

PUBLIC MEETING NOTICE

DATE AND TIME STAMP: 3/1/2023 11:00 AM

COMMITTEE: King Philip Regional School Committee

DATE OF MEETING: Monday, March 6, 2023

TIME: 7:00PM

LOCATION: King Philip Regional High School

ROOM: Library

PURPOSE OF MEETING:

LIST OF TOPICS REASONABLY ANTICIPATED TO BE DISCUSSED

- Approval of Previous Meeting Minutes
- Payment of Bills/Warrants
- District Update
- Amendment to BICO's Collaborative Agreement
- Middle School Program of Studies (1st Read)
- Appointment of a New Superintendent of Schools to begin July 1, 2023
- Executive Session to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel.

KING PHILIP REGIONAL SCHOOL COMMITTEE
AGENDA
REGULAR BUSINESS MEETING
MONDAY, March 6, 2023-7:00PM
KING PHILIP REGIONAL HIGH SCHOOL - LIBRARY

1. ROLL CALL OF COMMITTEE MEMBERS

2. DELEGATIONS AND VISITORS

Mr. Zinni, Dr. Gilson, Mr. Azer, Mrs. Petit

3. PUBLIC COMMENT:

Anyone interested in commenting on an agenda item during the meeting or making a statement during the public comment period is asked to complete an information card and hand it to Mrs. Venessa Petit, Administrative Assistant to the School Committee.

4. CONSENT ITEMS: *All items listed below are considered to be routine and will be enacted by one motion if action is required. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:* A.R.

- Draft Minutes for February 6, 2023
- Draft Minutes for March 1, 2023
- Draft Minutes for March 2, 2023
- Payment of Bills/Warrants
- Communications

5. APPROVAL OF EXECUTIVE SESSION MINUTES A.R.

Draft Minutes for February 16, 2023

6. STUDENT COUNCIL REPORT

Student Council Report: Miss Addison Lewis I.O.

7. REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT

District Update I.O.
Healthy KP Fifth Period Event I.O.
Credit for Life Event I.O.

8. UNFINISHED BUSINESS:

None

9. NEW BUSINESS:

Amendment to BICO's Collaborative Agreement A.R.
Middle School Program of Studies (1st Read) I.O.
Appointment of a New Superintendent of Schools to begin July 1, 2023 A.R.

10. REPORTS FROM SUBCOMMITTEES:

11. REPORTS FROM SCHOOL COMMITTEE MEMBERS:

- Norfolk School Committee Representative: Ms. Wynn I.O.
- Plainville School Committee Representative: Mr. Brenneis I.O.

- Wrentham School Committee Representative: Ms. Greaney

I.O.

12. LATE COMMUNICATIONS

13. REPORTS OF SPECIAL COMMITTEES

14. RECOMMENDATIONS OR QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS

15. ADJOURNMENT

A.R.

16. EXECUTIVE SESSION

A.R.

To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel.

The items listed on this agenda are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

**King Philip Regional School Committee
Minutes of March 6, 2023 – Approved
King Philip Regional High School – Library
201 Franklin Street, Wrentham, MA 02093**

OPENING OF MEETING:

Mr. Knott, Chair, opened the meeting at 7:02p.m.

RECORDING OF MEETING:

This meeting was recorded by Wrentham Cable 8.

ROLL CALL OF COMMITTEE MEMBERS:

Members Present:

Norfolk: Mr. Jim Lehan, Mr. Eric Harmon, Ms. Jennifer Wynn
Plainville: Mr. Bruce Cates, Mr. Greg Wehmeyer, Mr. Christopher
Brenneis (arrived at 7:22 p.m.)
Wrentham: Mr. Trevor Knott, Mr. Marc Waxman, Ms. Erin Greaney

MEMBERS ABSENT:

Norfolk: Present
Plainville: Present
Wrentham: Present

VISITORS:

Mr. Zinni, Dr. Susan Gilson, Mr. Azer, Ms. Barbara Snead, Mr. Aiden Shaughnessy

PUBLIC COMMENT:

None

CONSENT AGENDA:

All items listed in the Consent Agenda are considered routine and will be enacted by one motion if action is required.

