

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 19, 2020
6:30 PM
MIDDLE/HIGH ENSEMBLE ROOM
(School Committee Members only)

AGENDA

Public invited to join meeting via Zoom
<https://us02web.zoom.us/j/89638563661?pwd=YTU2NDhCN2N1ZGNrZVE3YmJXNUtxQT09>
Meeting ID: 896 3856 3661 Passcode: 016979

Dial by your location
+1 929 205 6099 US (New York)
+1 301 715 8592 US (Washington D.C)
+1 312 626 6799 US (Chicago)
Meeting ID: 896 3856 3661 Passcode: 016979
Find your local number: <https://us02web.zoom.us/j/89638563661?pwd=YTU2NDhCN2N1ZGNrZVE3YmJXNUtxQT09>

I.	OPEN SESSION	6:30 PM
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CALL TO ORDER

- Motion and vote to meet in executive session pursuant to Massachusetts General Laws chapter 30A, section 21(a) for the following purposes:
 - 2. To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel

II.	EXECUTIVE SESSION	6:35 PM
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- Meeting in executive session pursuant to Massachusetts General Laws chapter 30A, section 21(a) for the following purposes:
 - 2. To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel

III.	OPEN SESSION	7:00 PM
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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

IV. SCHOOL COMMITTEE PRESENTATIONS

- B. INTERIM DIRECTOR OF FINANCE AND OPERATIONS DISCUSSION/VOTE 7:15 PM
Chub Whitten, Chair
- C. SECONDARY EDUCATION PLAN PRESENTATION 7:20 PM
Kathy McMahon, Middle School Principal
Jon Mitchell, High School Principal
Tracy Wagner, Director of Teaching and Learning
- D. TRI BOARD RECAP 7:50 PM
Chub Whitten, Chair
- E. SCHOOL COVID OVERSIGHT UPDATE 8:00 PM
Dr. Brian Blake, Superintendent of Schools
- F. SOCIAL MEDIA POLICY DISCUSSION 8:10 PM
Sara Gilliam, School Committee Member
- G. NESDEC ENROLLMENT PROJECTIONS DISCUSSION 8:25 PM
Chub Whitten, Chair
- H. PUBLIC COMMENT 8:35 PM

V. SCHOOL COMMITTEE REPORTS

8:45 PM

- 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*

VI. CONSENT

- A. CONSENT AGENDA

VII. 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: 11.19.20

- The next School Committee meeting is Thursday, December 3rd at 7:00pm.
- Schools will have an early release on Wednesday, November 25th. Students will only have work assigned in the morning.
- All schools and district offices will be closed on Thursday, November 26th and Friday, November 27th.

District Overview and Objectives¹

The Ipswich Public School District has a rigorous plan in place for the implementation and alignment of 21st Century Learning. Through the District's Successful Habits of Mind, Powerful Learning and STEAM work, Ipswich Public Schools strives to create and foster a learning environment that prepares all our students to be successful in their future college and career endeavors.

Ipswich Public Schools have identified the following six Successful Habits of Mind. These Successful Habits of Mind are the District's 21st Century learning expectations, and are embedded in curriculum and instruction:

1. **PERSEVERANCE:** With perseverance we persist through challenges, manage pressure and maintain an optimistic outlook.
2. **COLLABORATION:** Through collaboration we demonstrate mutual respect and shared responsibility as we work with others to accomplish a task and achieve shared goals.
3. **CRITICAL THINKING:** Through critical thinking we reason abstractly, concretely, quantitatively, and resourcefully for a purpose.
4. **CREATIVITY:** With creativity we imagine and explore possibilities, challenge existing structures and develop novel thoughts and forms of expression.
5. **SELF-MANAGEMENT:** With self-management we take responsibility for our own behavior and success by setting goals, organizing our resources and revising our strategies based on self-reflection.
6. **COMMUNICATION:** Through communication we exchange ideas using a variety of formats while considering the audience.

Through the integration of these Habits, Ipswich Public Schools supports students in developing the skills they will need to be successful in our rapidly changing world. While it is critical for students to be knowledgeable and competent in each individual content area, we are committed to having students acquire these essential, transferable skills in order to be successful in college and the 21st century workforce.

By integrating Powerful Learning tenets into curriculum and instruction across the District, IPS works to ensure high student achievement in rigorous, vibrant and joyful learning environments.

IPS has developed the following descriptors of Powerful Learning for its students:

- engaging in meaningful, authentic, and challenging tasks.
- thinking deeply, taking risks, and demonstrating understanding.
- being supported in an environment that fosters confidence and competence.

¹ For the sake of consistency and vertical alignment of the district's educational vision, the Secondary Education Plan has adopted and adapted significant portions of the Elementary Education Plan.

- taking ownership of their learning, making appropriate choices, and engaging in self-reflection.
- working independently or collaborating with peers as valuable members of the learning community.

There are several instructional mediums in which the Ipswich Public School invests in order to bring our 21st Century Vision to fruition. Ipswich is committed to taking an integrated approach to education by focusing on STEAM (Science, Technology, Engineering, Arts and Mathematics) in our Kindergarten through high school education program. Project-based Learning is central to the district's instructional approach where students work with the teacher, other adults, and each other to solve real world problems. Given its rich, local natural resources, the Ipswich Public Schools district remains committed to teaching sustainable practices through hands-on and "place-based" learning opportunities for all students in the community. Finally, education in Ipswich reflects a commitment to all students accessing a rigorous curriculum. We are committed to multiple modalities of teaching and learning: place-based learning, co-teaching, transdisciplinary learning, personalized learning plans. Co-teaching models maximize the combined strength of professionals to propel the learning of all students. These and other instructional strategies create a learning environment that builds strong content knowledge and Habits of Mind in a Powerful Learning environment.

"STEAM" (Science, Technology, Engineering, Arts and Math) and Humanities are the primary transdisciplinary avenues in which the Habits of Mind and Powerful Learning align with content in Ipswich Public Schools. In STEAM curriculum, students are engaged with a sense of wonder about our ever-changing world through questioning, collaboration and innovative problem-solving. This integrated approach to learning demands conditions that supports students to participate in hands-on, minds-on projects. In Humanities curriculum, students investigate the human experience through exposure to multiple perspectives evident in the creative expressions of the artists, authors, historians, and musicians of our varied pasts. Students read critically from a wide variety of texts in order to identify patterns throughout history and apply them to the world today. Throughout the Humanities curriculum, students are thinking critically and creatively, making observations and identifying and drawing from multiple credible sources as they synthesize the vast amounts of information available to them. Students are taught to express original thoughts, evidence-based arguments, and ideas through powerful written word across all content.

Ipswich Public Schools aspires to provide students with increasing numbers of authentic tasks as they progress through our secondary sequence. For example, Project-Based Learning enables our students to build knowledge and skills by working on extended projects that require investigation into complex problems. Elements of PBL instruction include the use of a challenging problem or question, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision and creating a public product. As another example, the Bridge

internship program at Ipswich High School offers students the opportunity to receive workplace learning. Throughout the secondary program, an emphasis on community service shows students the importance of engaging in the wider community in order to effect change and make a difference. This is another area where collaborative relationships with the community help bring interesting projects to fruition.

Sustainability education is a perfect medium for the real world problem solving that the Ipswich Public Schools is committed to integrating into our children's education. Our current Generation Growers gardening initiative, a joint effort between the schools, parent volunteers and local senior citizens, has created a garden and reflection space that may be used by classes throughout the school day. Produce from the garden is used in both school lunches provided by the cafeteria as well as in community farm-to-table dinner events. Activities supporting strong stewardship of the world are integrated into many units of study and extended day opportunities. The schools, as a reflection of the values of our community, strive to create thoughtful stewards of the Earth. From school-wide recycling efforts to composting, students are engaged in daily conservation actions. For example, student-led initiatives have resulted in a community ban of single-use plastic bags and styrofoam cups and students are currently engaged in other local projects to benefit the environment.

To ensure that school-based learning remains relevant and meaningfully connected to the real world, technology integration is an essential component of today's instruction. Embedded technology use can be seen across grade levels and disciplines in a variety of ways, allowing students to connect with experts from around the world. The Ipswich Public Schools continue to invest in technology tools while supporting teachers in using these tools to enhance teaching and learning in the district.

Effective teacher planning and collaboration is the cornerstone of high quality education for children. It is critically important for adult learners to be in a vibrant and joyful work setting. Ipswich Public Schools has made a dedicated investment in professional development, designed to build strong internal capacity in planning and collaboration. Teacher leadership and professional collaboration is an expectation. The collaborative effort between professionals fosters a positive and dynamic adult learning environment. Founded on training in protocols meant to facilitate meaningful, robust collaboration efforts, teachers employ these techniques as they hone their leadership abilities.

The Ipswich Public School District has devoted time and resources to developing internal professional capacity for high level collaboration. Opportunities for teacher leadership positions are numerous, including Professional Learning Community facilitation, curriculum development (Compass Committee), instructional technology integration (Technology Specialists), Cluster Coordinators, Department Heads and Program Managers. Educators are trained as leaders in these areas to help facilitate highly effective professional collaboration.

All faculty members participate in a district-wide Professional Development day in the fall, during which the entire district meets together to work towards an identified element of our common district vision. Ipswich Public Schools hosts district-wide professional development each summer. Teachers work both independently as well as interdisciplinary and cross-grade in these professional development sessions. Additionally, secondary faculty members are supported in collaborating in vertically-aligned teams throughout the school year. Empowering teacher-leaders begins with respecting their expertise. As leaders of learners, teachers are important decision-makers in the functioning of our schools.

Foundational Tenets

Mission of the Ipswich Public Secondary Schools

The mission of Ipswich Middle School: Our mission is to create a nurturing community where students are encouraged to develop confidence as lifelong learners with the awareness and flexibility necessary to adapt to a changing world. We strive to bring out the best in every student and adult in our learning community.

The mission of Ipswich High School: Ipswich High School is a collaborative community that fosters equity among learners. We engage in the personalized acquisition of the skills and knowledge essential to becoming successful, contributing, and responsible citizens.

Family and Community Partnerships

The Ipswich Schools remain strong because of the support and commitment from our families and the greater community. The secondary schools rely on the continued partnership with parents and guardians to maintain, develop and grow vibrant schools. Active school councils help lead and guide initiatives and provide a sounding board for administrators. Parents volunteer, fundraise, and share their time and expertise within groups that support athletics and the fine arts. Partnerships with local organizations, such as the YMCA and Ipswich Aware, have supported enrichment ideas and initiatives. Community businesses invest in our youth through a variety of school programs and after school offerings. Additionally, they provide internship opportunities and real world expertise and connections for students. We realize that the future success of our schools is dependent upon strong family and community partnerships and welcome the wider Ipswich community in the educational process.

