.

#### **6. Be an effective online presence.**

- Share public information about our district. For example, invite the public to upcoming district events; share information about public hearings; link to the district budget. Let the community know about decisions the Committee has made. However, be clear that this sharing of information is being done by a singular member and not as an official keeper of records.
- Be timely and truthful. Should we see incorrect information in a post and have public district information that is correct, link it to the comments. Do not, however, get into an extended back-and-forth, as those rarely lead to any place productive.
- Be consistent in when and where we post information online.
- Keep messaging simple.
- Stay professional. Never post in anger or get personal with remarks, despite any provocation. The intent should be to factually de-escalate any combative messaging.
- Consider the permanence of posting, as nothing ever disappears online. Despite any privacy settings, postings can be cached or captured by screenshot and taken public. Do not post anything on social media that is not appropriate to have publicly shared.

#### **7. Remember Public Document Law and the Public’s Right to Reach You.**

- Recent federal court rulings have found that social media is a “designated public forum”; therefore, any online communication we as School Committee members have in our public capacity is subject to public document request. Private messages should be redirected to our School Committee accounts.
- There have also been several recent rulings in federal court that elected officials may not within a public forum block, or delete comments from, those with whom they disagree politically. However, it is acceptable to turn off notifications from a post, or “untag” ourselves from or “mute” a conversation.

#### **8. Keep privileged information private.**

- Information shared within executive sessions needs to be kept private unless and until it is reviewed and released as part of the minutes of the session, per M.G.L. Ch. 30A, 22f.
- Respect the negotiations process and remember that collective bargaining should not be discussed outside of our executive sessions for negotiations. Avoid direct negotiation-related questions from teachers online which could be a violation of labor laws.
- Be certain to observe all other applicable privacy laws, such as those surrounding student privacy. This applies not only to information about students, but also to their images. Be sure that public sharing of photos of students are covered by District release.

**Consent Agenda**

Move the Ipswich School Committee to accept the School Committee Open Session meeting minutes from October 15, 2020.



## **NEGOTIATIONS GOALS**

The School Committee recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the young people of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities nor will any employee's statutory rights and privileges be impaired.

SOURCE: MASC

ADOPTED: November 30, 2017



## NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Section 2 of that chapter, as follows:

*"shall have the right of self-organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve."*

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities nor will any employee's statutory rights and privileges be impaired.

SOURCE: MASC September 2016

LEGAL REF.: M.G.L. 150E:1 et seq.

REVISED: November 14, 2017

ADOPTED: November 30, 2017





## **SCHOOL COMMITTEE NEGOTIATING AGENTS**

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for his/her services will be established in accordance with the law at the time of appointment.

The duties of the negotiator, in conjunction with the School Committee and the Superintendent, will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.
  - a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committee, and their participation in negotiations must be recommended by the Superintendent and approved by the Committee.
  - b. They will direct accumulation of necessary data needed for negotiations, such as comparative information.
  - c. They will follow guidelines set forth by the Committee as to acceptable agreements and will report on the progress of negotiations.
  - d. They will make recommendations to the Committee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

SOURCE: MASC

LEGAL REF.: M.G.L. 71:37E

REVISED: November 14, 2017

ADOPTED: November 30, 2017



**Ipswich Public Schools  
Ipswich, MA**

**2020 - 2021 Enrollment Projection Report**



# Ipswich, MA Historical Enrollment

School District:

