



**School Committee
Meeting Book**

**October 7, 2020
7:00 pm**

**Town Hall -100 Maple Avenue
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

AGENDA

October 7, 2020 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue

THIS MEETING IS NOT OPEN TO PHYSICAL PARTICIPATION BY THE PUBLIC. TOWN HALL IS CLOSED TO THE PUBLIC. THIS MEETING WILL BE BROADCAST LIVE ON LOCAL CABLE CHANNELS 29 & 329 AND STREAMED LIVE ON THE SHREWSBURY MEDIA CONNECTION WEBSITE AT <https://videoplayer.telvue.com/player/iE0p5N2b-Se5BhxS-3KDrHfUWzLHfku2/stream/722>. SEE BELOW FOR INFORMATION ON CONTACTING THE CHAIR OF THE SCHOOL COMMITTEE RE: PUBLIC PARTICIPATION.

On March 12, 2020, Governor Baker issued an Executive Order modifying certain requirements of the Open Meeting Law, to enable public bodies to carry out their responsibilities while adhering to public health recommendations regarding social distancing.

The Executive Order relieves public bodies from the requirement in the Open Meeting Law that meetings be conducted in a public place that is open and physically accessible to the public, provided that the public body makes provision to ensure public access to the deliberations of the public body through adequate, alternative means. "Adequate, alternative means" may include, without limitation, providing public access through telephone, internet, or satellite enabled audio or video conferencing or any other technology that enables the public to clearly follow the proceedings of the public body in real time. A municipal public body that for reasons of economic hardship and despite best efforts is unable to provide alternative means of public access in real time may instead post on its municipal website a full and complete transcript, recording, or other comprehensive record of the proceedings as soon as practicable afterwards.

In addition, all members of a public body may participate in a meeting remotely; the Open Meeting Law's requirement that a quorum of the body and the chair be physically present at the meeting location is suspended.

All other provisions of the Open Meeting Law, such as the requirements regarding posting notice of meetings and creating and maintaining accurate meeting minutes, as well as the limited, enumerated purposes for holding an executive session, remain in effect.

While for this meeting the School Committee and members of the School Department administrative team will physically meet at the location listed above, members of the public may not attend in person. If a member of the public wishes to participate remotely in the Public Participation portion of the meeting, they should contact the Committee Chair, Ms. Sandra Fryc, by sending an email to schoolcommittee@shrewsbury.k12.ma.us.

Items

Suggested time allotments

- | | | |
|------|---|--|
| I. | Public Participation | <div style="border: 1px solid black; padding: 10px; text-align: center;">7:00-7:05</div> |
| II. | Chairperson's Report & Members' Reports | |
| III. | Superintendent's Report | |
| IV. | Time Scheduled Appointments: | |
| | A. Update on Reopening of the 2020-2021 School Year: Report | 7:05 – 7:55 |
| V. | Curriculum | |
| VI. | Policy | |
| | A. Update to Policy on Prevention of Physical Restraint: Vote | 7:55 – 8:05 |



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

- B. Bullying Statistics: Annual Report 8:05 – 8:15
- C. Appointment of Superintendent as Representative to Assabet Valley Collaborative Board of Directors: Vote 8:15 – 8:20
- VII. Finance & Operations
 - A. Fiscal Year 2021 Grants: Report & Vote to Accept 8:20 – 8:35
- VIII. Old Business
- IX. New Business
 - A. Appointment to the Board of Directors of Shrewsbury Media Connection, Inc.: Vote
- X. Approval of Minutes 8:35 – 8:40
- XI. Executive Session 8:40 – 9:15
 - A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.
 - B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Unit A; Shrewsbury Education Association Unit B; the Shrewsbury Paraprofessional Association; and/or the Shrewsbury Cafeteria Workers.
- XII. Adjournment



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 10/7/20

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II. Chairperson's Report/Members' Reports

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from the Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:

School Committee Members
Ms. Sandra Fryc, Chairperson
Mr. Jon Wensky, Vice Chairperson
Dr. B. Dale Magee, Secretary
Ms. Lynsey Heffernan, Committee Member
Mr. Jason Palitsch, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **10/7/20**
A. Update on Reopening of the 2020-2021 School Year: Report

BACKGROUND INFORMATION:

Dr. Sawyer and members of the leadership team will provide an update on the reopening of schools for students for the 2020-2021 school year.