Student Empowerment and Leadership

Ipswich Public secondary schools believe in empowering students to find and enjoy their passions and interests. We seek opportunities for students to grow as leaders and life-long learners. We understand that students who participate in a variety of activities are honing skills for their future. To encourage participation, we offer a variety of extra-curricular activities, many of which were proposed by students. Both schools are proud of the number of students seeking out athletic and musical endeavors. Often unusual for secondary students to be able to do both, a large percentage of students move easily from a uniform on a playing field to concert attire on the stage.

Students in both schools have multiple opportunities to become peer leaders. Middle school students seeking leadership opportunities can join Student Leadership Senate. These students organize the school dances, the Thanksgiving Food Drive, The Holiday Wrapping Paper Drive, and the spring Walk for Hunger. One student each year is selected to be a representative to the state's Project 351, a service-oriented project for young leaders. High School students who desire leadership work, can run for class office or participate in Model United Nations or Project Close Up. Students in the Interact Club plan successful community events such as the Jingle Bell Walk and Polar Plunge.

Social-Emotional Learning

Ipswich Secondary Schools recognize that students learn most effectively when they are feeling confident and emotionally stable. We recognize the importance for programs and offerings that promote sound social-emotional health among our pre-teen and young adult populations. Both schools have responded to the increase of mental health issues challenging students by expanding school counseling services and support. Students and their families have access to school psychologists, social workers, school counselors, and school adjustment counselors. Utilizing data from the Youth At Risk Survey, we have planned school-based and evening programs for students and their families. Professional development for secondary staff members is critical at this time. Teachers must have the skills to work successfully with all students, including those dealing with unique mental health issues. Teachers have been offered workshops and presentations focused on anxiety, mindfulness, social emotional learning, and depression. In addition, the school counseling staff supports educators by offering mindfulness activities and tools. The Ipswich Secondary Schools utilize a Response to Intervention (RTI) model with a weekly meeting of the Student Support Team. These teams discuss students who need additional support to be successful and implement intervention plans. Data such as attendance rates, current grades, and standardized testing is used consistently to drive decision making.

At the middle school, all 6th grade students participate in a trimester course, Transition And Growth (TAG), a co-taught class facilitated by a school counselor and health teacher. The course focuses on the Massachusetts Comprehensive Health Curriculum Frameworks, weaving in dynamic activities and discussions that give students opportunities to dialogue about current issues, while proactively introducing them to the school counseling staff.

To address a growing issue, the high school has implemented the BRYT program: Bridge for Resilient Youth in Transition. This program offers a supportive transition back to high school courses after a prolonged absence from school. With the increase among students suffering from mental health crises and a national rate of 10% of high school students experiencing an extended leave from school, this program is necessary and effective.

Structure

Class Size and Personalized Learning

Ipswich Public Secondary Schools have several programs and structures in place that allow us to better personalize students' educational experiences. Every student at Ipswich Middle and High School has a trusted adult to whom he or she can go to when they need extra support. School counselors at the middle school follow students through their three years. Ipswich High School has adjusted the advisory program such that students will have the same advisory for each of their four years of high school. This structure reflects our belief that trusting relationships need time to develop as student needs change as they progress through the stages of secondary school.

At the secondary level, we have remained committed to delivering a personalized learning environment so that students' individual learning needs are identified and met from grades 6 through 12. Personalized learning takes many shapes: for some students, it means inclusion with two licensed co-teachers working collaboratively to address the needs of all of their shared students, not just those on IEPs. For others, it means simply taking advantage of classes that are reasonable in size and whose curricula include high and clear expectations and taught by caring and competent professionals. Research on class size in Tennessee (the STAR study) found that a 33% reduction was equal to an additional three months of education after four consecutive years in that smaller class size. The Brookings Institution later confirmed that research. We have made it a priority to keep class sizes at a level that is conducive to the development of trusting relationships between staff and students; in turn, these relationships form a foundation for higher academic achievement as well as social-emotional development.

At the middle school, the focus is on more than simply preparing students for success at the high school. IMS seeks to empower its students with the appropriate social, emotional, and

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academic skills that will enable students to be happy, healthy, and successful young people. To accomplish these complex goals, the middle school created grade-based learning communities that prioritize relationship-building with students as a way to help them navigate this challenging stage of adolescence. The middle school has committed to staffing levels that empower groups of teachers to exercise leadership in shaping programs and interventions to meet the individual needs of students in their charge. Each team has time scheduled each day to meet and discuss the needs of students and plan effective curricular practices for their benefit. A focus on transdisciplinary education -- the exploration of a relevant concept, issue or problem that integrates the perspectives of multiple disciplines in order to connect new knowledge and deeper understanding to real life experiences -- affords students opportunities to understand the interconnectedness of curricular topics and view learning from a holistic perspective. At Ipswich Middle School this might look like an art teacher working alongside a math teacher in a Geometry lesson or Social Studies and English standards taught in a Humanities lesson.

Ipswich Middle School has committed a block of learning time for additional support of student needs and enrichment activities. Students use this time to meet with other students, consult with teachers about upcoming exams or projects, and get additional support in a challenging area of study. Some students meet in performing arts groups during this time, while others engage in activities with Related Arts teachers.

Dedicated to reaching all students, Ipswich Secondary Schools have designed programs to effectively support the most vulnerable learners. The middle school's SAIL (Students Achieving Independent Living) program is an inclusionary curriculum that focuses on the unique needs and goals of students who require more specialized learning. The high school's SAIL and YACHT (Young Adult Community/Career Home Training) programs are designed to help our students with the most intensive learning needs to gain more independence socially, vocationally, and physically as they transition to adulthood. Our English Learner students benefit from small class sizes and instructional models designed to best suit their language acquisition needs.

To further address students' personal learning needs, the high school offers honors and a wide variety of Advanced Placement courses for students to explore their interests in challenging, college level courses in subjects in which they may wish to major in higher education. It is important to note that these course levels do not represent tracking; provided they meet the course requirements, students are free to take a mix of college prep level and honors level courses so long as the courses fit into their schedules. Approved seniors can also become peer mentors, working as teacher's assistants in a variety of content areas. Students have the additional opportunities to customize their transcripts through our Virtual High School offerings and Pathways designed to provide students with learning experiences to prepare them for success in the workforce after leaving IHS. Other means of personalizing the student

experience include the option for students to explore Independent Studies in academic areas that interest them but are not otherwise offered in the program of studies. Similarly, the high school has a class period three days per week when they can sign up with teachers to receive extra help, make up work, and get more individualized attention.

School Scheduling

Ipswich Public Secondary Schools strive to build school schedules that accommodate students' learning needs while also scaffolding the time, structure and support of caring adults with whom students interact and learn throughout the school day.

The middle school believes in the philosophy that the best educational structure for early adolescent students centers around small teams of students surrounded by adults who know them well. Within this structure, students receive the academic and emotional support they need. Each trimester, students engage in a core curriculum aligned with the Massachusetts Curriculum Frameworks and a rotation of related arts classes. Classes are scheduled with an eye toward transdisciplinary learning and integrated curriculum. The school has prioritized a schedule with longer blocks of learning time, focusing on instructional strategies that highly engage students in dynamic learning opportunities.

At the high school, the schedule of courses is driven by student course requests. Despite the relatively small size of the school, Ipswich High has been successful in providing students not only with the courses required for graduation, but also a rich variety of electives to enable students to pursue their diverse academic interests. As evident in its rotating block schedule, the school prioritizes longer periods of time to allow for deeper and more collaborative learning opportunities for students. While elective classes typically run for a semester to allow for a broader variety of experiences, core classes are scheduled for the full school year to allow for greater continuity of learning.

Since music education is a source of pride for the Ipswich Secondary Schools and community, the school schedules time during and beyond the school day to allow for student-musicians to work in multiple groups to hone their musical talents.

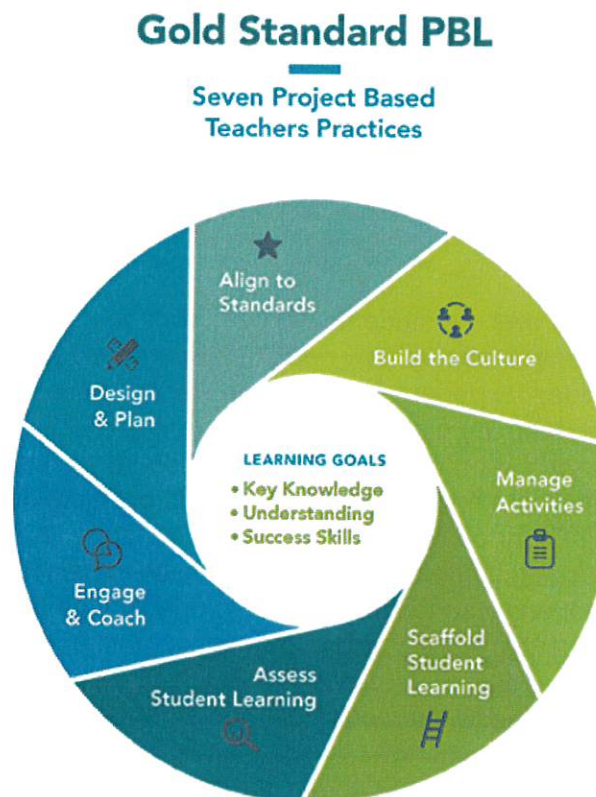
Academics

Teaching Methodology

We have found in Ipswich Secondary schools that in an educational environment traditionally driven by standardized testing, it is critical that we continue to support opportunities for authentic

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learning. This authentic learning is necessitated upon a teaching methodology that balances foundational knowledge with student voice, choice and academic depth of knowledge. We know that students who are engaged in their learning -- especially through transdisciplinary, standards-based instruction -- perform at high levels on important measures of student learning. As such, we seek to build an instructional pathway that supports hands-on, collaborative work grounded in 21st Century college and career connections. In this way, we work to provide students with the opportunity to connect with their peers as they work together to solve authentic problems that will make a real impact in students' community and world. In all, we are compelled to seek ways to constantly increase the deeper learning and student engagement in all our secondary classrooms. The following chart from PBLWorks shows the balance of teaching practice elements we seek to provide for our secondary students.



Secondary educators regularly meet in vertical and horizontal teams to investigate problems of practice, align and give feedback to curriculum and look at data and student work together. This collaboration happens in both school and secondary-wide groups. Through these collaborations, our faculty are supported in building and implementing curriculum that is transdisciplinary, project-based, inclusive and rigorous.