Ipswich, MA

11/2/2020

Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2005	136	2010-11	39	121	152	158	145	132	142	170	138	160	154	141	148	144	2	1907	1946
2006	122	2011-12	52	138	131	150	166	148	131	138	177	140	145	154	139	147	6	1910	1962
2007	117	2012-13	51	124	152	132	156	164	150	133	141	174	125	142	153	137	3	1886	1937
2008	105	2013-14	50	132	125	150	133	160	160	159	130	142	145	122	138	152	5	1853	1903
2009	97	2014-15	51	109	128	124	147	132	165	161	160	134	119	145	124	140	2	1790	1841
2010	103	2015-16	44	129	111	127	124	142	136	160	161	155	109	118	145	114	6	1737	1781
2011	96	2016-17	41	101	124	111	127	131	142	134	164	160	138	124	117	158	6	1737	1778
2012	96	2017-18	40	130	105	126	115	133	130	141	135	164	134	140	121	115	6	1695	1735
2013	84	2018-19	42	106	132	109	120	117	131	121	141	135	138	134	135	108	22	1649	1691
2014	88	2019-20	34	103	106	125	112	122	120	125	123	138	125	132	132	130	0	1593	1627
2015	98	2020-21	27	93	93	103	108	128	112	118	113	121	131	126	120	132	10	1508	1535

Historical Enrollment in Grade Combinations											
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12		
2010-11	889	850	1020	1318	610	468	298	885	587		
2011-12	916	864	1002	1319	586	455	317	902	585		
2012-13	929	878	1011	1326	598	448	315	872	557		
2013-14	910	860	1019	1291	591	431	272	829	557		
2014-15	856	805	966	1260	620	455	294	822	528		
2015-16	813	769	929	1245	612	476	316	802	486		
2016-17	777	736	870	1194	600	458	324	861	537		
2017-18	779	739	880	1179	570	440	299	809	510		
2018-19	757	715	836	1112	528	397	276	791	515		
2019-20	722	688	813	1074	506	386	261	780	519		
2020-21	664	637	755	989	464	352	234	743	509		

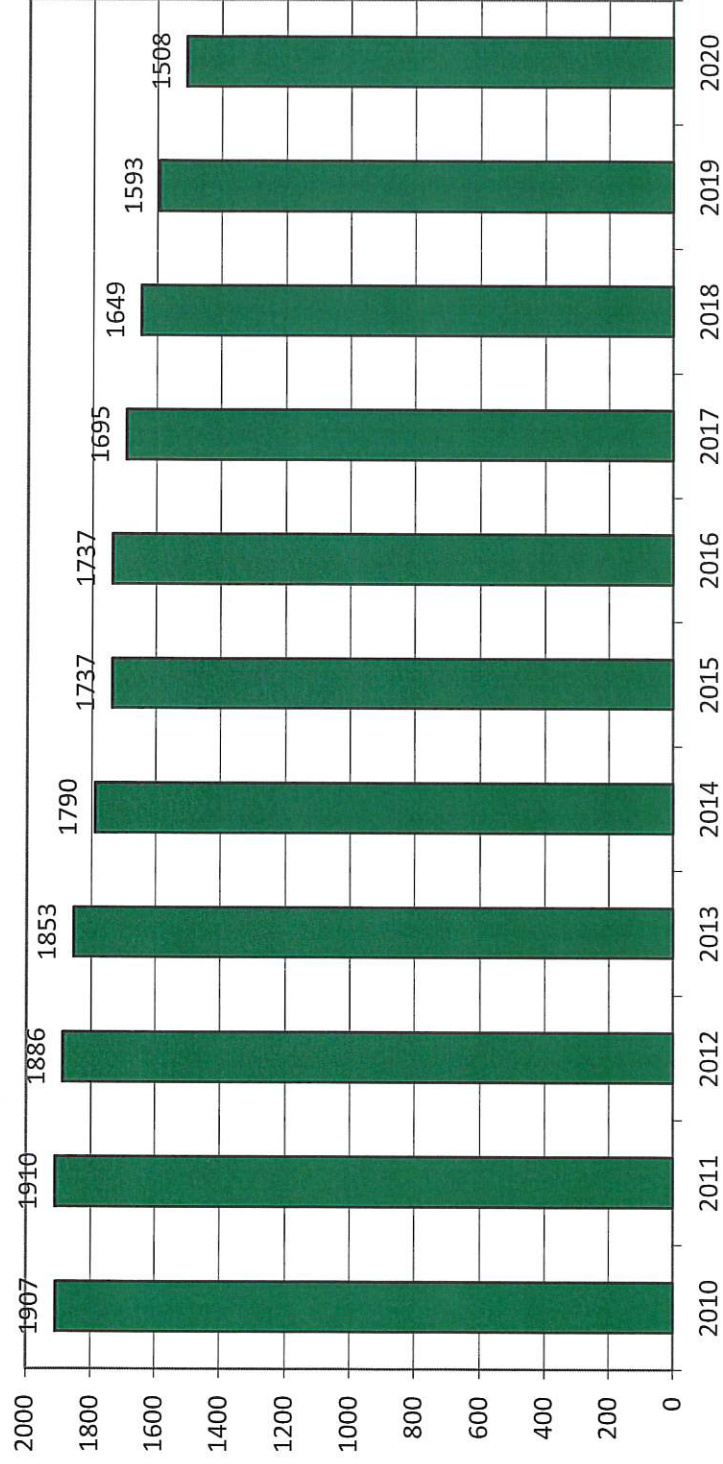
Historical Percentage Changes			
Year	K-12	Diff.	%
2010-11	1907	0	0.0%
2011-12	1910	3	0.2%
2012-13	1886	-24	-1.3%
2013-14	1853	-33	-1.7%
2014-15	1790	-63	-3.4%
2015-16	1737	-53	-3.0%
2016-17	1737	0	0.0%
2017-18	1695	-42	-2.4%
2018-19	1649	-46	-2.7%
2019-20	1593	-56	-3.4%
2020-21	1508	-85	-5.3%
Change	-399		-20.9%





