

**Ipswich School Committee**  
MS/HS Ensemble Room  
134 High Street, Ipswich  
Thursday, January 19, 2023  
7:00 PM

**MINUTES**

**1. Call to Order**

GS called the meeting to order at 7:01 PM.

Members Present:      G. Stevens (GS)              K. Eliot (KE)  
                                 J. Donahue (JD)              P. Kneedler (PK)  
                                 J. Poirier (JP)                E. Cannon (EC)  
                                 D. Freehan (DF)

Also Present:            B. Blake, Superintendent of Schools (BB)  
                                 T. Markham, Director of Finance and Operations (TM)  
                                 J. Bornstein, High School Student Representative (JB)

**2. Reading of the District Mission Statement**

JB read the mission statement.

**3. Announcements**

- The next School Committee meeting will be held on Thursday, February 2, 2023.
- The FY24 budget will be presented to the School Committee on February 7th and 8th.
- The Communications Subcommittee is meeting remotely on Tuesday, January 24th at 5:00pm.
- The Policy Subcommittee is meeting remotely on Tuesday, January 24th at 7:00pm.
- The Mutual Concerns Subcommittee is meeting on Wednesday, February 1st at 5:30pm in the MS/HS guidance conference room.

KE reviewed changes to the School Committee meeting calendar. Budget presentations to the School Committee are scheduled for February 7th and 8th. There will be a regular School Committee meeting scheduled for February 9th, which includes a budget hearing. KE also reviewed the budget presentations to the Finance Committee in March. JP shared that he is unable to attend the February 9th meeting.

**4. Special Acknowledgements**

BB highlighted the middle and high school art shows, stating that the level of work the students are producing is amazing.

BB introduced the new Director of Finance and Operations, Tom Markham.

**5. Citizen' Comments**

*Seraphima McLean, Woods Lane:* was asking the School Committee to consider discussing the High School Attendance Policy and the impact the current policy can have on students, including her daughter. The current policy allows for three unexcused absences per quarter. Ms. McLean is asking that the School Committee consider interpreting the policy as 12 unexcused absences per year instead. Ms. McLean talked about how her daughter has not missed a long period of days and is a high-achieving student. The high school, she said, offers many paths/methods for students to achieve success. Her daughter chose the path of student athlete and is participating at a higher level of athletics than the school can support. Ms. McLean felt that the current attendance policy has a negative impact on her daughter's success as a student athlete and said that her proposed change to the policy would better support all students by allowing some discretion and leeway. Ms. McLean said the 12 days per year that she is suggesting is still well below the 18 day threshold that is considered chronic absenteeism.

## 6. High School Student Representative Report

JB sent out a Google form to High School students, to which he received 70 responses. Students reported feeling okay leading up to their midterm exams. 50% of respondents felt overwhelmed and underprepared. 40% of students reported feeling motivated in 2023. JB shared that students felt that teachers have made the school a positive place for students.

## 7. Presentations

### A. School Committee Reorganization: Vote of Chair and Vice Chair

At the last School Committee meeting, GS announced that he was stepping down as Chair and would be seeking nominations for a new Chair. GS then nominated KE to be Chair. No other nominations for Chair were presented.

- *Motion to nominate Kate Eliot as Chair of the School Committee was made by EC and seconded by JD. **The motion passed unanimously in favor.***

PK then nominated EC to be Vice Chair of the School Committee.

- *Motion to nominate Emily Cannon as Vice Chair of the School Committee was made by PK and seconded by GS. **The motion passed unanimously in favor.***

JP questioned the transparency of the process for deciding the Chair and Vice Chair positions, citing last year's minutes that noted a discussion about the process going forward. It was JP's understanding that if there was going to be a vacancy, that vacancy would be announced publicly and then members would share their interest. JP felt it was important that the whole group know who is interested in a vacant position, rather than what appeared to be a small group.

GS said that he sent an email to the whole School Committee announcing his plans to step down as Chair and then also announced it publicly at the last meeting. Any member could have expressed interest in the position, but GS only heard from one person.