Assessment of Student Progress

Ipswich Public Schools uses a district-wide “Understanding by Design” curriculum writing template that incorporates common assessment and benchmark measures in order to chart and support students’ learning growth. All curriculum is grounded in the Massachusetts State Frameworks and Standards. Students are assessed formatively throughout their course of study so that educators may check in with their students’ learning in order to best differentiate and personalize curriculum for students. Frequently using formative assessments supports students in being able to reflect on their own learning growth and set next steps. Students are assessed summatively at the end of a unit or course of study so that they are able to apply their learning and demonstrate competency. Throughout, educators utilize a wide variety of student progress assessment measures in order to scaffold student learning growth, reflection, mastery and ownership of learning. Student progress is regularly reported to parents/guardians.

Technology Integration

Technology has changed the way our students will live, work, and interact and is continuing to evolve at an accelerated pace. Students now need to be equipped with a unique skillset to prepare for the post-secondary experiences and careers of the future. When integrating technology we must design learning experiences that promote creativity, critical thinking, collaboration, evaluation and responsible use. As consumers of technology, students need to be provided the opportunities to effectively locate, use, and evaluate digital resources. We also must weave experiences into our core curriculum where our students are active users of technology, creating products and communicating with digital tools. Having the knowledge, skills and dispositions to not only use technology but to enable it as a creation tool to solve complex problems is an essential literacy skill our students must now graduate with. We will discover that the essential learning outcomes of the DLCS Standards are woven throughout all post-secondary opportunities and careers our students will encounter.

Ipswich Public Schools continues to invest in and integrate updated technology systems. IPS has dedicated funds and time into technology updating and integration, the goal of which is to bring cutting-edge technology to every classroom in the district. In 2014 the district embarked on a comprehensive technology improvement plan which transformed the school’s technology services. This plan included six core areas of technology, all needing improvement: infrastructure, account and file management, information services, technology support, applications and user equipment. Additionally, the district sought to effectively increase the professional development for classroom integrated technology.

Investment and integration of technology has evolved to include providing teachers and students with modern, functioning hardware and software to harness the power of 21st Century tools and to provide students with a 21st Century curriculum. The development and integration of school-based Technology Specialist teacher leader roles, facilitated by the district's Digital Learning Specialist, serves as an avenue for teachers to gain support in integrating digital tools. Currently, a new Technology Plan (2020-2023) is being developed to evaluate and guide us in all aspects of our technology department: infrastructure, budgeting, curriculum, resources, staffing, and professional development. This plan is using the MA DESE technology planning benchmarks as a framework and will be shared in June of 2020.

English Language Arts/Literacy

The 2017 Massachusetts English Language Arts and Literacy standards include four strands of literacy development: Reading, Writing, Speaking and Listening, and Language. Literacy development occurs both in the English Language Arts classroom and throughout students' other courses throughout the school day.

The grades 6-12 English department seeks to create lifelong readers and writers who appreciate the joy, power, and art of the English language. The program builds a strong foundation of literacy by providing students with authentic opportunities to read critically and write skillfully for a variety of purposes and audiences. Students are expected to independently read a progression of increasingly complex texts from a variety of genres during their years of required English courses. Throughout, students are provided with opportunities to develop the joy and appreciation of reading for pleasure and writing as an art and craft.

Through both teacher-directed and student-centered instructional strategies -- including Socratic seminars, literature circles, close reading, modeling, project-based learning, and conferencing -- the department strives to create empathetic young adults who collaborate well as team members and write with distinct and confident voices. Teachers will empower students to reflect upon and assess their own continuous growth through formative and summative assessment strategies. Our graduates will be able to participate respectfully and articulately in public discourse as they evaluate, analyze, and create arguments that contribute to their communities in a positive way.

Mathematics

The secondary Mathematics pathway at Ipswich Middle and High Schools seeks to develop students with "persistence, conceptual understanding, and procedural fluency; [as] they develop the ability to reason, prove, justify, and communicate. They build a strong foundation for applying these understandings and skills to solve real world problems" (DESE Mathematical Frameworks 2017). The Mathematics program supports students in modeling with mathematics and making sense of complex problems as they persevere in solving them. Students use words, numbers, logical reasoning and estimation to construct viable arguments and critique the reasoning of others. Throughout, the secondary Mathematics program supports students in

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using appropriate tools strategically, attending to precision and looking for and making use of structure. Secondary Math courses also utilize a high level of writing in order to develop students' mathematical thinking and problem-solving skills.

Mathematics Teaching Practices
Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.
Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.
Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

*From the
NCTM
"Principles to
Actions"*

The Ipswich Secondary Mathematics departments embrace the Mathematics Teaching Practices outlined by the NCTM (see chart above), using a variety of instructional methods in order to support students in rich mathematical learning. These methods may include direct instruction, modeling, Project Based Learning, STEAM (Science, Technology, Engineering, Arts and Math), frequent formative assessments, peer feedback, group discussion, interactive notebooks, and estimation. Students develop mathematical thinking through real-world application, such as through Hour of Code and other programming activities, hands-on collaboration, exploration and analysis of problem-solving strategies and interdisciplinary lessons grounded in problem-based learning.

Science & Technology Engineering

According to the 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework, "By the end of grade 12, *all* students must have an appreciation for the wonder of science, possess sufficient knowledge of science and engineering to engage in public discussions on related issues, and be careful consumers of scientific and technological information and products in their everyday lives." As such, the Ipswich Public Schools Secondary STE program fosters scientifically and technologically literate citizens who support claims with evidence, persevere through the scientific process, practice the precision needed in lab research, and apply the knowledge and understanding of both STE content and skills in authentic ways. Students in Science, Technology and Engineering are problem solvers, effective communicators, curious, self-directed, and independent in their thinking, learning and problem solving.

Ipswich Public Schools supports a STEAM (Science, Technology, Engineering, Arts and Math) transdisciplinary program that engages students with a sense of wonder about our ever-changing world through questioning, collaboration and innovative problem-solving. In this way, Ipswich Public School Secondary students frequently conduct scientific inquiry and apply findings across disciplines and they work with others efficiently to solve scientific/technological problems.

STE educators provide the rigor, problem solving skills and lab opportunities needed to prepare secondary students for civic participation, post-high school careers and/or college-level science courses. As stated in the STE Framework, "Knowledge is not enough; students need to be able to act on that knowledge." The Ipswich Public Schools Secondary STE program seeks to not only provide students with scientific knowledge, but to provide students with opportunities to apply that knowledge to complex, real-world problems.

History & Social Sciences

As stated in the 2018 Massachusetts Curriculum Frameworks for History and Social Studies, all students "will be educated in the history of the Commonwealth, the United States, and the world. They will be prepared to make informed civic choices and assume their responsibility for strengthening equality, justice, and liberty in and beyond the United States." Ipswich Secondary History and Social Science teachers want to empower each student with the knowledge and skills necessary to be a thoughtful and engaged citizen who thinks critically and independently. For example, the History/Social Studies department will focus its teaching and learning so that students understand how geography influences human settlements and cultures; the history of the origins, growth, and struggles of democratic societies on earth; how the economic, social, cultural, religious, and international conditions have helped to shape democratic practices, researching key issues that impact the community. Ipswich Public School Secondary schools feature a revitalized curriculum that emphasizes civic engagement and student-led projects that lead to a great understanding of the functions of our government, the dynamic nature of the Constitution as a living document, and the ways for citizens to participate actively in our democracy at all levels of government.

In pursuit of these objectives, students actively participate in learning activities that require them to write persuasively using evidence. Students will closely read primary and secondary sources of information in order to make effective and coherent arguments. Through the use of evidence and primary sources, students will learn to discuss diverse opinions and perspectives respectfully, using facts and sound reasoning to support their positions. By synthesizing information gleaned from reliable sources, Ipswich Public Secondary School students will learn and appreciate the history of their town, state, country and world.

World Languages

The Ipswich Public School's Secondary World Language program is committed to creating programs of study that encourage students to find their voice and to gain communicative confidence in their language of study to effectively communicate in another language, both in speaking and writing. The program, beginning at the middle school, focuses on the appreciation of other cultures and perspectives as globally responsible and aware citizens. The goal is for students to use the district's Successful Habits of Mind to become resilient adaptors to real-world challenges and situations. Students will develop the confidence to extend their knowledge of language and culture beyond the classroom into the local or broader community. Various opportunities for cross-cultural experiences are available through authentic exchanges and travel or like collaboration.

In order to achieve these learning experiences, the World Language staff has created simulated immersion classrooms where students communicate in the target language and use authentic materials, prompts, technology, and resources. Moreover, students are offered many opportunities to apply their growing language skills in their everyday lives through the in-depth study of a variety of thematic units. Students are expected to attain at least an intermediate level of proficiency per the ACTFL (American Council on the Teaching of Foreign Languages) guidelines upon completing a four year sequence of study. The current pilot program allows for the expansion of World Language offerings at the early elementary grade levels. This could potentially allow us to build upon our model of language learning and expand the secondary program.

Music

Ipswich Public Schools prides itself on a deep and valued practice of engaging students in music education. The 2019 Massachusetts Arts Frameworks delineate the Standards of Artistic Practice, specifically "the development of artistic ideas to create original work aligned to the artist's intent, present or perform artistic works to others, respond to the structure and context of artistic works, and to make connections about the impact of the arts on oneself, history, and culture." Ipswich Public Secondary Schools develop a life-long music appreciation in students as performers, consumers, audience members and patrons of the arts. The program strives to support musicians who find joy in music-making that includes the creative, spiritual, emotional and personal expression of all involved. Students develop performance and presentation skills

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while practicing leadership, initiative and organizational abilities. To best accomplish this, students develop the skills needed to be able to effectively collaborate with musicians in similar and different communities, while also practicing the art of self-management and persistence in order to accomplish difficult tasks. This value continues throughout the secondary schools with all students in the middle school taking a trimester of music coursework, in addition to music ensembles. At the high school level, Music instruction becomes more personalized, with students being able to participate in a wide variety of ensembles and courses. Students of all abilities and learning styles are welcome and encouraged to participate, and can be successful in Ipswich Secondary Schools' musical offerings.

Secondary music educators draw from a toolbox of instructional techniques in order to guide young musicians. These techniques include individual and group/ensemble instruction, varied performance opportunities, performance-based assessments, self-evaluation and assessment, guided listening activities and authentic performance experiences. Secondary Music educators provide students with the historical and cultural contexts of music in order to build understanding of artistic intent. As such, secondary educators provide musicians with a nuanced and appropriate repertoire built on interdisciplinary connections and collaborations. Secondary students are encouraged and allowed to create their own music and performance opportunities to best learn the multi-facets of artistic literacy.