-No minutes due to Ms. Petit's recent absence
-Payment of Bills/Warrants
-Communications-None

- A Motion was made by Mr. Lehan, seconded by Mr. Cates , to approve the payment of bills/warrants. All in favor by roll call vote: Yes (8): Mr. Lehan, Mr. Harmon, Mr. Cates, Mr. Wehmeyer, Mr. Knott, Mr Waxman; Ms. Greaney; Ms. Wynn No (0); Abstain (0). Motion carried 8-0-0.

APPROVAL OF EXECUTIVE COMMITTEE MINUTES:

None

STUDENT COUNCIL REPORT:

The March 6, 2023 HS Student Council Report was read into the minutes by Mr. Aiden Shaughnessy.

REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT

District Update:

Mr. Zinni gave an update on the Healthy KP 5th Period event. This was run by volunteers. This group is committed to keeping our students substance free. They meet once a month and plan all types of activities. They have received a total of \$625,000 in grant money to do community work. This was a fun substance free event after the basketball game. They are always looking for volunteers. Mr. Zinni thanked everyone who made this event happen.

Mr. Zinni attended the Credit for Life Fair held by DECA. Mr. Harmon and Mr. Hickey did a wonderful job with over 550 students attending the event. There was a series of different activities set up for students which included conversations about credit card debt, mortgages, rents, insurance. These were important conversations that students who are getting ready to leave high school and move on to make real world decisions should be attuned to. M. Zinni thanked the students who participated and the students who ran this event.

Mr. Zinni said there was a two hour delay last week and that he received a few passionate requests for a snow day. Mr. Zinni thanked the elementary districts for being on board with the decision of the two hour delay. We want to make sure the kids arrive safely.

Mr. Zinni informed the committee that we are in receipt of two grants. Dr. Gilson applied for the high quality instructional materials grant. This grant was for \$42,780. We are focusing on the math curriculum for grades 7-9. This year was the first year of implementation of Illustrative Math. This grant allows us to purchase materials, train the teachers and to continue to monitor the program. This grant will be a continuous grant for coming years.

Additionally Mr. Zinni said Ms. Pearl has written for a grant for social emotional mental health and wellness. We received an additional \$39,350 on top of monies already coming into the district. There will be a meeting next week with the elementary superintendents on how to spend this money. This money will need to be spent by August 31, 2023. The feeling right now would be to use the money towards restorative justice strategies for professional development training.

NEW BUSINESS:

Amendment to BICO's Collaborative Agreement

Mr. Zinni explained BICO is our special education collaborative for the communities in our area which includes the elementary districts. BICO helps us to collaboratively build programs. The Seekonk superintendent realizes the importance of being involved in a few collaboratives and has petitioned for the collaborative to welcome Seekonk back. The collaborative would also benefit from Seekonk reentering into the collaborative agreement. Language changes need to be updated and to do this a vote from each school committee that is involved in the collaborative is needed. Mr. Zinni recommended accepting the change.

- A Motion was made by Mr. Lehan, seconded by Mr. Cates, to approve the amendment to the BICO collaborative agreement to include Seekonk. All in favor by roll call vote: Yes (8): Mr. Lehan, Mr. Harmon, Mr. Cates, Mr. Wehmeyer, Mr. Knott, Mr. Waxman, Ms. Greney; Ms. Wynn; No (0); Abstain (0). Motion carried 8-0-0.

Middle School Program of Studies (1st Read)

Mr. Zinni gave an update to committee members on the middle school program of studies. The committee agreed that if there are any questions between now and two weeks that they should be directed to Mr. Zinni. Ms. Kreuzer is happy to attend the next meeting if members feel they would like her to attend. Mr. Waxman acknowledged that Ms. Kreuzer's presentation was easy to understand.

Appointment of a New Superintendent of Schools to begin July 1, 2023

Moved to the end of the agenda.