JP felt that the process could be clearer going forward.

### B. Vote to Appoint Director of Finance and Operations

- *Motion to approve Tom Markham as the Director of Finance and Operations was made by GS and seconded by PK. **The motion passed unanimously in favor.***

TM thanked the School Committee for their vote of confidence and trust. He then gave a brief introduction of himself.

### C. Town Manager Introduction

Ipswich's new Town Manager, Stephen Crane, introduced himself to the committee and gave a brief overview of his prior experience and what drew him to Ipswich. He then talked about what he felt were the biggest challenges facing Ipswich right now, which included municipal employee retention. He said he looks forward to building a positive relationship with the school department.

### D. IEA Snapshot Presentation: Mindfulness in the Classroom

Toni Mannette, a Grade 4 educator, gave a snapshot presentation on her "Mindfulness in the Classroom" lesson. She shared that these 5-10 minute lessons are a way to teach students how to focus. Mindfulness, she shared, was more than meditation. She described it as a "means of paying attention in a particular way; on purpose, in the present moment and nonjudgmentally". Ms. Mannette then shared examples of mindfulness activities that her students participate in.

### E. Overnight Field Trip Requests: Spain and France 2024

High School French teacher, Lauren Hover, and High School Spanish teacher, Jessie Harvey, presented two overnight field trip requests for the 2023-2024 school year. Ms. Hover requested a trip to France, while Ms. Harvey requested a trip to Spain.

The trip to France will take place over 9 days during April Vacation 2024 and is organized through a tour company that Ms. Hover used during her time in Beverly Public Schools. This trip will include French students from both Ipswich and Manchester Essex. At this time, the trip is being offered to junior and senior French students. At this time, Ipswich has 22 students who have confirmed they would attend the trip and another 8 students who are still considering it. There are 15 students from Manchester

Essex. The cost of the trip will be approximately \$3,700 per student. Ms. Hover is looking at fundraising opportunities and the possibility of submitting a Paine Grant to help with the cost of the program. There will be one chaperone for every 6 students.

The trip to Spain will be offered to junior and senior Spanish students the week of February Vacation 2024. The cost per student is \$3,488. There are plans to present fundraising opportunities for students, as well as plans to submit for grant funding. At this time, there are more than 20 students who have expressed interest in the trip. There will be one chaperone for every 6 students.

Ms. Harvey said that trip insurance was available for an additional fee.

- *Motion to support the trip to Spain in 2024 was made by GS and seconded by EC. **The motion passed unanimously in favor.***
- *Motion to support the trip to France in 2024 was made by GS and seconded by EC. **The motion passed unanimously in favor.***

**F. Review of DESE District Review Final Report**

BB presented a slideshow outlining the results of the DESE Comprehensive District Review that Ipswich Public Schools underwent in April 2022. The final report is posted to the district website and is also available publicly on the Department of Elementary and Secondary Education’s (DESE) website.

BB first shared the overall purpose of the District Review, noting that prior to the site visit, over 400 individual documents were uploaded to a DESE portal and reviewed by a team outsourced by DESE.

- Support local school districts in establishing or strengthening a cycle of continuous improvement
- Consider the effectiveness of systemwide functions, referring to the six district standards used by DESE: Leadership and Governance, Curriculum and Instruction, Assessment, Human Resources and Professional Development, Student Support, and Financial and Asset Management
- Identify systems and practices that may be impeding improvement as well as those most likely to be contributing to positive results
- Promotes district reflection on its own performance and potential next steps
- Identify resources and/or technical assistance to provide to the district

BB then outlined what took place during the site visit the week of April 11, 2022.

- The site visit included 16 hours of interviews and focus groups with approximately 70 stakeholders, including school committee members, district administrators, school staff, students, students’ families, and teachers’ association representatives.
- The review team conducted six teacher focus groups with 12 elementary school teachers, eight middle school teachers, and 10 high school teachers.
- The site team also conducted 56 observations of classroom instruction in four schools using the Teachstone CLASS protocol.