Visual and Media Arts

A rich, deep and engaging Visual Arts program of study continues to be a strength of the Ipswich Public Schools. Guided by the 2019 Massachusetts Curriculum Frameworks for the Arts, students in the Ipswich Secondary Visual Arts program create art with artistic intent; present artistic works to evoke, express or communicate, respond to art through intellect and emotion, and connect the arts to the self, society, history, culture and other disciplines. Students in the Visual Arts programs are encouraged to envision, explore, and stretch beyond their capabilities to playfully problem-solve and learn from mistakes. Students of the Secondary Visual Arts will observe, reflect, question, discuss, document, and critique their own working processes and products. Students will reflect on questions related to the larger world and culture in which they live, expressing and interpreting visual communications. Such students become informed consumers and contributors to the wider local and global community.

Whether through Media Arts such as web design and photography or Visual Arts such as painting, ceramics and printmaking, the Visual Arts program supports students in expression and exploration through visual representation and interpretation. Visual Arts teachers draw from a variety of instructional techniques in order to best support students' artistic learning, including Design Thinking Strategies; Visual Thinking Strategies; critiques; portfolio development; artist statement preparation; peer review; reflections and exhibitions. Visual Art also plays an important role in the district's STEAM (Science, Technology, Engineering, Arts

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and Mathematics) program, which guides students to use a variety of means of expression and entry points in order to address complex, real-world problems. In this way, IPS Secondary students may employ the important skills and knowledge from their classes in a wide array of coursework, (career) pathways and professional standard practices.

Digital Literacy & Computer Science

Ipswich Public Schools has embraced the understanding that Digital Literacy and Computer Science are key components and essential skills in preparing students for college and career readiness in the 21st Century. Technology has changed the way our students will live, work, and interact and is continuing to evolve at an accelerated pace. Students now need to be equipped with a unique skillset to prepare for the jobs of the future. They must graduate with the ability to collaborate, think creatively and critically, communicate effectively, reflect on their own learning and problem solve. Students must have meaningful learning experiences with technology that allow them to design and share information with greater global communities.

In 2016 Massachusetts DESE released the new Digital Literacy and Computer Science curriculum standards “to prepare students for personal and civic efficacy in the twenty-first century and to prepare and inspire a much larger and more diverse number of students to pursue innovative and creative careers of the future. The abilities to effectively use and create technology to solve complex problems are the new and essential literacy skills of the twenty-first century” (DLCS Framework). Integrating DLCS standards should not be seen as “stand-alone” subject area curriculum work. Future curriculum work will more seamlessly integrate digital learning standards across students’ coursework.

During the 2019-20 school year the Ipswich Middle School received a Massachusetts Digital Literacy Now Grant. This grant funding allowed us to assemble a team of educators to develop a DLCS Implementation Plan using the SCRIPT planning process. During this planning process we chose code.org to use as our curriculum as well as purchase the hard goods materials necessary. We also began to draft a plan as to how computer science would be embedded into science, math, technology engineering and library media classes. The grant also allowed us to offer a weeklong training in the code.org curriculum to eleven middle school teachers. Our goal for the 20-21 school year is for them to begin to write and embed some lessons into existing curriculum units. The IMS Computer Science curriculum will be aligned to the IHS Computer Science curriculum and Pathways in the goal of ensuring equity and opening up opportunities for students.

College & Career Planning Education

The Ipswich Public Secondary Schools support students in developing the interests, passions and questions needed to guide and form potential college and career choices. At the middle school level, this often looks like crafting curriculum and opportunities that allow students to learn more about the world and their roles as thinkers, creators, innovators and problem-solvers within it. It is a goal to have students leave their middle school years with clearer ideas around what issues and topics they are passionate about, as well as to have some of the building blocks of content needed to start developing creative solutions to those issues. As such, college and career planning at the middle school level involves exposing students to the many different career paths available to them and the skills, coursework and Habits of Mind needed to bridge to those career paths.

Understanding that all students will enter a career whether they attend college or not, Ipswich High School provides all students with career planning opportunities beginning in the 9th grade. Students create accounts in Naviance, a web-based database and counseling resource, enabling them to take career inventories, develop and use appropriate search criteria for higher education programs, and manage their college application process. The high school continues to work with local industries to identify high-need work opportunities in the area with the goal of matching students with careers that will pay a livable wage in the North Shore. To ensure that students have a keen awareness of the colleges and universities that match their qualifications and interests, IHS organizes college fairs and visits from admissions officers. The school has also offered summer programming around the college application process that has received positive feedback from students and parents both.

Library/Media

The Library Media Center is the hub of secondary learning environment, where students from grades six through twelve often gather around a shared project, curl up with the latest fiction, stop by to pet a therapy dog, collaborate on a green screen project, or take a class on research skills and digital literacy research sources. Responding to an increasingly more digital world, the Library/Media Center has transformed into an access point for information. The American Association of School Library Standards (AASL) provides the framework for skills taught through our Library Media program. This framework recommends that a school library, “provides all members of the school community access to information and technology, connecting learning to real-world events.” The Ipswich Public School Library Media Specialist regularly works with faculty and students to curate a collection of literature and digital resources that address local interests while enhancing a culture of reading, collaborating and deep thinking. By providing access to these intellectual materials, the Ipswich Secondary Library Media Center plays an integral role in ensuring equitable access for all students.

Physical Education & Comprehensive Health

Physical Education is an integral part of the total educational experience which creates the whole child. Utilizing the Successful Habits of Mind, the focus of Physical Education at the secondary level is to offer a variety of learning experiences through structured, sequential activities which are designed to improve the physical, social and cognitive needs of adolescents. We utilize a fitness based and skills development experience to foster positive attitudes toward lifelong fitness and sportsmanship. We promote the importance of a safe, organized environment where students can feel comfortable participating in physical activity. We believe students should be successful regardless of starting fitness or skill level and encourage them to show progress developmentally as they progress through our program. Within a supportive environment we encourage them to step out of their comfort zone to experience challenge and personal success, all the while improving self-confidence and learning valuable life skills.

Secondary Health and Wellness programs are designed to provide students with the skills and health literacy necessary for proper and informed decision making throughout the various developmental stages of their life. Utilizing the Successful Habits of Mind, students learn the essentials of physical, mental/emotional and social health (also known as the "Health Triangle"). The central focus of Wellness (or total health) is promoted within each of our units utilizing the Health Triangle as the common connector. Secondary Health and Wellness courses focus on developing the knowledge, attitudes, and appreciation necessary to meet the present health needs of youth and society. The exploration and development of these concepts creates a pathway that is essential as students strive to achieve wellness and develop optimal health habits throughout their lifetime. Secondary health classes stress responsible decision making, cooperation, communication, prevention, refusal skills and self-management as means for developing these necessary life skills.

Extra Curricular

Ipswich has built an educational community that understands life-long learning is more than just academics. Students learn enduring life lessons beyond the walls of the classroom, and the Ipswich Public Secondary Schools strive to create both academic and extra-curricular opportunities for all students to participate after the dismissal bell rings. To achieve this goal, both the middle and high school have robust after school programs for students to explore their passions and their interests. In addition to the typical performing arts and athletic choices, a wide variety of unique interest-based clubs and activities run throughout the school year. All told, many opportunities exist for budding thespians, scientists, engineers and sustainability leaders, to name a few, to grow their interests beyond traditional school hours. Extra curricular opportunities continue to develop and expand as guided by students' interests.

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Specialized Learning/Special Education/Therapies/Tiered Levels of Instruction

Ipswich Public Secondary Schools provide special education services for eligible students who require specially designed instruction in order to make effective progress. The goal is to meet the academic, social-emotional and physical needs of each student in the least restrictive environment. Both schools believe in the inclusion model, while also providing a range of services, from full and partial inclusion, as well as substantially-separate settings or partial inclusion, as indicated as the least restrictive learning environment for a student. Both secondary schools utilize an effective co-teaching model that allows students with special needs to access a rigorous general education curriculum in a classroom with a general and special educator, which provides specially designed instruction in a least restrictive environment. For students with disabilities needing more individualized instruction, the SAIL classroom at the middle school and the Students Achieving Independent Living (SAIL) and Young Adult Career/Community Home management Training (YACHT) programs at the high school provide highly supportive instruction to learn within the school community. The creative use of technology, classroom furniture, and structures have transformed traditional classrooms into flexible, responsive learning environments for all students.

The Ipswich Public Secondary Schools understand that partnerships with our families make our programs stronger. Parents are included as active members of the team when making decisions about best practices and programs for students. The goal is to provide ongoing, consistent, and clear communication about the student's progress.

We employ a highly-trained special education staff and have provided professional development opportunities to general educators in differentiation strategies. Staff members at both schools adhere to the Response to Intervention Model, which is "a multi-tier approach to the early identification and support of students with learning and behavior needs" (RTI Action Network). Through the use of data and Child Study Teams, educators identify students who may need additional support to access the curriculum and to make progress with general education learning objectives. Each secondary school has a standing team, made up of school administrators, school counselors, adjustment counselors, school nurse, and other support staff, who meet weekly to follow up on existing cases and introduce new students who need additional supports and interventions. Instructional staff members consult with members of the student support teams to receive updates, implement accommodations, and refer students.

The Ipswich District Curriculum Accommodation Plan (DCAP) is intended to guide principals and teachers in ensuring that all possible efforts are made to meet student needs in general education classrooms and support teachers in analyzing and accommodating the wide range

of student learning styles and needs that exist. The DCAP describes accommodations and instructional supports and strategies that are available in general education.

English Language Education

The Ipswich Public School District is committed to providing English Learners (EL) the opportunity to become proficient in English through complete access to curriculum, co-curricular activities and interscholastic sports. To that end, the English Learner Education (ELE) program ensures students are screened and assessed carefully, instructed appropriately, and monitored diligently. General Laws c. 71A, §2(d) defines "English Learner" as "a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary class work in English." EL students enter the district at various stages of proficiency in oral language and literacy development. The development of essential skills in listening, speaking, reading, and writing in English may be required. In order to attain these skills, English Learners will participate in a Sheltered English Immersion (SEI) program which consists of Sheltered Content Instruction and English as a Second Language instruction in accordance with state and federal laws. SEI addresses concepts and skills required in the curriculum as well as assisting students with language development and acquisition. Massachusetts is part of the World-Class Instruction Design and Assessment (WIDA) consortium and has adopted the WIDA curriculum standards.