ACTION RECOMMENDED:

That the School Committee hear the report and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
District Administrators



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 10/7/20

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **10/7/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **10/7/20**

A. Update to Policy on Prevention of Physical Restraint: Vote

BACKGROUND INFORMATION:

Policy 325: Prevention of Physical Restraint and Requirements If Used was last updated in April 2019. There are technical updates that need to be made to this state-required policy, as the district has changed the training program that is used for physical restraint and de-escalation of student behaviors from S.O.L.V.E. to Safety Care.

The enclosed copy shows the proposed changes to the policy language. As these are technical changes only based on state-required district practices, it is recommended that the School Committee vote to adopt these language changes.

ACTION RECOMMENDED:

That the Committee vote to approve the updated Policy 325: Prevention of Physical Restraint and Requirements if Used as presented.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

POLICY FAMILY	Personnel – Responsibilities & Procedures	300
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Policy 325: Prevention of Physical Restraint and Requirements If Used

Adopted 3/6/02

Revised 3/25/15

Revised 11/16/16

Revised 04/24/19

Draft – Revised 10-07-20

The Shrewsbury Public Schools complies with the DOE restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical Restraint is used with extreme caution in order to prevent or minimize any harm to the student as a result of use of Physical Restraint. Physical restraint does not include: brief contact to promote student safety, providing physical guidance and prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

The district shall have procedures for restraint prevention and behavior supports regarding appropriate responses to student behavior that may require immediate intervention. These procedures will be reviewed annually and provided to program staff and made available to parents of enrolled students.

SPS has various **tiered approach** methods for **supporting student well-being and** preventing student violence, self-injurious behavior, and suicide, including ~~time out and~~ de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. Resources include:

1. Functional Behavior Assessment to hypothesize what environmental variables may be contributing to the identified behavior of concern.
2. Development of individualized behavior support plans.
3. The application of time out procedures (where appropriate) as part of the student's individualized behavior support plan.
4. Trainings for mental and behavioral health, ~~such as "Mental Health First Aid"~~.

5. Verbal de-escalation and restraint training, such as ~~“Strategies for Limiting Violent Episodes (S.O.L.V.E.)”~~ **Safety Care Behavioral Safety Training Program**
6. Access to district wide Clinical Coordinators and consulting Child Psychiatrist.
7. Early Intervening Team (EIT), Student Support Team (SST) are groups made up of district personnel who problem solve and implement procedures prior to the clinical team being called in.

Methods for engaging parents in discussions about **student behaviors, functions of behaviors, de-escalation, and** restraint prevention and the use of restraint solely as an emergency procedure:

1. Parent Strategies class is offered each year. Clinical Coordinators and Child Psychiatrist focus on prevention and understanding behavior and functions of behavior. Mental health issues and strategies are discussed as well.
2. Behavior plans are reviewed with parents as part of a school based team. Plans emphasize positive behavioral supports and methods to increase appropriate and/or alternative behavior. If it is required for parents to understand emergency intervention, the team will meet with the parents to demonstrate what it looks like and feels like.

Shrewsbury Public Schools provide alternatives to physical restraint and method of physical restraint in emergency situations. The ~~“Strategies for Limiting Violent Episodes” (S.O.L.V.E.)~~ **Safety Care** curriculum teaches a variety of methodologies, including **de-escalation and** physical restraint, that highlight variables that an individual may need to control in an emergency situation (i.e. if a student’s behavior is escalating). In addition, the curriculum identifies a variety of verbal de-escalation strategies that **are focused on prevention and safety to provide humane supportive evidence-based interventions derived from Applied Behavior Analysis. Safety Care emphasizes de-escalation strategies to support students who are in crisis that can be used to de-escalate hard situations and promote calm and safety in the classroom.** ~~include but are not limited to: Setting up/Perception/Invitation/Knowledge/Emotions with empathy/Strategy, aka S.P.I.K.E.S. model of effective communication; action responses (e.g., asking clarifying questions, etc.); and listening responses (e.g., body language, clarification, confirmation, etc.).~~