BB added that to date, all administrators had reviewed the final report and were in different stages of sharing/reviewing it with their staff. Overall, he was happy with the report. BB continued his presentation highlighting the strengths and areas for growth that were identified in the report.

Leadership and Governance:

Indicator	Strength	Areas for Growth
School Committee Governance	1. Collaborating and sharing information with the community	Superintendent evaluation consisting of meaningful goals
	2. Incorporating input and knowledge from multiple stakeholders, including teachers, in decision making	

District and School Leadership	1. Establishes a culture of collaboration among district leaders, school leaders, and community stakeholders	Establishing a collaborative relationship between district leadership and teachers
	2. Provides open communication channels between community members and district leaders	
District and School Improvement Planning	1. Clear, detailed, collaborative processes for improvement	Teacher engagement in school improvement conversations
	2. Aligning multiple improvement plans to create cohesive goals and progress monitoring across staff district wide	
Budget Development	1. Budget process is clear, governed by trust and transparent communication between school leaders and the school committee for setting budget priorities	Using data to inform budget decisions, in particular disaggregated student data

It is clear from the report that educators want more of a voice in district decision-making. The Digital Learning Specialist is working on building a “data dashboard” to support educators' use of data.

#### Curriculum and Instruction

Indicator	Strength	Areas for Growth
Curriculum Selection and Use	1. Teacher involvement in the curricular review and selection process	Staff access to curricula documents and materials
	2. Locally created curricula developed using UbD frameworks	
Classroom Instruction	1. Interdisciplinary learning	Establishing a collaborative relationship between district leadership and teachers
	2. Shifting mathematics support staff from interventionists to coaches	
	3. Providing students with disabilities supports through co-teaching	
Student Access to Work	1. Music and foreign language classes for all beginning in elementary school	Access to advanced courses, career pathway options
	2. Enrichment student participation facilitated by local grant funds	

Work is underway, BB explained, to build shared drives that contain curriculum documents and materials at all levels. This does already exist to some degree through Google Classrooms. At the middle/high school level, the district is looking at the course progression with Algebra. The high school also continues to look at expanding the career pathways programs.

#### Assessment

Indicator	Strength	Areas for Growth
Data and Assessment Systems	1. A variety of data sources to track student progress and identify needs	None identified
	1. Data analysis structures tied to the curricular review process	

Data Use

Vertical data analysis in elementary grades

	2. Data-focused faculty meetings facilitate data-driven instruction and data-skill building among staff	
Sharing Results	1. Regular review of a variety of data	Clarity about systems for sharing data with parents
	2. Active analysis of data led by school staff and supported by the director of teaching and learning	

The data dashboard previously mentioned will help with not only the vertical analysis of data, but also the reporting out to parents. BB said the dyslexia mandata that takes effect in Fall 2024 also necessitates that the district have a way to community to parents. As of now, Aspen is being used at all buildings to share report cards.

#### Human Resources and Professional Development

Indicator	Strength	Areas for Growth
Infrastructure	1. Housing human resources staff in the district office	None to report
Recruitment, Hiring, and Assignment	1. Purposefully linking student needs to teacher assignments community stakeholders	Recruitment systems for diverse candidates
Supervisions, Evaluation, and Educator Development	1. Professional development systems	The inclusion of goals in educator evaluations
	2. Peer mentoring	
Recognition, Leadership Development, and Advancement	1. Leadership opportunities through mentoring and professional development facilitation	None to report

The HR manager is actively researching ways in which to increase diversity in candidates. The district is now posting jobs to multiple platforms, actively working with DESE on recruitment strategies and is attending job fairs.