The goal of the SEI program in Ipswich is to teach English Language Learners (ELs) to use English to demonstrate academic achievement in all content areas. Under state and federal law, English language learners must be taught to the same academic standards and be provided the same opportunities to master such standards as other students. More information may be found in the [Ipswich Public Schools EL Services Manual](#).

All Ipswich High School students, whether or not English is their first language, are eligible to earn a Seal of Biliteracy on their diploma. The Seal of Biliteracy recognizes the importance of being bilingual in an increasingly global society.

School Counseling/Mental Health and Wellness

Ipswich Middle and High Schools offer comprehensive school counseling, mental health and wellness programs in order to provide students with a well-rounded, supportive education. These services provide students with post-secondary preparation and the skills of self-advocacy, independence, resilience, emotional intelligence, self-care and balance, goal setting and integrity. This is done in both individual and group counseling formats.

The secondary team of school counselors and nurses work collaboratively to provide students with the support for both mental and physical well being. The group coordinates to implement state mandated screenings such as vision and hearing, postural, SBIRT (Screening, Brief Intervention and Referral to Treatment), and the Youth at Risk Survey.

The Ipswich Public Schools Secondary Guidance Departments engage, inform and coordinate guidance resources and supports for the whole family. Recognizing the difficulty and complexity of modern parenting, information sessions are made available for parents/guardians and students on topics ranging from college financing to social-emotional health. School counselors offer in-class seminars such as Transition and Growth (TAG) (Grade 6); Social/Emotional Workshops (Grades 7 and 8); and Freshman and Sophomore as well as Junior and Senior Seminars (Post-secondary planning). An Academic Support Class is available for students needing this scaffolding.

The Ipswich Middle and High School counseling departments also offer additional services for students, including extracurriculars to empower female students such as Girls on the Run and RAD (Rape Aggression Defense) classes, as well as mindfulness opportunities and attendance remediation. Counselors coordinate 504 Accommodation Plans and participate in both Individualized Education Plan (IEP) and Response to Intervention (RTI) meetings.

Summary

The Ipswich Public Secondary Schools provide students with mindfully-aligned pathways, creative enterprises, critical thinking journeys and, throughout, real-world applications of learning. Through building standards-based curriculum and assessment measures, educators create innovative learning environments and guide students' progress and goals. Students in turn become partners in this coursework, applying content in order to navigate real-world dilemmas as they build towards a development of college and career.

In the future, we seek to continue to build alignment and pathways, both in a cohesive secondary (middle to high school) program and also for students to follow more personalized curriculums. For example, we seek to focus on the 8th-to-9th grade transition in order to best support all our learners in this success. By building a coaching model and using digital portfolios to archive students' work, we seek stronger integration of our Successful Habits of Mind, with aligned assessment methods and regular student metacognition on their growth in these 21st Century skills. Expanded community and business partnerships, as well as advanced coursework and a Capstone program where students regularly share their learning to the wider Ipswich community would encourage further growth and connections for students and their learning. Furthermore, launching an innovative Computer Science pathway program would provide students with the foundational computer science literacy needed to learn new approaches to creativity, critical thinking and problem solving. Using digital literacy as a tool for

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learning and creating across multiple disciplines will foster skills in Ipswich Public School students to become active participants and problem-solvers in a world where technology plays an undeniable role.

Educators at both Ipswich Middle and High Schools recognize the vital role they have in creating citizens who will lead future community, national, and perhaps world-wide endeavors. With this important work in mind, the Ipswich Public Schools strives to keep core values and the Successful Habits of Mind in the forefront of educational decisions. The goal is to continuously look to the future to inform the creation of dynamic and responsive educational opportunities that address the unique needs of students and the Ipswich community.

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.

From: **Kair Tucker** <KTucker@nesdec.org>

Date: Tue, Nov 3, 2020 at 2:20 PM

Subject: Ipswich, MA: 2020-21 Enrollment Projection Report from NESDEC

To: jdepue@ipsk12.net <jdepue@ipsk12.net>, Brian Blake <bblake@ipsk12.net>

To Whom it May Concern,

Attached you will find your enrollment projection report for 2020/2021.

Below is a note from, Karen LeDuc.

The global pandemic continues to affect our nation's public health; however, we are in the earliest stages of the pandemic economy and it is far too early to identify economic trends. For example, some towns in Vermont, Maine and western Massachusetts are experiencing record single-family home sales with rapidly rising median sale prices at the same time important industries affecting hospitality and tourism are operating at a small fraction of their recent pace. What we do know is that the effects of the 2008 recession upon school enrollments differed significantly from one District to another. Some Districts declined in enrollment for a year or two, then experienced new families moving in. Others took up to a decade to recover.

Projections are generally more reliable when they are closest in time to the current year. Projections six to ten years out may serve as a guide to future enrollments.

In light of this, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates.

The grades K-12 NESDEC projection for the fall of 2020 fell within -62 students (1,560 projected vs. 1,498 enrolled). The District enrolled -28 fewer Kindergarteners than was projected (121 projected vs. 93 enrolled) NESDEC assumes the Kindergarten district-reported enrollment numbers are close to accurate based on current trends. Going forward, we adjusted the ratio to include a 2-4 year average. This variance may have been influenced in particular by family's reaction to COVID 19. In light of this, it may be beneficial for the district to take part in the second semester update of NESDEC enrollment projections (at no cost to the district), when more information is known. Important to monitor is the increased number of homeschooled students, +19 students over 2019. Over the next ten years, K-12 enrollments are projected to decline by an average of -16 students.



Ipswich Public Schools
Ipswich, MA

2020 - 2021 Enrollment Projection Report



School District: Ipswich, MA 11/2/2020

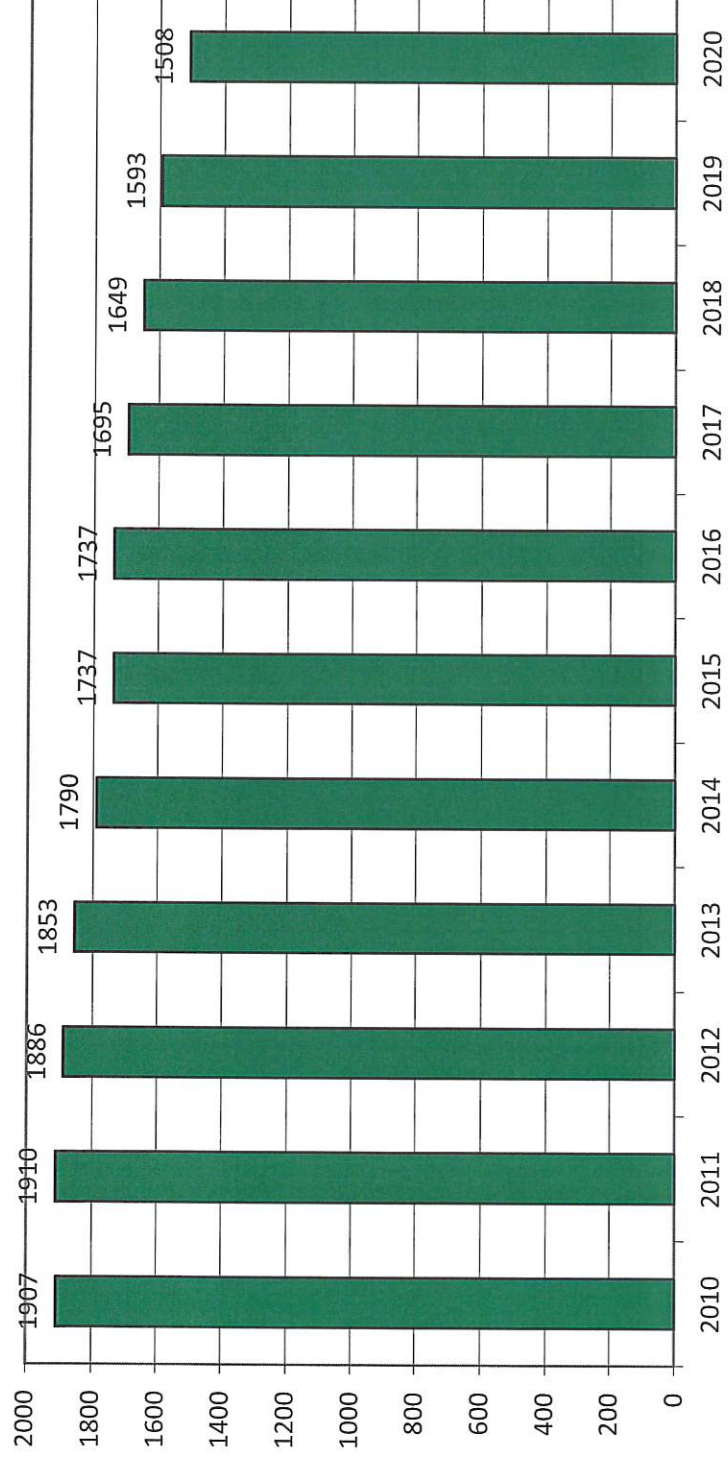
Historical Enrollment By Grade																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2005	136	2010-11	39	121	152	158	145	132	142	170	138	160	154	141	148	144	2	1907	1946
2006	122	2011-12	52	138	131	150	166	148	131	138	177	140	145	154	139	147	6	1910	1962
2007	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%

NESDEC 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	PK-12
2015	98	2020-21	27	93	93	103	108	128	112	118	113	121	131	126	120	132	10	1508
2016	88	2021-22	34	108	92	92	99	114	125	107	115	112	110	129	120	114	10	1447
2017	111	2022-23	35	137	107	91	89	105	111	120	104	114	101	109	123	114	10	1435
2018	82	(prov.) 2023-24	36	101	136	105	88	94	103	106	117	103	103	100	104	117	10	1387
2019	101	(prov.) 2024-25	37	124	100	134	101	93	92	98	103	116	93	102	95	99	10	1360
2020	96	(est.) 2025-26	38	118	123	99	129	107	91	88	95	102	105	92	97	90	10	1346
2021	96	(est.) 2026-27	39	118	117	121	96	137	104	87	86	94	92	104	88	92	10	1346
2022	97	(est.) 2027-28	40	119	117	115	117	102	134	99	85	85	85	91	99	84	10	1342
2023	94	(est.) 2028-29	41	116	118	115	111	124	100	128	96	84	77	84	87	94	10	1344
2024	97	(est.) 2029-30	42	119	115	116	111	118	121	96	125	95	76	76	80	83	10	1341
2025	96	(est.) 2030-31	43	118	118	113	112	118	115	116	93	123	86	75	72	76	10	1345