Physical restraint shall not be used:

- (a) As a means of discipline or punishment;
- (b) When the student cannot be safely restrained because it is medically contraindicated for reasons including but not limited to asthma, seizures, cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- (c) As a response to property destruction, disruption of school order, a student's refusal to comply with a program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- (d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) will include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Shrewsbury Public Schools does not authorize the use of medication restraint, mechanical restraint, prone restraint (unless permitted pursuant to 603 CMR 46.03 (1)(b)), seclusion (as defined below) or the use of physical restraint in a manner inconsistent with 603 CMR 46.00.

Prone restraint shall be prohibited in public education except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
6. The program has documented 603 CMR 46.03(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.

Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Seclusion means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

Time-out is **not** prohibited

Time-out means a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student will be continuously observed by a staff member. Staff will be with the student or immediately available to the student at all times. The space used for time-out will be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out will cease as soon as the student has calmed. If a student has not calmed and the time-out may need to exceed 30 minutes, the principal or designee must be contacted in order to approve extending the time-out beyond this timeframe.

There are two situations in which time out procedures may be used:

- 1.If it has been outlined in the student's individualized behavior support plan and consented to by their parent/guardian.
- 2.If the student's behavior requires the immediate removal from a classroom environment due to the student demonstrating an acute/aberrant behavior that creates an emergency situation. Time out should not last longer than 20 minutes before adults assisting the student attempt to verbally redirect the student and de-escalate the situation. Only in the presence of a building administrator or designee can the time out procedure be employed for longer than 20 minutes.

At the beginning of each school year, the principal of each building or his or her designee will identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff must have participated or will participate in in-depth training in the use of physical restraint.

Such training shall be competency-based and at least 16 hours in length, with **at least 6 hour recertification refresher** training occurring annually thereafter. The curriculum will teach a variety of methodologies that an individual may need to control in an emergency situation (i.e. if a student's behavior is escalating). Content of in-depth training. In-depth training in the proper administration of physical restraint shall include, but not be limited to:

- (a) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- (b) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- (c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- (d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- (e) Demonstration by participants of proficiency in administering physical restraint; and,
- (f) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

Proper Administration of Physical Restraint

(1) Trained personnel. Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

(2) Use of force. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

(3) Safest method. A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.043(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

(4) Duration of restraint. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

(5) Safety requirements. Additional requirements for the use of physical restraint:

(a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

(b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

(c) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(d) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

(e) After the release of a student from a restraint, the public education program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Reporting Requirements When a Restraint Occurs:

1. All physical restraints and/or time out procedures will be documented ~~via the SPS Incident Report Form~~. In addition all physical restraints will be reported on an annual basis to DESE via the Restraint Reporting Form or as directed by the department.

(2.) Informing the principal. The staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal or director or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

3. Informing parents. The principal or designee will make reasonable efforts to verbally inform the student's parents as soon as possible of the restraint, and no more than 24 hours following the event, and will also notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the parent of a student receives report cards and other necessary school-related information in a language other than English, the written restraint report will be provided to the parent or guardian in that language. The principal will provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

(4.) Contents of report. The written report required by 603 CMR 46.06(2) and (3) shall include:

- (a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
- (b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- (c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- (d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- (e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

5. Individual student review. The principal of the program will conduct a weekly review of restraint data in order to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

- (a) review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;
- (b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
- (c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;
- (d) agreement on a written plan of action by the program.

6. Administrative review. The principal will conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

7. Report all restraint-related injuries to the Department. When a physical restraint has resulted in an injury to a student or staff member, the principal will send a copy of the written report to the Department postmarked no later than three (3) school working days of the administration of the restraint. The principal will also send the Department a copy of the record of physical restraints maintained by the principal for the 30-day period prior to the date of the reported restraint. Every program shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

Complaints and investigations regarding restraint practices are covered by District Policy 132, Steps for Handling Complaints. At this time, if parents of a student have concerns/complaints about SPS policy and/or procedures regarding physical restraint and/or the use of time out

procedures, they should contact the building administrator and the Assistant Superintendent for Student Services to file concerns/complaints and/or initiate an investigation on a particular student. Investigations will include a review of the written incident report(s), staff interviews, consultation from district Board Certified Behavior Analyst and communication with families.