#### Student Support

Indicator	Strength	Areas for Growth
Safe and Supportive School Climate and Culture	1. District commitment to DEI as evidenced by formal inclusion in district improvement plan and creation of the DEI team	None to report
	2. Strong positive behavioral approaches to supporting students	
Tiered Systems of Support	1. Student support teams have been established and meet regularly at each school community stakeholders	Assessments for progress monitoring interventions
Family, Student, and Community Engagement and	1. School councils provide formal opportunities for student engagement and leadership	Parent communication regarding student performance and support

Partnerships		Guidance and support regarding various platforms for accessing different student information
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This is another area that ties in communication and data.

#### Financial and Asset Management

Indicator	Strength	Areas for Growth
Budget Documentation and Reporting	1. Budget documents are clear, detailed, and easily accessible on the district website	Explicit connection to district and school improvement planning
Adequate Budget	1. Strong working relationship between town and district leaders community stakeholders	Budgeting for replacement of Elementary and Secondary School Emergency Relief (ESSER) funds
Financial Tracking, Forecasting, Controls, and Audits	1. Consistent monitoring ensures efficient and effective use of budgeted funds	None to report
Capital Planning and Facility Maintenance	1. Collaborative process ensures that maintenance needs are addressed efficiently development facilitation	Determining future elementary school building plans

BB ended the presentation by stating that the district has already begun working on many of the identified areas for growth and will continue to work on improving systems. Overall, BB is pleased with the outcomes, the positive feedback on the strengths of the district and most importantly, the suggestions for improvement. He then thanked all those that participated in the review.

EC said that she read through the final report, but did want to review it again. EC would love to see the review/areas for growth incorporated into the budget presentations this year as a way for the School Committee and community to understand why the district is funding certain things. She talked about how a lot of what was highlighted as areas of growth were things the district and School Committee have been talking about for years. It was discouraging to her that more progress in areas like communication and instructional supports have not been made. She suggested revisiting this report in the spring to see what progress the district has made. It was important to EC to also hear from teachers about how the changes have been implemented. The budget, EC said, should reflect students' needs.

KE added that she thought it was a good report and was impressed with its comprehensiveness. KE liked the suggestion of using data to help make budget decisions and suggested incorporating that suggestion into the budget process going forward.

#### **G. School Choice: Potential Vote to Open Program for 2024, Potential Vote on Number of Seats Per Grade**

The discussion first started with whether the committee would vote to open the School Choice program for the upcoming school year. Historically, Ipswich has accepted Choice students. PK and GS expressed interest in opening the program. BB clarified that the recommendations for open seats at particular grade levels/schools came from a concern about space in the schools.

- *Motion to support the School Choice program for the 2023-24 school year, accepting applications until August 1st, was made by GS and seconded by EC. **The motion passed unanimously in favor.***

The discussion moved to the number of open seats the School Committee would approve per grade. KE shared that she was comfortable deferring to the administrator recommendations for open seats. JD asked for clarification on the process and asked how many students Choice out of Ipswich. JD asked if the district would be locked in to accepting no students at the high school if they move forward with the recommendation from the high school principal.

JP suggested that the high school principal's decision to not open any Choice seats this upcoming school year was a way to create some breathing room while he figures things out. JP said historically, high school has had openings and that he would feel comfortable deferring to the principal's recommendation.

Both JP and GS felt the principal had good reason not to open seats at the high school and assumed that all administrators had thought through their recommendations.

- *Motion to support 5 School Choice openings in Grade 1 at Winthrop School was made by GS and seconded by JP. **The motion passed unanimously in favor.***
- *Motion to support 5 School Choice openings in Grade 5 at Winthrop School was made by GS and seconded by JP. **The motion passed unanimously in favor.***
- *Motion to support 5 School Choice openings in Grade 3 at the Paul F. Doyon Memorial School was made by GS and seconded by JP. **The motion passed unanimously in favor.***
- *Motion to support 5 School Choice openings in Grade 4 at the Paul F. Doyon Memorial School was made by GS and seconded by JP. **The motion passed unanimously in favor.***
- *Motion to support 7 School Choice openings in Grade 7 at the Ipswich Middle School was made by GS and seconded by PK. **The motion passed unanimously in favor.***
- *Motion to support 6 School Choice openings in Grade 8 at the Ipswich Middle School was made by GS and seconded by PK. **The motion passed unanimously in favor.***