# Ipswich, MA Historical Enrollment

K-12, 2010-2020



# Ipswich, MA Projected Enrollment

School District:

Ipswich, MA

11/2/2020

Enrollment Projections By Grade*																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2015	98	2020-21	27	93	93	103	108	128	112	118	113	121	131	126	120	132	10	1508	1535
2016	88	2021-22	34	108	92	92	99	114	125	107	115	112	110	129	120	114	10	1447	1481
2017	111	2022-23	35	137	107	91	89	105	111	120	104	114	101	109	123	114	10	1435	1470
2018	82	(prov.) 2023-24	36	101	136	105	88	94	103	106	117	103	103	100	104	117	10	1387	1423
2019	101	(prov.) 2024-25	37	124	100	134	101	93	92	98	103	116	93	102	95	99	10	1360	1397
2020	96	(est.) 2025-26	38	118	123	99	129	107	91	88	95	102	105	92	97	90	10	1346	1384
2021	96	(est.) 2026-27	39	118	117	121	96	137	104	87	86	94	92	104	88	92	10	1346	1385
2022	97	(est.) 2027-28	40	119	117	115	117	102	134	99	85	85	85	91	99	84	10	1342	1382
2023	94	(est.) 2028-29	41	116	118	115	111	124	100	128	96	84	77	84	87	94	10	1344	1385
2024	97	(est.) 2029-30	42	119	115	116	111	118	121	96	125	95	76	76	80	83	10	1341	1383
2025	96	(est.) 2030-31	43	118	118	113	112	118	115	116	93	123	86	75	72	76	10	1345	1388