The above procedures and guidelines will be reviewed annually with school personnel and shared with students and parents. During the first month of school, all staff review the revised restraint prevention and behavior support policy as part of the online district wide compliance training. Any new employee will, also, review the restraint prevention and behavior support policy within one month of their hire date. Each principal or director shall determine a time and method to provide all program staff with training regarding the program's restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- (c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- (d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- (e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- (f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

All policies and procedures are available to parents through the district website, schools and department offices. A copy of the regulations can be obtained from the Assistant Superintendent for Student Services, who can be reached at (508) 841-8660.

A copy of the regulations of Department of Education may also be obtained at the following website: www.doe.edu/lawsregs/603cmr46.html

This policy will be reviewed within five years of its last revision.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**
B. Bullying Statistics: Annual Report

MEETING DATE: **10/7/20**

BACKGROUND INFORMATION:

The Bullying Prevention and Intervention Policy adopted in December 2010 indicates that the superintendent or a designee shall report annually to the School Committee regarding the frequency of bullying behaviors during the prior school year and to update the Committee regarding steps being taken in the schools to minimize such behaviors while promoting the continuous improvement of learning environments. The report is enclosed.

ACTION RECOMMENDED:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

October 2, 2020

To: School Committee

Re: Bullying Prevention and Intervention – Annual Report

The Bullying Prevention and Intervention Policy adopted in December 2010 indicates that *the superintendent or a designee shall report annually to the School Committee regarding the frequency of bullying behaviors during the prior school year and to update the Committee regarding steps being taken in the schools to minimize such behaviors while promoting the continuous improvement of learning environments.* This report satisfies this policy requirement.

Frequency of bullying behaviors

It is important to note that, in order for behavior to be deemed “bullying,” it must involve *repeated* behaviors that cause physical and/or emotional harm. Therefore, only situations that meet this standard are reported as “bullying.” There are, of course, many times where students do not treat each other according to our school communities’ expectations, but these are usually not scenarios where the same aggressor repeatedly acts inappropriately towards the same target, thereby qualifying as “bullying.”

There were no incidences of defined bullying at the preschool and elementary levels, three at the middle level, and none at the high school level. The following tables provide statistics for grades K-12 for the 2019-2020 school year and, for comparison, the statistics for the previous year. You will see that the statistics are lower than the prior year, and they continue to show very low rates of bullying overall. It is important to note that with the early closure of schools due to the pandemic, there were fewer opportunities for in-school bullying behavior.

2019-2020	Allegations of Bullying	Qualifying as Bullying	Aggressors	Targets
Elementary Level	1	0	0	0
Middle Level	4	3	2	3
High School Level	4	0	0	0
<i>Total</i>	9	3	2	3

2018-2019	Allegations of Bullying	Qualifying as Bullying	Aggressors	Targets
Elementary Level	3	0	0	0
Middle Level	6	1	1	1
High School Level	12	1	1	1
<i>Total</i>	21	2	2	2

The following table shows the type of incidents and locations that were documented as bullying in the past year (some incidents were included in more than one category).

2019-2020	Verbal	Physical	Cyber	At School	Outside School
Elementary Level	0	0	0	0	0
Middle Level	2	1	0	3	0
High School Level	0	0	0	0	0

Again, it is important to note that these statistics refer to situations defined as bullying. There were certainly more instances of problematic behavior that were addressed, but that did not qualify under the definition of being repeated between the same aggressor(s) and target(s).

Actions that are taken by school administrators to resolve situations of bullying and problem behavior generally may include conferences with the children involved and their parents; loss of privileges; assigned seating in class or on the bus; and other typical disciplinary actions. For the most serious cases, changes of the aggressor's class assignment or schedule, in-school or out-of-school suspensions given to the

aggressor(s), and “safety plans” created to ensure the actions were not repeated towards the target are additional steps that may be taken.