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

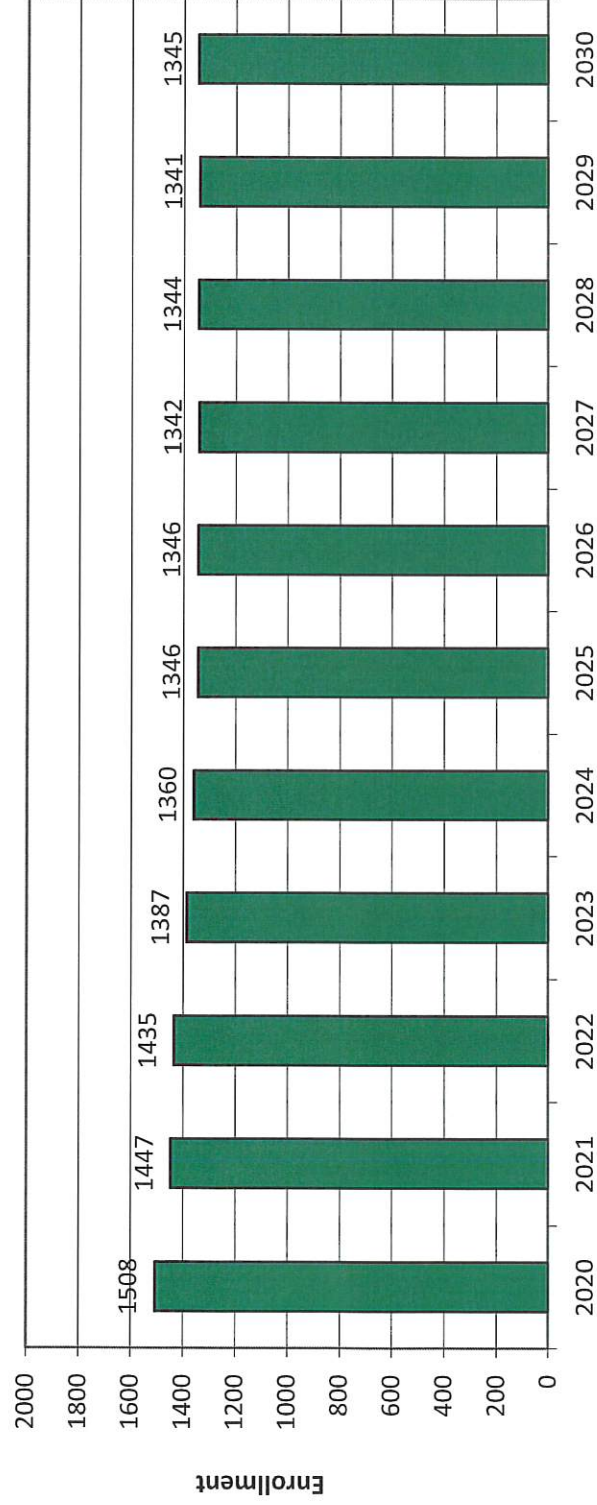
Projected Enrollment in Grade Combinations*												
Year	PK-5	K-5	K-6	K-8	5-8	6-8	7-8	7-12	9-12			
2020-21	664	637	755	989	464	352	234	743	509			
2021-22	664	630	737	964	459	334	227	700	473			
2022-23	675	640	760	978	449	338	218	665	447			
2023-24	663	627	733	953	429	326	220	644	424			
2024-25	681	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.

NESDEC
Ipswich, MA Projected Enrollment

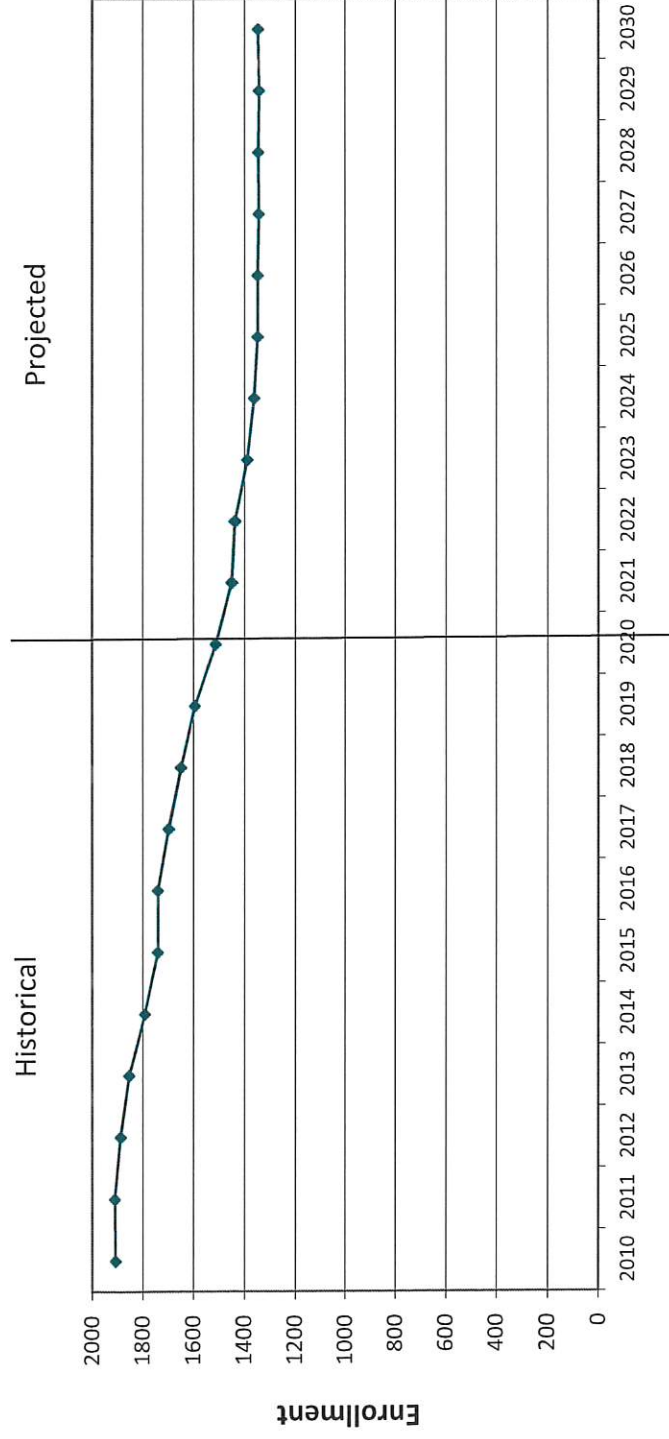
K-12 To 2030 Based On Data Through School Year 2020-21



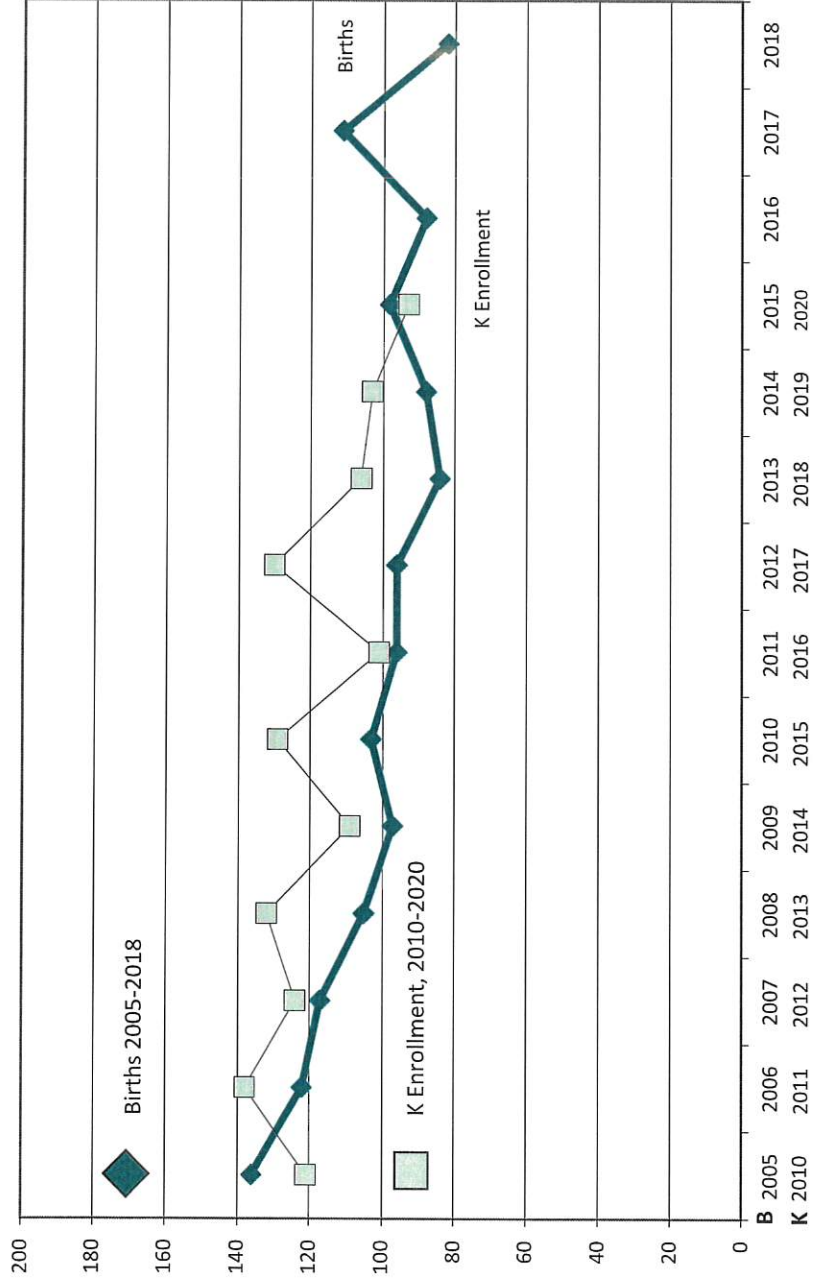


Ipswich, MA Historical & Projected Enrollment

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

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

REVIEWED: November 2020

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

REVIEWED: November 2020

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

REVIEWED: November 2020

THE PEOPLE AND THEIR SCHOOL DISTRICT

The School Committee has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for the education of the community's youth. It also has an obligation to determine and assess citizens' desires. When citizens elect delegates to represent them in the conduct of public education, their representatives have the authority to exercise their best judgment in determining policies, making decisions, and approving procedures for carrying out the responsibility.