#### **H. Elementary Building Project Update: Workshop Review**

KE began by reviewing the discussion that took place during the workshop held on January 10th around a potential ballot vote. She said that there was concern expressed over the utility and purpose of these potential ballot questions, especially because there would be no cost associated with any potential option. KE also discussed the benefits of the ballot questions which included allowing the School Committee to reach a wider audience, getting another data point to help in decision making and giving the community an opportunity to weigh in on the size and configurations of a potential school project(s). The School Committee, KE felt, had a robust conversation mapping out potential sites, configurations and overall options. EC took notes throughout the workshop and then created three summary slides of those discussions. KE was left with the impression that the School Committee would like Town Counsel to use the information from the summary slides to draft potential ballot questions to be reviewed by the School Committee.

Those potential questions would need to be completed and reviewed at the next meeting in an effort to meet Town election deadlines.

KE felt that the biggest challenge the School Committee faced with regard to the ballot questions was how to convey to the public the challenge they are up against in terms of timing, urgency, cost, and the potential phasing of multiple projects.

A lengthy discussion followed regarding the wording on the summary slides. Some members of the School Committee had added additional comments to the summary slide. Those comments were addressed and some wordsmithing on the summary slides was done to better capture the discussion at the workshop. It was agreed that some of the definitive statements should be reworded because while there was a discussion, there is still a lot of unknown information about the possibilities or viability of certain projects at certain locations.

The question was raised about the purpose of the summary slides. The summary slides were not public documents and it was important they were reflective of the discussion at the last workshop. EC added that the specifics of the workshop discussion will be reflected in the meeting minutes. Some members felt these summary slides offered the public an easier way to see the information discussed at the meeting and acknowledged that a lot of people may not have the time to read through the minutes or watch the video. GS suggested adding a disclosure on the summary slides that indicates they are a summary of the discussion at the workshop.

The town has asked that warrant articles be submitted by January 30th, so they can be reviewed by the Town Manager and Town Counsel. It was asked if the ballot questions needed to follow that same timeline. It was understood that ballot questions did not need to be submitted at the same time as the warrant articles.

The conversation continued about the potential ballot questions, with DF raising concerns about the utility. DF felt that the School Committee had already gathered significant information that had not been fully reviewed. DF worried that a ballot vote at this time, without having enough information or detail on potential projects could create a larger divide in the community. PK shared some of DF's concerns, especially around not being able to provide a cost estimate for the project options.

It was asked if it made sense to continue this discussion after Town Counsel was able to draft potential questions. While DF questions what Town Counsel was going to draft, KE felt it was work going through the exercise to attempt to draft questions. KE was not completely sold on the idea of a ballot vote and thought it was important to see the draft questions before determining if they were valuable. The ballot questions were a way to get feedback from a wider audience.

There was a question about whether the School Committee was getting ahead of themselves with a ballot vote at this time. The School Committee will not hear from the MSBA until December 2023 if they are accepted in the program. PK wondered if it made more sense to wait to go before the town until the School Committee could provide additional details to accompany the ballot questions. JP thought it was important to have this ballot vote now and understand what the community is willing to support. DF agreed that it was important to understand what the community wanted, but felt that information could come out of additional listening sessions or by a stronger communication plan.

The question then became how to show readiness to the MSBA without additional data points. A ballot vote, along with the additional data already collected, could help show what the town was willing to support. This additional step is also a way to show the MSBA how the approach to the project differs from last time. A ballot question could help give options and steer the direction for the feasibility study, while also narrowing down options.

While DF felt the School Committee had enough information already to move forward and make progress, other members felt that the ballot questions would be more beneficial in moving ideas forward. DF argued that the choices cannot be made until the feasibility is completed and that options on a ballot would be misleading without information on price, timing or other logistics. A survey, DF felt, would allow the School Committee to add some context to the questions and still get similar results as a ballot vote.