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

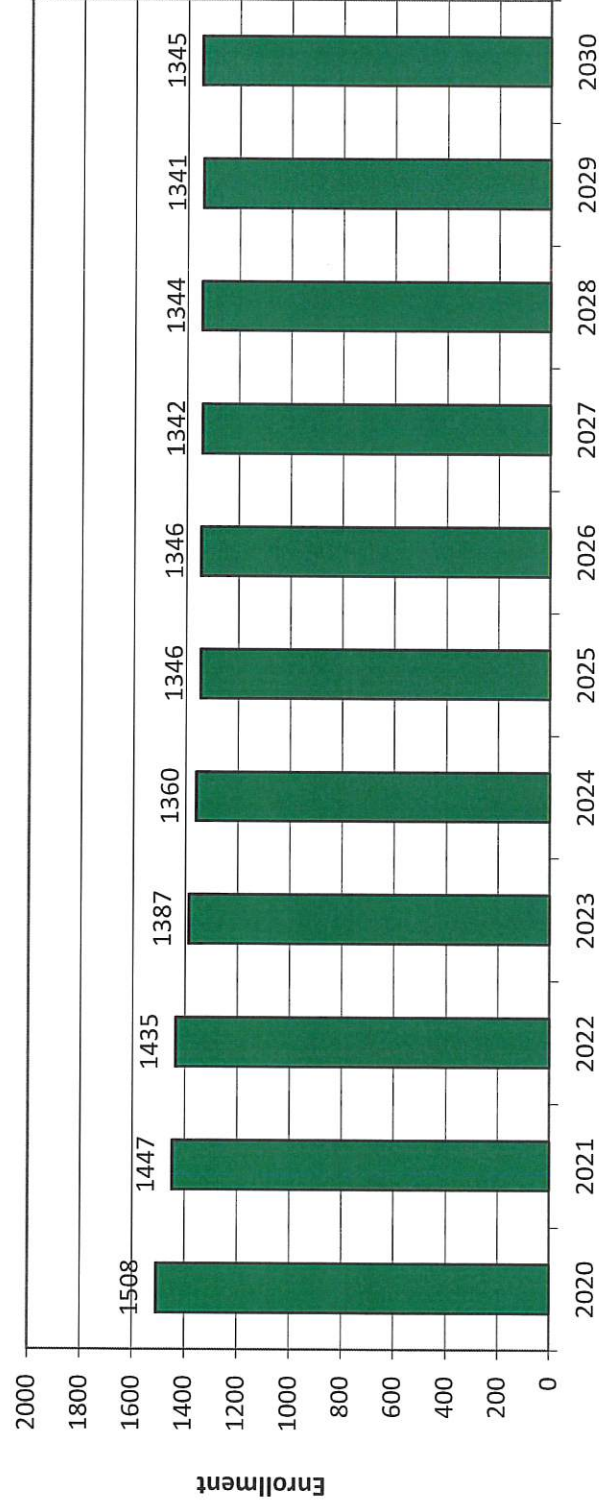
Projected Enrollment in Grade Combinations *													
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12				
2020-21	664	637	755	989	464	352	234	743	509				
2021-22	664	630	737	964	459	334	227	700	473				
2022-23	675	640	760	978	449	338	218	665	447				
2023-24	663	627	733	953	429	326	220	644	424				
2024-25	681	644	742	961	409	317	219	608	389				
2025-26	705	667	755	952	376	285	197	581	384				
2026-27	732	693	780	960	371	267	180	556	376				
2027-28	744	704	803	973	403	269	170	529	359				
2028-29	725	684	812	992	408	308	180	522	342				
2029-30	742	700	796	1016	437	316	220	535	315				
2030-31	737	694	810	1026	447	332	216	525	309				

Projected Percentage Changes			
Year	K-12	Diff.	%
2020-21	1508	0	0.0%
2021-22	1447	-61	-4.0%
2022-23	1435	-12	-0.8%
2023-24	1387	-48	-3.3%
2024-25	1360	-27	-1.9%
2025-26	1346	-14	-1.0%
2026-27	1346	0	0.0%
2027-28	1342	-4	-0.3%
2028-29	1344	2	0.1%
2029-30	1341	-3	-0.2%
2030-31	1345	4	0.3%
Change	-163		-10.8%

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.