The School Committee therefore affirms and declares its intent to:

1. Maintain two-way communication with citizens of the community. The public will be kept informed of the progress and problems of the school system, and citizens will be urged to bring their aspirations and feelings about their public schools to the attention of this body, which they have chosen to represent them in the management of public education.
2. Establish policies and make decisions on the basis of declared educational philosophy and goals. All decisions made by this Committee will be made with priority given to the purposes set forth, most crucial of which is the optimal learning of the children enrolled in our schools.
3. Act as a truly representative body for members of the community in matters involving public education. The Committee recognizes that ultimate responsibility for public education rests with the state, but individual School Committees have been assigned specific authority through state law. The Committee will not relinquish any of this authority since it believes that decision-making control over the children's learning should be in the hands of local citizens as much as possible.

SOURCE: MASC

ADOPTED: November 30, 2017

REVIEWED: November 2020

NONDISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, linguistic and ethnic minorities, age, military or veteran status, genetic information, marital status, **pregnancy and pregnancy-related conditions** or disability and any other protected class under state and federal law. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, linguistic and ethnic minorities, age, military or veteran status, genetic information, marital status, **pregnancy and pregnancy-related conditions** or disability and any other protected class under state and federal law, their complaint should be registered with the Title IX compliance officer.

SOURCE: MASC

LEGAL REFS.: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5; Amended 2011

M.G.L.76:16

BESE regulations 603CMR 26.00 Amended 2012

BESE regulations 603CMR 28.00

CROSS REFS.: ACA- ACE, Subcategories for Nondiscrimination

GBA, Equal Employment Opportunity

JB, Equal Educational Opportunities

UPDATED: June 2012

REVISED: October 2017

ADOPTED: November 16, 2017

REVISED: November 2020

**NONDISCRIMINATION ON THE BASIS OF SEX, GENDER, GENDER IDENTITY AND
SEXUAL ORIENTATION**

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school system does not and will not discriminate on the basis of sex in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, gender, gender identity, and sexual orientation, to all of its students and employees.

The Committee will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer which will be located in both the Student and Parent Handbooks.

LEGAL REFS.: Title IX of the Education Amendments of 1972
45 CFR, Part 86, (Federal Register, 6/4/75)
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE 603 CMR 26:00

CROSS REF.: AC, Nondiscrimination

SOURCE: MASC
UPDATED: June 2012
REVISED: November 14, 2017
ADOPTED: November 30, 2017
REVIEWED: November 2020

SEXUAL HARASSMENT

All persons associated with the Ipswich Public Schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting, as a member of the school community, will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Ipswich School Committee takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment: Creating a culture of discomfort; a climate accepting comments of sexual nature and innuendos; unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

The Grievance Officer:

1 Lord Square, Ipswich, MA 01938

The committee will annually appoint a sexual harassment grievance officer who will be vested with the authority and responsibility of processing all sexual harassment complaints in accordance with the procedure set out below:

File: ACAB Complaint Procedure:

1. Any member of the school community who believes that he/she has been subjected to sexual harassment will report the incident (s) to the grievance officer. All complaints shall be investigated promptly and resolved as soon as possible.
2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
 - The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.
 - The grievance officer will then attempt to meet with the charged party in order to obtain his/her response to the complaint.
 - The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.
 - On the basis of the grievance officer's perception of the situation he/she may:
 - Attempt to resolve the matter informally through reconciliation.
 - Report the incident and transfer the record to the Superintendent or his/her designee, and so notify the parties by certified mail.
3. After reviewing the record made by the grievance officer, the Superintendent may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct.
4. The grievance officer, upon request, will provide the charging party with government agencies that handle sexual harassment matters.

LEGAL REFS.:

Title VII, Section 703, Civil Rights Act of 1964 as amended 45

Federal Regulation 74676 issued by EEO Commission
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)
Board of Education 603 CMR 26:00

SOURCE: MASC

REVISED: November 14, 2017

ADOPTED: November 30, 2017

REVIEWED November 2020

NONDISCRIMINATION ON THE BASIS OF DISABILITY

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability **as defined by Title II of the ADA** who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The District is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or

activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the District shall be made File: ACE

by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. A written statement of the reasons for reaching that conclusion shall accompany the decision.

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

- Discrimination against a qualified disabled person solely on the basis of disability is unfair; and
- To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of disability

LEGAL REFS.: Rehabilitation Act of 1973, Section 504, as amended
 Education for All Disabled Children Act of 1975
 M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)
 Title II, Americans with Disabilities Act of 1992, as amended
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
3/28/78

CROSS REFS.: [IGB](#), Support Services Programs

SOURCE: MASC July 2016
ADOPTED: November 30, 2017
REVISED November 2020

TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

SOURCE: MASC July 2016

LEGAL REF: M.G.L. [71:37H](#); [270:6](#)

CROSS REF: GBED: Tobacco Use of School Property by Staff Members Prohibited, JICH: Alcohol, Tobacco and Drug Use by Students Prohibited

ADOPTED: November 30, 2017

REVISED: November 2020

BACKGROUND CHECKS

It shall be the policy of the school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, will obtain a state and national fingerprint criminal background check for any volunteer, coach, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers, coaches and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available Criminal Offender Record Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

Requesting CHRI (Criminal History Record Information) checks

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes **only**:

Historical reference and/or comparison with future CHRI requests,
Dispute of the accuracy of the record
Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

File:

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

The name and date of birth of the employee or applicant;
The date on which the school employer received the national criminal history check results; and,
The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination.

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

The suitability determination was made within the last seven years; and

The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either

The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or

If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

- Provide the individual with a copy of his/her CHRI used in making the adverse decision;
- Provide the individual with a copy of this CHRI Policy;
- Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI; and
- Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,(9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional

basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever he/she solicits information from an individual concerning his/her history of criminal convictions.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

Subject Name;
Subject Date of Birth;
Date and Time of the dissemination;
Name of the individual to whom the information was provided;
Name of the agency for which the requestor works;
Contact information for the requestor; and The
specific reason for the request.

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

C.O.R.I. REQUIREMENTS

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly

provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, “Direct and unmonitored contact with children’ means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present. “ Contact” refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds.”

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, he/she may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L.6:167-178; 15D:7-8; 71:38R, 151B, 276:100A
P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)
42 U.S.C. § 16962
603 CMR 51.00
803 CMR 2.00
803 CMR 3.05 (Chapter 149 of the Acts of 2004)

[FBI Criminal Justice Information Services Security Policy](#)
[Procedure for correcting a criminal record](#)
[FAQ – Background Checks](#)

SOURCE: MASC October 2014

REVISED: October 2017

ADOPTED: November 30, 2017

REVIEWED: 2020

WELLNESS POLICY

A. Introduction

Ipswich Public Schools (IPS) is committed to providing a school environment that enhances learning and develops lifelong wellness practices. Driven by the district's core value to develop the whole child, and recognizing the relationship between student well-being and student achievement, this wellness policy has been developed by the district wellness committee in accordance with federal and state guidelines.

B. Wellness Committee

The mission of the Ipswich Public Schools wellness committee is threefold:

1. To provide a guideline for a "whole school/whole community/whole child" approach to physical, mental, social, and emotional health;
2. To foster an innovative learning environment that promotes the development of healthful knowledge and skills;
3. To maintain a supportive and health-literate climate for all students, teachers, staff, and community.

C. Health Education

IPS will implement a planned, sequential, pre-K to grade 12 curriculum that addresses the physical, mental, social, and emotional dimensions of health. This curriculum will be in alignment with the Mass Health Frameworks, the National Health Education Standards, and existing district policies. Standards for the pre-K to grade 12 curriculum will be aimed at increasing knowledge and reducing at-risk behaviors; these standards will address subjects including nutrition; sexuality; tobacco, alcohol, and other drug use; social and emotional development; and violence prevention.

D. Physical Activity

IPS will implement a planned, sequential, pre-K to grade 12 physical education curriculum that addresses the physical, social, emotional, and cognitive development of all students following the Mass Physical Education Frameworks and the National Physical Education Standards. This program will provide a variety of developmentally appropriate activities interwoven with sound standards, benchmarks, and assessments to focus on student learning. Opportunities will be provided for learning experiences in a variety of activity areas, including physical education, teams and sports clubs, recess in K-8, and co-curricular activities. Daily, directed physical movement will be promoted at all levels.

E. Nutrition

IPS will:

1. Provide reimbursable student meals that meet state and federal guidelines;
2. Offer a variety of nutritious, affordable, and appealing foods that accommodate the health and nutrition needs of all students;
3. Develop nutrition guidelines for all foods available on each school campus during the school day, with the objective of promoting student health and reducing childhood obesity;
4. Monitor foods available on all school campuses to assure adherence to these guidelines;
5. Make nutritional recommendations for foods served in school-related activities beyond the school day.

F. Guidance and Counseling

IPS will create a planned, sequential, pre-K to grade 12 guidance workshops and counseling services following the Massachusetts Model for Comprehensive School Counseling Programs of 2017. School counselors will promote social and emotional competencies that support lifelong wellness practices for students and the larger school community.

G. Health Services

IPS will provide preventative care and intervention strategies in accordance with Massachusetts School Health Services and Massachusetts Department of Public Health policies and guidelines as well as existing district policies.

H. Health Promotion and Professional Learning for Staff

IPS will identify and recommend informal opportunities and resources that support school staff as they model healthy wellness practices within the district.

I. Healthy School Environment

IPS will promote safe, healthy, well-maintained surroundings that support a culture of caring, respect, and responsibility.

J. Family & Community Involvement

IPS will make efforts to gather resources, define services, provide programs, and respond to the health needs of IPS students and families. In addition, the district may also support other broad-based groups that promote wellness within our community.

K. Policy Review and Revision

This policy will be reviewed by school administration every two years for compliance with state and federal law. Ongoing review and revision of wellness policies and procedures shall occur on an as-needed basis by the district wellness committee.

Legal References

Healthy, Hunger Free Kids Act of 2010

Section 204 7 CRF Parts 210 and 220

National School Lunch and School Breakfast Program

Richard B. Russell National School Lunch Act

Child Nutrition Act of 1996

Massachusetts General Laws:

c.71 s.3 (physical education)

c.69 s.1c (nutritional standards and food services in public
school) c 71 s. 2a (tobacco, student use)

c.71, 337h (tobacco, use on school grounds)

REVISED: MARCH 2020

REVIEWED: November 2020



Message from School Committee Chair, Chub Whitten

Our family had planned on making the trip to the far reaches of Beverly to celebrate Thanksgiving with our relatives. The pandemic has changed that, unfortunately. As a district we have been able to temper the effects of the coronavirus by adhering to strict protocols and so far, we have not had any in-school COVID transmissions. Masks and other measures are a major contributing factor to this. Unfortunately, as of last week, we have 26 active cases in Ipswich. We are experiencing the spike that has been predicted by our health experts.