Ongoing work to minimize bullying

The very small number of situations that qualified as “bullying” can be viewed as very positive data regarding our schools’ cultures and climates and how students treat one another. That said, we are always looking to minimize behaviors that are hurtful or harmful, even if they don’t technically constitute bullying. Given what we have been learning through last spring’s equity audit and subsequent communications from students and alumni regarding concerns about treatment related to differences in race, ethnicity, sexual orientation, etc., the work we will be doing to look at how students are treating one another through the lenses of equity and anti-racism will be important in the coming year.

As a reminder, we added an anonymous incident reporting feature two years ago that appears with a flag symbol at the top center of each of our website’s pages (see image below) where students can report a “school safety tip.” We have advertised this through email messages in the past and will do so again during this opening phase of the school year. While it has not been used frequently, we have received 21 reports total with 13 submitted since my report last year. A few were related to bullying in a general sense, and all were investigated and resolved to the extent possible based on the information provided.



The work we are doing as a school district to provide specific types of support to students depending on their social and emotional needs should also help us promote school cultures and climates that are safe, positive, and productive places for our students and staff.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **10/7/20**

**C. Appointment of Superintendent as Representative to Assabet Valley
Collaborative Board of Directors: Vote**

BACKGROUND INFORMATION:

The mission of the Assabet Valley Collaborative (AVC) is to provide effective and efficient services to meet current and evolving needs of member communities to promote student success and community integration. The AVC Board of Directors meets monthly during the school year and more often as needed. Each year the Committee must vote to appoint the Superintendent as Representative to the Assabet Valley Collaborative Board of Directors.

ACTION RECOMMENDED:

That the Committee vote to appoint Dr. Joseph M. Sawyer, Superintendent of Schools, as its representative to the Assabet Valley Collaborative Board of Directors for the 2020 - 2021 school year.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **10/7/20**

A. Fiscal Year 2021 Grants: Report & Vote to Accept

BACKGROUND INFORMATION:

Federal and state entitlement grants are an important source of funding for our school operations. Entitlement grants are established and allocated at the state and federal level. Entitlement grants are noncompetitive and are awarded automatically on the basis of defined formulas that differ by grant. The report will include a summary of State and Federal Entitlement Grants and information on new grants related to the COVID-19 pandemic.

ACTION RECOMMENDED:

That the Committee vote to accept all FY21 grant funds noted in the enclosed chart and use such funds for their intended purpose.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick C. Collins, Assistant Superintendent for Finance & Operations



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

1 October 2020

To: School Committee

Subj: RECOMMENDATION TO ACCEPT FY21 FEDERAL AND STATE GRANTS

Background

Federal and state grants are an important source of funding for our school operations. Entitlement grants are established and allocated at the state and federal level. Entitlement grants are noncompetitive and are awarded automatically on the basis of defined formulas that differ by grant. Competitive grants are awarded based upon a merit-based application process that best fulfills the intent of the grant funds available.

This report will show the amount [\$3.66M] of federal and state grant funds we are receiving for Fiscal Year 2021 (FY21), i.e., the 2020-2021 school year, and it also provides a five-year history. While relatively small in comparison to the appropriated budget of \$67.9M, state and federal grants provide valuable resources for a wide variety of student supports and staff development.

Of course the major difference for FY21 is the allocation of Coronavirus-related grant funding. At this point, two grants are allocated to the District as a result of federal stimulus funding. The Elementary and Secondary School Emergency Relief Fund [ESSER] provided funds based upon the District's relative wealth of the community and student body. The Coronavirus Relief Grant provided a standard \$225 per pupil to all school districts.

Process for Entitlement Grants

Having received the allocation amounts, the district submitted detailed program plans and associated budgets to the Massachusetts Department of Elementary and Secondary Education who oversees the administration and disbursement of funds on a statewide basis. Once our plans are approved, we can begin expending funds and submitting for monthly reimbursement of expenses. The Business Office is responsible for handling all monthly cash requisitions using the state's online grants management system.

Recommendation

In closing, grant funds play an important role in the overall financing of public education in Shrewsbury. Each grant comes with a specific purpose, compliance and reporting requirements, and accountability for use of the funds.