It was ultimately decided that both the summary slides and workshop minutes would be sent to George Hall, Town Counsel, so he can begin to draft potential ballot questions. The deadline to submit ballot questions to the town was also going to be confirmed. The questions and path forward would be discussed at the next meeting.

#### **I. School Committee Goals Review**

KE read the School Committee goals for FY23 and members discussed the status of the goals.

##### ***Budget:***

- *Focus on developing the FY24 budget to assure it stays in line with override projections*
- *Address how the lack of any future COVID related funds will impact the budget and needs of students (example: how do we pay for what was covered by COVID funds the last 2 years? What needs still remain that have to be funded directly from the budget?)*
- *Continue prior practice of hearing from the Administrative Team early on in the process to understand their needs*

The FY24 Budget is currently being finalized and will be presented to the School Committee in February. The Budget Subcommittee has met once with the Administrative team and plans to do so again prior to the budget presentations. The School Committee is staying within the projections of the override.

##### ***Elementary Building SOI:***

- *Work toward submission of a Statement of Interest (SOI) for the elementary building project*



- *Create a separate Elementary Building Working Group to focus on the SOI for the elementary building project. The working group will gather data and share with the wider community in a user-friendly format on website and social media with links to full data.*
- *Use info gained from listening sessions and survey to work toward the submission of an SOI in Spring of 2023*

The School Committee is currently on track to submit two SOIs in the Spring of 2023. That work is ongoing.

***Vision 2030:***

- *Revisit this goal as it was set aside during COVID*
- *Incorporate results of DESE review/audit that occurred Spring 2022 into the plan*

This group was waiting on the results of the DESE Comprehensive District Review. A meeting of the Vision 2030 Working Group will be scheduled for a future date.

***Communications:***

- *Continue bi-monthly SC newsletters in 2022-2023*
- *Work closely with Elementary Building Working Group on community outreach (blog, periodic videos with updates, etc.)*

The Communications Subcommittee continues to release newsletters and will be talking about an increase in their social media presence. A letter on the status of the elementary school(s) building project has been drafted and will be sent to the local newspaper.

**J. Attendance Policy Discussion**

BB discussed the current attendance policies, both district wide and at the high school. The current High School attendance policy states:

*Students will receive a failing grade of 64 for a quarter if they accumulate four or more absences for that class in that quarter. If a student's average is below 64, he or she will receive the lower grade.*

*Students may request a waiver for extraordinary circumstances by submitting an appeal to the Assistant Principal within 10 days after the end of the quarter during which the excessive absences occurred. Requests for appeal submitted after the 10 days have expired will not be granted.*

*The school administration may elect to convene a panel of staff members to hear appeals for failures due to excessive absences for the following documented exceptional reasons:*

- 1. Chronic illness or incapacitation*
- 2. Court summonses*
- 3. Family emergencies*
- 4. Emergency medical or dental appointments*
- 5. Other emergencies approved by the administration.*

*An additional remedy for failure due to excessive absences is for a student to improve his or her attendance for the quarter immediately following the one in which he or she exceeded the maximum number of absences. Specifically, if a student attends 90% or more class meetings for that same class he or she previously failed, the average for that failed quarter will revert to the average the student had originally earned.*

EC expressed concern that the answer to attendance issues may permanently harm a student's transcript. EC wondered what purpose dropping a student's grade to a 64 would serve. BB added that while a student's grade could be dropped down, the student has the opportunity to earn back their grade. Hitting students with lower grades is not a message to send to students when the district focuses so much energy fostering pathways to success, EC added. While it was not the School Committee's purview to change the handbook, EC strongly encouraged a review of that policy by the High School Council.

BB shared that the attendance policies would be reviewed and discussed at the next Policy Subcommittee meeting.

JD added that when the handbook attendance was reviewed, she realized that her family may be in a similar position to the citizen who spoke during public comment.