Our school district messaging should be filled with curriculum advancements, student achievement updates, and arts events. Instead, you get to read about viral numbers and protective measures. A strict focus on staying healthy and keeping our students engaged is required right now.

Let's celebrate for a moment that we have just marked 10 weeks of learning in the Hybrid structure, we have had a very successful fall sports season for the teams that were able to run, and we all look forward to the next releases of our music programs on YouTube. These are our victories; we need to focus on the past methodologies to keep our schools open and students engaged.

Our collective efforts have been incredibly taxing on our students, parents, teachers, and staff. I remain concerned that we have a very thin teacher/staff bench. For example, many of our substitutes come from the ranks of retired teachers. Right now, because of their perceived high-risk category, they are unavailable to the District. While we have not yet had to shut a class down or a building, we must prepare for that occurrence.

The School Committee is thankful for the joint efforts of all involved. We need to remain vigilant, keep our circles as tight as possible, continue to be socially distant, and wear our masks. Celebrating the Thanksgiving holiday with all of those you love may bring the unwanted consequence of a COVID-19 spike (it happened in the two weeks following the Canadian Thanksgiving). We encourage those that welcome more people to their Thanksgiving table than those they have been with these long past months to join school remotely when we welcome our students back.

Thank you all for making this most unusual school year possible.

We remain grateful,
Chub Whitten, Chair, Ipswich School Committee

Updates: Return to Learn 2020

HOLIDAY GATHERINGS

With the Thanksgiving holiday coming up next week, please review the CDC's statement on [Holiday Celebrations](#). The district strongly encourages families to limit their travel and social interactions during the holidays so as not to jeopardize our ability to continue the hybrid schedule. In adherence to the state's [COVID-19 Travel Order](#), if students do travel out of state, they will need to participate in remote learning from home during the required quarantine period or produce a negative test before returning in-person.

COVID REMINDER

As we complete our 10th week of the hybrid schedule, we thank everyone who is doing their part to mitigate the spread of germs within the school. However, COVID-19 cases have doubled from 13 to 26 in the last week in Ipswich. Please read this [press release](#) from Town Manager Anthony Marino and Public Health Director Colleen Fermon. This alert reminds residents of Governor Baker's updated gatherings order and that masks are required in public at all times.

As a reminder, if your child is showing symptoms of COVID-19, the district's protocol states that symptomatic individuals should stay home and seek testing. Please remember to communicate with your school's front office and/or school nurse when your child is ill and cannot attend classes.

- Individuals with a negative COVID result may return to school when asymptomatic and cleared by the school nurse
- Individuals with a positive COVID result are contacted by a member of the Board of Health to complete contact tracing and isolation requirements.
- Individuals who do not get tested are required to stay home for 10 days following symptom onset.

FLU VACCINES

Also, please remember that per a [mandate](#) by state public health officials, all students in grades K-12 are required to be vaccinated for the flu before December 31st. Once your child is vaccinated, please send in a copy of the confirmation to your school nurse.

School Committee Goals for 2020-21

On an annual basis, the School Committee identifies core goal areas to focus on during a specific school year. On October 1, 2020, the following goals were unanimously adopted for 2020-21:

BUDGET

1. Develop strategy to manage COVID-related spending and savings and its effect on the district's FY21 annual and long-term budget. Complete by March 2021.
2. Monitor expenses to determine timing for the next operational override, presumed to be in Fiscal Year 2023, and develop strategy for override by May 2021.
3. Prepare budget analysis for next contract negotiations to provide guidance to the School Committee and contract negotiating subcommittee by December 1, 2020.

VISION 2030

Complete the Vision 2030 Plan by June 2021 including the following actions:

1. Complete the secondary education plan by December 2020
2. Conduct assessment of lessons learned under COVID response which should inform Vision 2030 and adjust plan accordingly, completing by February 2021
3. Integrate framework components and operationalize the plan by April 2021
4. Publish and distribute the plan by June 2021.

COMMUNICATIONS

Continue to provide access to timely information about Ipswich Public Schools for the community-at-large throughout the 2020-21 school year, to include five ongoing focus areas:

1. Newsletters: Publish a bimonthly School Committee newsletter and distribute to our school community and the community-at-large. Target publish dates: October, November, January, March, May, June.
2. Community Engagement Efforts: Foster increased community engagement throughout the school year, utilizing both remote and in-person connection opportunities, to include a budget presentation to the Rotary Club in February 2021 and a community forum in Spring 2021 to discuss elementary school(s) building project.
3. District Website: Keep the School Committee information on the District website up-to-date and comprehensive so that information can be easily found. Review School Committee pages and links to ensure that everything is up to date, including member bios and policy manual.
4. Social Media: Continue to broaden and increase communication outreach through social media channels. Establish Social Media Norms, using the existing town social media policy and MASC guidance.
5. Inter-Committee Communication: Foster a clear, consistent level of communication amongst the School Committee. Create a School Committee Calendar of Events, determine procedure for disseminating information from the Massachusetts Association of School Committees (MASC) such as proposed resolutions, and maintain and keep up-to-date our existing School Committee documents such as the Subcommittee, Working Group, and Liaison assignments.

Race, Equity, and Social Justice Working Group

The Race, Equity and Social Justice Working Group continues to focus on community engagement and outreach. On November 12, 2020, the working group met with several representatives from the town and school district to hear what initiatives are already underway and discuss how the School Committee could better support those initiatives and build on the work that has already started. The School Committee supports our town leaders and educators as they undertake the job of enriching our hiring process and building an antiracist community of learners and is working to build an environment that supports all respectful discussions that flow from this work. To that end, we invite all members of our District to participate in a remote listening session on Tuesday, December 15, 2020 at 4:00 pm. The goal of this session is to hear from those who wish to share about their families' experience within the school district as it relates to race, equity and social justice.

Join Zoom Meeting

<https://us02web.zoom.us/j/85094257381?pwd=WmxhbjN1SC9OR1htZEdlcG4yVFZxZz09>

Meeting ID: 850 9425 7381 Passcode: 958440

Dial by your location

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C)

Meeting ID: 850 9425 7381 Passcode: 958440

Find your local number: <https://us02web.zoom.us/j/85094257381?pwd=WmxhbjN1SC9OR1htZEdlcG4yVFZxZz09>

Feoffees/ Traverso-Weatherall Grant Updates

The annual distribution from the Feoffees Trust is an important supplemental funding source for our schools. Each year, the distribution is allocated by the School Committee into two separate pools of grant funding. Paine Grants are larger and tend to be focused more on district wide initiatives. Traverso-Weatherall Innovation Grants, capped at \$7500 per grant, are applied for by teachers to meet any needs they see in their schools which aren't covered by the annual school budget. These biannual grants are named to honor Edmund Traverso and Robert Weatherall who together spearheaded the push to make the assets controlled by the Feoffees into a more substantial and sustainable income stream for our district. Our spring and fall 2020 grant cycles resulted in the approval of 33 grants totaling approximately \$192,000 in funds to benefit our kids.

This year's Traverso-Weatherall Grants are being utilized to fund important professional development opportunities for teachers. In addition, the grants are helping to enhance current class offerings, add technology improvements to benefit our music and arts programs, provide more diverse works of fiction in our school libraries and offer eight weeks of swimming lessons for all kindergarten students. The twice-yearly funding cycle gives teachers the ability to access programs and opportunities shortly after school begins and then again as the school year is wrapping up. A good portion of Paine and Traverso-Weatherall grants this year are being used to fund educational tools and programs that our students and teachers can use to navigate these challenging times of hybrid/remote learning.

The Ipswich Schools are fortunate to have the Feoffees Trust to lean on to provide funding for the enrichment and enhancement of our educational curriculum. The positive impact can be seen within each of our four schools. Our students directly benefit from the prudent management of this exceptionally unique resource.

School Committee Meeting Highlights

October

- Return to Learn Updates and Discussions
- Tri Board Meeting
- Presentation of Superintendent Goals

- Fine Arts Program Presentation
- Summer and Fall Professional Development

November

- Feoffees Update
- Review of School Committee Self-Evaluation
- MASC Resolutions Discussion and Vote
- Tri Board Recap
- Secondary Education Plan Presentation

Upcoming District Events

- **November 25:** Thanksgiving Early Release
- **November 26-27:** No School; Thanksgiving Break
- **December 3:** School Committee Open Session Meeting*
- **December 17:** School Committee Open Session Meeting*
- **December 24-January 1:** No School; Winter Holiday Break

* School Committee Open Session Meetings are typically held on the first and third Thursday of the month in the MS/HS Ensemble Room located at 134 High Street, Ipswich and begin at 7:00 PM. Meeting agendas, minutes, folders with applicable meeting documents, and calendar may be found on the [district website](#). These meetings are broadcast live on ICAM. To view these meetings, please tune into Comcast Channel 98 and Verizon Channel 31. Meetings can also be viewed on the ICAM Ipswich website: www.icamipswich.com. On March 12, 2020, Governor Baker issued an executive order suspending certain provisions to the Open Meeting Law, to enable public bodies to carry out their responsibilities while adhering to public health recommendations regarding social distancing. As such, while the School Committee members meet in person in the MS/HS Ensemble Room, these meetings are simultaneously held over Zoom to ensure real-time public access.

Contact Information

schoolcommittee@ipswichma.gov

Chub Whitten, Chair: cwhitten@ipsk12.net

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Brian Blake, Superintendent: bblake@ipsk12.net; 978-356-2935

The Ipswich School Committee places great value on feedback from our community and welcomes the opportunity for dialogue and transparency. Per our policy, communication sent to the School Committee as a group is replied to by the School Committee Chair.

Ipswich Public Schools Links



[Twitter](#)

[Facebook](#)

[Instagram](#)

[School Newsletters](#)

Consent Agenda: 11.19.2020

Move the Ipswich School Committee to accept a check in the amount of \$2,400.00 from the Ipswich Education Foundation for outdoor education at the Audubon, to be deposited into the Winthrop Student Activities' Account.

TO: Superintendent Blake

FROM: Sheila McAdams

DATE: November 6, 2020

RE: Gift Donation

I am requesting that the School Committee accept this check in the amount of \$2400 from the Ipswich Education Foundation for Outdoor Education Training at the Audubon. The check will be deposited in the Winthrop Student Activities Account.