It is recommended that the School Committee vote to accept the funds using the following motion:

"I move that the Committee accept all FY21 grant funds noted in the enclosed chart and use such funds for their intended purpose"

Grant	State Code	FY17	FY18	FY19	FY20	FY21	1 Year Difference	5 Year Difference	Federal [F] or State [S]
COVID Relief School Opening Program Grant	102	\$0	\$0	\$0	\$0	\$1,390,050	\$1,390,050	\$1,390,050	F
CARES ACT (ESSER) Emergency Relief Fund Grant	113	\$0	\$0	\$0	\$0	\$162,060	\$162,060	\$162,060	F
Teacher Quality Grant (Title IIA)	140	\$84,280	\$106,953	\$90,635	\$88,047	\$78,595	(\$9,452)	-\$5,685	F
English Language Acquisition (Title III)	180	\$29,580	\$32,474	\$28,433	\$27,071	\$29,983	\$2,912	\$403	F
Immigrant Grant (Title III)	184	\$822	\$803	\$0	\$0	\$0	\$0	-\$822	F
Special Education Entitlement Grant	240	\$1,460,831	\$1,485,349	\$1,470,469	\$1,540,147	\$1,626,758	\$86,611	\$165,927	F
Secondary Transition Sys. Improvement	243	\$15,000	\$0	\$0	\$0	\$0	\$0	-\$15,000	F
Significant Disproportionality in Special Education Improvement Grant	258	\$0	\$0	\$0	\$8,000	\$0	(\$8,000)	\$0	F
Early Childhood-Special Education	262	\$33,573	\$31,868	\$33,500	\$34,801	\$35,142	\$341	\$1,569	F
Special Education Program Improvement Grant	274	\$47,846	\$0	\$0	\$0	\$0	\$0	-\$47,846	F
Early Childhood-Special Education Entitlement	298	\$2,250	\$0	\$0	\$0	\$0	\$0	-\$2,250	F
Education for Disadvantaged Children (Title I)	305	\$206,874	\$358,371	\$199,766	\$197,018	\$172,933	(\$24,085)	-\$33,941	F
Student Support & Acad Enrichment	309	\$0	\$5,297	\$26,069	\$13,457	\$14,349	\$892	\$14,349	F
Improving Student Access to Behavioral & Mental Health Services	336	\$0	\$0	\$10,000	\$90,000	\$0	(\$90,000)	\$0	S
High School Voter Registration Grant	575	\$0	\$0	\$0	\$0	\$3,000	\$3,000	\$3,000	S
Safer Schools & Communities Initiative	629	\$0	\$0	\$0	\$70,000	\$50,000	(\$20,000)	\$50,000	S
Comprehensive School Health Services	929	\$0	\$0	\$0	\$100,000	\$100,000	\$0	\$100,000	S
Totals		\$1,881,056	\$2,021,115	\$1,858,872	\$2,168,541	\$3,662,870	\$1,494,329	\$1,781,814	
							68.91%	94.72%	

Note: Fluctuations in annual Title 1 funding [State Code 305] are due to changes in Shrewsbury's "students in poverty level" that go over or under the 5% threshold. When we are at 5% or greater, we receive an additional allocation of funding. When we fall below 5%, we do not receive the additional funding.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **10/7/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **10/7/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **IX. New Business**

MEETING DATE: **10/7/20**

A. Appointment to the Board of Directors of Shrewsbury Media Connection, Inc.:
Vote

BACKGROUND INFORMATION:

In September 2018 the Committee voted to appoint Mr. Weichu (Brian) Xu as its appointed member to the Board of Directors of Shrewsbury Media Connection, Inc. (SMC). Mr. Xu's term on the SMC board as the member appointed by the Committee will end by the next SMC annual meeting on December 14, 2020, and Mr. Xu has expressed interest in being reappointed. Dr. Sawyer will make a recommendation that Mr. Xu be reappointed to the role.

ACTION RECOMMENDED:

That the Committee vote to reappoint Mr. Weichu (Brian) Xu as its appointed member to the Board of Directors of Shrewsbury Media Connection, Inc. for a new, three-year term starting December 14, 2020.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

October 2, 2020

To: School Committee
Re: Recommendation for appointment of board member of Shrewsbury Media Connection, Inc.