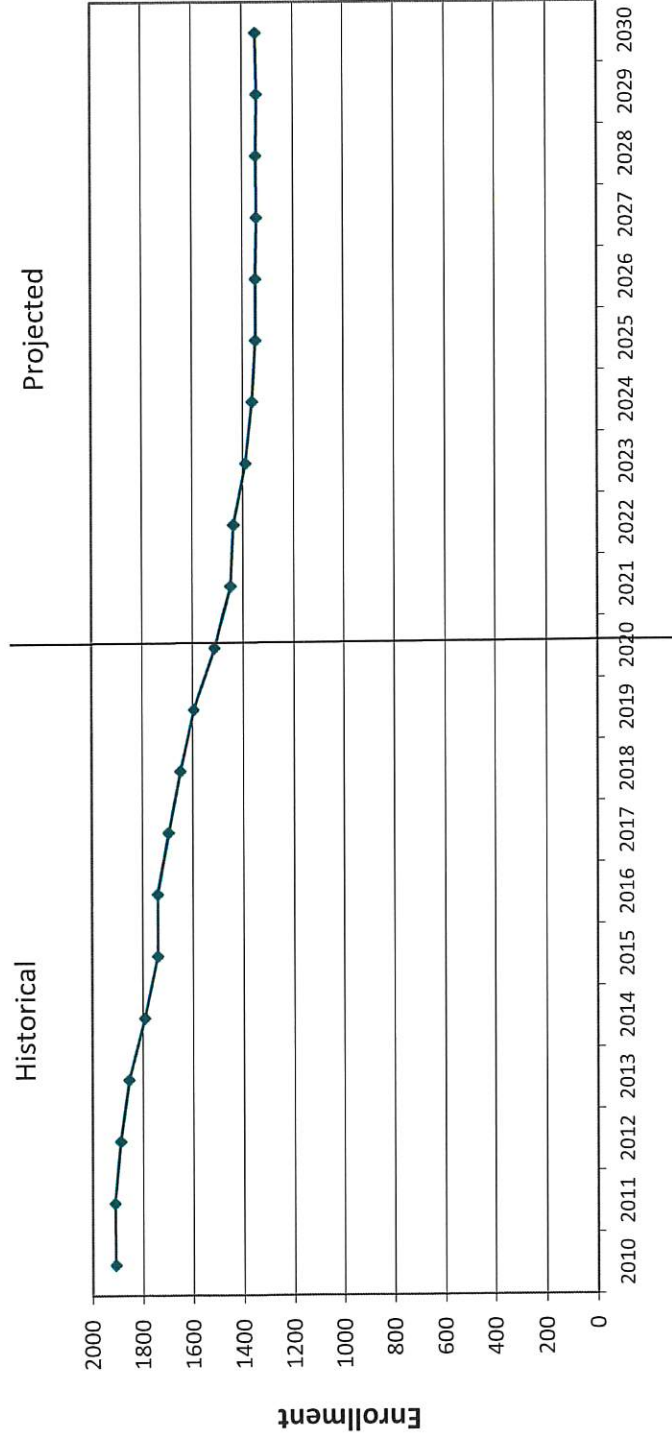
K-12 To 2030 Based On Data Through School Year 2020-21