A discussion continued on whether to send the policy back to the administrators to review. It was also clarified that the Policy Subcommittee and School Committee would review the district's attendance policy, but that all handbook changes need to first go through the High School Council. The proposed changes are then presented to the School Committee for final approval.

In doing his own research, JP acknowledged that there was a lot of creativity in the ways that other districts handle attendance. It was worth looking into. JD suggested the athletic director research what other districts are doing in circumstances where students are participating in non-MIAA sanctioned events.

BB said the concern is about the time away from school and who would be responsible for creating the work ahead of time for students or after the events.

The conversation regarding this attendance policy would continue with the Policy Subcommittee. The subcommittee would then provide an update at a future School Committee meeting.

## **8. Superintendent's Administrative Report**

BB talked about his schedule over the past two weeks, which included:

- Finalizing the FY24 budget ahead of the budget presentations;
- A meeting with the Athletic Director for an athletic department update and to work on the formation of the Athletic Advisory Council;
- A meeting with the Facilities Director to discuss Capital Planning;
- A parent meeting to discuss the high school's attendance policy;
- Two Administrative Team meetings;
- Attendance at the school art shows;
- Participation in the School Committee workshop;
- An Ipswich Aware meeting;
- A meeting with the Town Manager to discuss facilities/purchasing issues;
- A final meeting with the Director of Finance and Operations who is leaving the district;
- Participation in a webinar on threat assessment;
- A meeting with the Director of Teaching and Learning to discuss the STEAM Space Paine Grant;
- A meeting with the Town Manager, the town's Director of Finance and the district's new Director of Finance to prepare for the bi-board meeting;
- A meeting with the School Resource Office to discuss school safety and establishing a district-wide safety committee.

JD asked BB to update the committee on the status of the doors at Winthrop School. It was JD's understating that the doors are not shutting all the way. BB acknowledged the issues with the doors and shared that he is working on finding a solution to have them replaced.

## **9. Subcommittee, Working Group and Liaison Reports**

- Budget Subcommittee: Scheduled to meet on January 25th. The meeting needs to be rescheduled.
- Communications Subcommittee: A meeting is scheduled.
- Mutual Concerns Subcommittee: A meeting is scheduled.
- Operations Subcommittee: Committee members expressed interest in meeting.
- Policy Subcommittee: A meeting is scheduled.
- Climate Resiliency Committee: The group met to discuss electric school buses and the potential to set up chargin stations in Ipswich to help fund the buses.
- STEAM Team: There is an all day meeting scheduled to plan and prepare for the STEAM Showcase in May.
- Ipswich Education Foundation: A meeting is scheduled.

## **10. New Business\***

BB talked about the need for roof work at each of the schools. It has been determined that the academic wings of both the middle and high school need to be redone and an overlay should be installed on the roofs at Winthrop and Doyon elementary schools. The new roof on the academic wings of the middle/high school would be a permanent fix, while the overlays on the elementary school roofs would last roughly 5-7 years. The cost of these projects is estimated to be \$2 million and would not necessarily fall under capital improvement. Financing these projects would require a debt exclusion. At this time, BB shared, the insurance company will not fully insure the roofs. The plan is to present this project to the Select Board and Finance Committee.

BB reviewed the cost breakdown for each school. BB also shared that the elementary school roofs will not last the 5-7 years it may take to complete a new building project if the district was accepted into the MSBA program in 2023. The age of the middle/high school building makes it ineligible for the Accelerated Repair program through the MSBA.

This debt exclusion will need to be voted on at Town Meeting in May.

#### **11. Vouchers and Bills**

All were reviewed and signed.

#### **12. Consent Agenda**

- *Motion to accept the consent agenda as presented was made by GS and seconded by EC. **The motion passed unanimously in favor.***

#### **13. Adjournment**

- *Motion to adjourn the meeting was made by GS and seconded by PK. **The motion passed unanimously in favor.***

**Meeting adjourned at 9:51 PM**