As you are aware, in 2018 the Shrewsbury Media Connection (SMC) transitioned to a nonprofit organization that has its own Board of Directors, and the School Committee has the responsibility and authority to make the appointment of one of the SMC board members given the strong connections between the respective missions of SMC and the School Department. The duties of the SMC, Inc. Board of Directors are to oversee the public access center, hire the Executive Director, approve the Annual Operating Budget, set Policies and Procedures for SMC Inc., and set and implement marketing and fundraising programs.

This seat on the SMC, Inc. Board of Directors began in the fall of 2018 and expires as of December 14, 2020. In 2018, the School Committee appointed Dr. Weichu (Brian) Xu as the recommended candidate for the SMC, Inc. Board of Directors. Dr. Xu is an assistant professor of organic chemistry at Worcester State University who previously worked in the field of pharmaceutical research. He is a longtime resident of Shrewsbury who is well known for his leadership as the Principal and Chair of the Board of the Massachusetts Beijing Chinese Language School, Inc., which teaches Chinese language and culture during weekend sessions and hosts an outstanding annual celebration of the Chinese New Year at which SPS Mandarin Chinese classes perform each year.

Dr. Xu strongly supports the mission of SMC, Inc., particularly as it relates to educational programming that benefits the community. By all accounts, he has been an excellent member of the SMC, Inc. Board of Directors, and I ask that you vote to appoint him to a second term in this important role at your meeting on October 7, 2020.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **X. Approval of Minutes**

MEETING DATE: **10/7/20**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on September 23, 2020 are enclosed.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on September 23, 2020.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Dr. B. Dale Magee, Secretary

**SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS**

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, September 23, 2020

Present: Ms. Sandy Fryc, Chairperson; Mr. Jon Wensky, Vice Chairperson; Dr. B. Dale Magee, Secretary; Ms. Lynsey Heffernan; Mr. Jason Palitsch; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Amy B. Clouter, Assistant Superintendent for Curriculum & Instruction; Dr. Jane Lizotte, Assistant Superintendent for Community Partnerships & Well-Being; Ms. Meg Belsito, Assistant Superintendent for Student Services; Ms. Barb Malone, Executive Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools.

Due to the Coronavirus (COVID-19) pandemic, this meeting was not open to physical attendance by the public, but was broadcast live on SELCO Channels 29 & 329 and streamed live on the Shrewsbury Media Connection website. A complete audio/video recording of this meeting is available on the Shrewsbury Public Schools website.

A complete audio/visual recording of this meeting is available on the Shrewsbury Public Schools website.

The meeting was convened by Ms. Fryc at 7:01 pm.

I. Public Participation

None. Ms. Fryc noted that anyone wishing to participate in public participation should reach out to the School Committee via email.

II. Chairperson's Report & Members' Reports

None.

III. Superintendent's Report

Dr. Sawyer thanked all involved parties for their contributions to a challenging but successful reopening of schools, and noted more information would be presented in the subsequent report.

IV. Time Scheduled Appointments:

A. Opening of the 2020-2021 School Year: Report

Dr. Sawyer presented a summary of key messages, reasons to be proud around the reopening of schools, photos of students back at school (in-person and remote), and current local and state public health data. Director of Nursing Noelle Freeman discussed mitigation strategies for