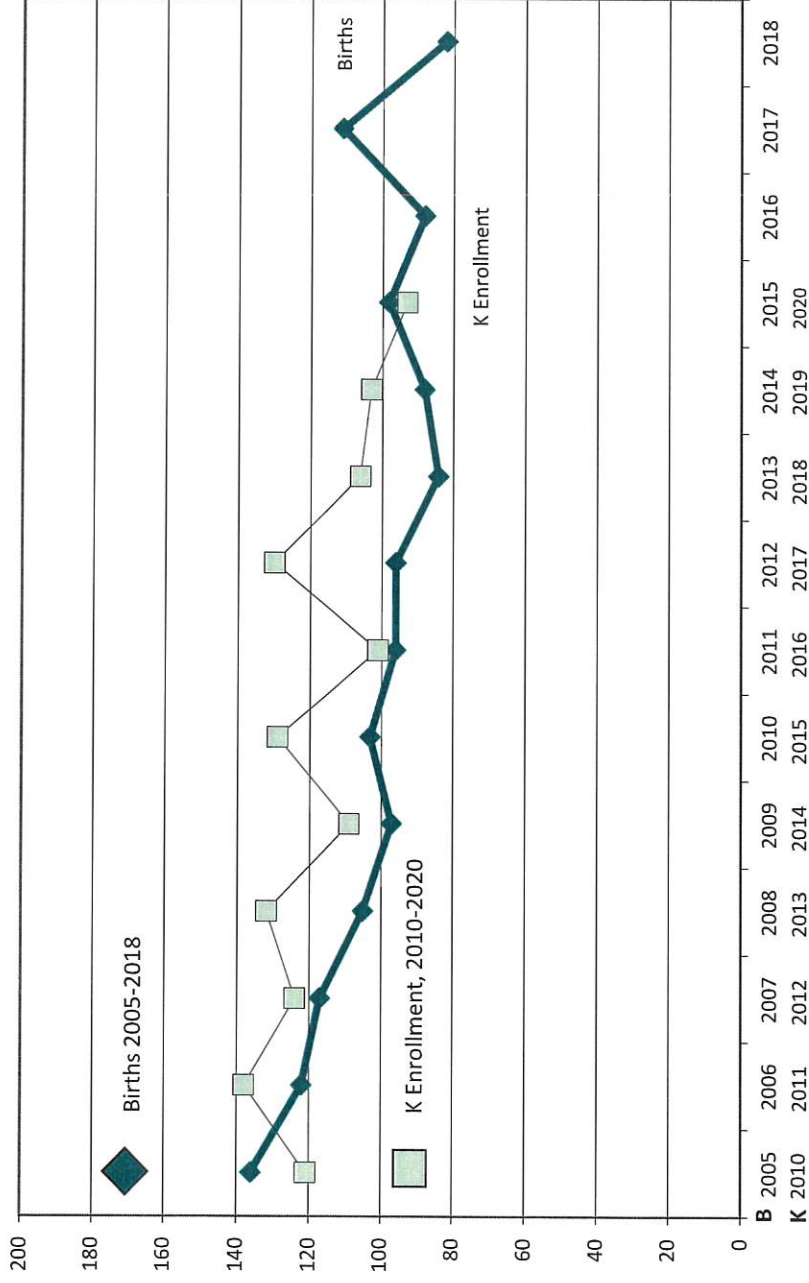
# Ipswich, MA Historical & Projected Enrollment

K-12, 2010-2030





# Ipswich, MA Birth-to-Kindergarten Relationship



## Ipswich, MA Additional Data

Building Permits Issued			
Year	Single-Family	Multi-Units	
2005	66	0	
2016	23	18	
2017	14	6	
2018	20	0	
2019	13	0	
2020	13 to date	0 to date	

Source: HUD and Building Department

Enrollment History			
Year	Career-Tech 9-12 Total	Non-Public K-12 Total	
2005-06	38	217	
2016-17	38	n/a	
2017-18	n/a	n/a	
2018-19	25	n/a	
2019-20	22	148	
2020-21	38	105	

Residents in Non-Public Independent and Parochial Schools (General Education)														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	4	4	3	1	4	3	8	12	10	8	14	22	12	105

K-12 Home-Schooled Students	
2020	45

K-12 Residents in Charter or Magnet Schools, or "Choiced-out"	
2020	7

K-12 Special Education Outplaced Students	
2020	18

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents	2020	63
--	------	----

The above data were used to assist in the preparation of the enrollment projections. If additional demographic work is needed, please contact our office.



## New England's PK-12 Enrollments The "Big Picture"

From 2016 to 2028, the US Department of Education anticipates changes in PK-12 enrollment of +5.4% in the South; +2.1% in the West; -2.1% in the Midwest; and -3.7% in the Northeast.

State	Fall 2016 PK - 12	Fall 2028 Projected	PK-12 Decline	% Change, 2016-2028
CT	535,118	471,100	-64,018	-12.0%
ME	180,512	171,600	-8,912	-5.0%
MA	964,514	939,400	-25,114	-2.6%
NH	180,888	161,000	-19,888	-11.0%
RI	142,150	135,700	-6,450	-4.5%
VT	88,428	80,400	-8,028	-9.0%

**Source:** USDE, National Center for Education Statistics, *Projections of Education Statistics to 2028*, Table 3, Pages 35-36; Published May 28, 2020.

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas) with the other Districts remaining stable.