students and staff, noted COVID-19 related occurrences and communications, and summarized findings from the Mathematica study “Operating schools in a Pandemic: Predicted Effects of Opening, Quarantining, and Closing Schools.” Mr. Collins and Transportation and COVID Operations Coordinator Karen Isaacson presented an update on finance and operations that included information on reopening preparations and de-densifying schools (with student volunteers making a significant contribution to the effort); the work of COVID Operations Assistants; physical modifications and cleaning at schools; and transportation and food service adaptations. Director of Technology Brian L’Heureux presented data on technology tickets for summer and reopening of schools (noting a significant increase from last year); noted successes and challenges; and acknowledged the Information Technology team for their work. Ms. Malone discussed employee outcomes for extended school care and cafeteria workers, and noted challenges relative to hiring and managing leaves of absence. Ms. Belsito addressed communication and work with families relative to student learning plans, and detailed a professional development opportunity for staff provided by personnel from the Bridge for Resilient Youth in Transition (BRYT) Program on the Multi-Tiered Systems of Support (MTSS) framework, student wellness, and accessing supports. Dr. Lizotte’s report on staff well-being described professional development presentations to staff by Dr. Kim Kusiak, Consulting Psychiatrist for Shrewsbury Public Schools (SPS) - *The Science of Resilience* - and Jenny Maddox, Mindfulness Director Initiative (MDI) Director, and noted ongoing ways that staff support themselves and each other. Ms. Clouter presented information on experiences all students have in common; ways teachers continue to learn; and detailed learning experiences by level: elementary, middle, and high school. All presenters thanked their respective teams for work done around reopening of schools.

Committee members thanked the presenters for the work done around the safe and successful reopening of schools; asked clarifying questions about budget and COVID-related hiring, and about free lunches for students in the context of individual family finances; and expressed concern regarding the heavy workload being experienced by the Information Technology Department.

B. Fall Athletics: Report & Vote on Athletic Fee

In their report, Mr. Collins and Athletic Director Jay Costa presented information on Athletics participation and physical exam requirements; the four athletic seasons for 2020-2021 and sports being offered; expectations of coaches, student-athletes, and parent/guardians; Cohort D student participation; individual sport modifications; transportation of athletes; modified league makeups, protocols, and game schedules; student registration and participation; current information on user fees for 2020-21; and a proposed recommendation to lower user fees due to modifications to athletics resulting from the COVID pandemic. Dr. Sawyer advised that he supports the recommendation. Committee members expressed support for the recommendation, and asked clarifying questions about the ability to plow the turf field to allow for the additional February through April season and about the geographic pods limiting the number of schools that will compete against each other.

On a motion by Mr. Wensky, seconded by Mr. Palitsch, the Committee voted unanimously to approve the 2020-2021 Athletic Fee be set at \$275 per sport with a \$825 annual cap, and \$40 per sport with a \$120 annual cap for students eligible for Free or Reduced Price lunch, due to

modified seasons and competition schedules per current Massachusetts Interscholastic Athletic Association [MIAA] protocols based upon COVID conditions.

V. Curriculum

None.

VI. Policy

None.

VII. Finance & Operations

None.

VIII. Old Business

None.

IX. New Business

None.

X. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee Meeting held on September 9, 2020 were accepted as distributed.

XI. Executive Session

Ms. Fryc requested a motion to adjourn to Executive Session:

A. for the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes, and

B. for the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Unit A; Shrewsbury Education Association Unit B; the Shrewsbury Paraprofessional Association; and/or the Shrewsbury Cafeteria Workers, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening. On a motion by Mr. Palitsch, seconded by Mr. Wensky, on a roll call vote: Ms. Heffernan, yes; Mr. Palitsch, yes; Dr. Magee, yes; Mr. Wensky, yes; and Ms. Fryc, yes, the Committee voted unanimously to adjourn to Executive Session at 9:06pm.

XII. Adjournment

On a motion by Mr. Wensky, seconded by Mr. Palitsch, the committee unanimously agreed to adjourn the meeting at 9:39 pm. Roll call votes were as follows: Ms. Fryc, yes; Ms. Heffernan, yes; Mr. Palitsch, yes; Dr. Magee, yes; and Mr. Wensky, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. 2020-21 School Year Reopening Slide Presentation
2. Fall Athletics Report Slides
3. Set(s) of minutes as referenced above



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **XI. Executive Session**

MEETING DATE: **10/7/20**

A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.

B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Unit A; Shrewsbury Education Association Unit B; the Shrewsbury Paraprofessional Association; and/or the Shrewsbury Cafeteria Workers.

BACKGROUND INFORMATION:

Executive Session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session:

- A. for the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes, and
- B. for the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Unit A; Shrewsbury Education Association Unit B; the Shrewsbury Paraprofessional Association; and/or the Shrewsbury Cafeteria Workers, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara A. Malone, Executive Director of Human Resources

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**