UNFINISHED BUSINESS/NEW BUSINESS:

None

REPORTS FROM SCHOOL COMMITTEE MEMBERS:

Norfolk School Committee Representative: Ms. Wynn-no report given

Plainville School Committee Representative: Mr. Brenneis said the budget was presented within the school committee which will be presented to the finance subcommittee on Tuesday.

Wrentham School Committee Representative: Ms. Greaney-no report given

Late Communications:

None

Reports of Special Committees:

Mr. Knott reported the finance subcommittee met briefly before tonight's meeting to walk through the budget. Norfolk has an assessment increase of 11.18%, Plainville 1.64% increase, and Wrentham 1.53% increase. Totals to achieve our operating budget increase of 3.9% which is a level service budget. This has a lot to do with enrollment of the three towns, and also factors such as income, changes in income levels in the three towns, and changes in housing values in the three towns. The numbers always come out differently. A chart will be shared with the committee at a later date. The finance subcommittee is supportive of this budget and it is a level service budget. Mr. Zinni and Mr. Azer will present the budget starting with Plainville Thursday night. Mr. Zinni reminded committee members that an official vote will need to take place in two weeks. This has to be completed 45 days before the first town meeting which will be Norfolk in May. It is anticipated there will be no changes to the budget presentation. Mr. Knott thanked Mr. Azer and Mr. Zinni for their transparent communications on the budget.

RECOMMENDATIONS OR QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS

Ms. Wynn acknowledged the passing of Ms. Shelly Bernardini who was the elementary food services (regional) director. She worked tirelessly during the pandemic and added snacks for kids with food insecurities. She will be greatly missed.

Mr. Knott excused Mr. Zinni, Dr. Gilson and Mr. Shaughnessy from the meeting as the next item on the agenda was to discuss the appointment of a new superintendent of schools. Mr. Zinni left the meeting.

NEW BUSINESS-(Continued)

APPOINTMENT OF A NEW SUPERINTENDENT OF SCHOOLS TO BEGIN JULY 1, 2023

Mr. Knott explained that there were four final candidates. He asked the committee if they would be open to see if there are one, two or three candidates instead of going through each of the four candidates individually.

Mr. Lehan thanked members of the search committee for all of the hard work. Staff, teachers, students not only the schools that were visited but also the whole KP family. Four really great candidates were brought forward. Mr. Lehan is looking for someone that will maintain the excellence that is already here but will also take us to the next step. Culture is also another skill set that is hard to find.

Mr. Knott took a straw poll of the committee asking each member for their top two candidates. All nine members named Dr. Marano and Dr. Drolet as their top two choices. The consensus of the school committee was that Dr. Marano and Dr. Drolet had strong leadership skills and strong experience. Mr. Knott said the committee will focus on those two candidates. The committee thanked Dr. Ackerman and Dr. Montes-McNeil who were also good candidates and represented themselves well.

The committee discussed in length each candidate's strengths and weaknesses. Another straw poll was taken by committee members and showed Dr. Drolet and Dr. Marano each with four votes, with one member abstaining.

The committee took a short recess at 8:30pm and reconvened at 8:34pm. The committee continued further discussions about the candidates.

- **A Motion was made by Mr. Cates, seconded by Mr. Brenneis, to nominate Dr. Drolet to be the next superintendent of King Philip. All in favor by roll call vote: Yes (6): Mr. Lehan; Mr. Cates; Mr. Knott; Ms. Greaney; Ms. Wynn; Mr. Brenneis Nay (1); Mr. Wehmeyer, Abstain (2) Mr. Harmon, Mr. Waxman. Motion carried 6-1-2.**
- **A Motion was made by Mr. Wehmeyer, seconded by Mr. Waxman, to make it a unanimous vote for Dr. Drolet to become the next superintendent of King Philip. All in favor by roll call vote: Yes (9): Mr. Lehan, Mr. Harmon, Mr. Cates, Mr. Wehmeyer, Mr. Knott, Mr. Waxman, Ms. Greaney; Ms. Wynn; Mr. Brenneis; No (0); Abstain (0). Motion carried 9-0-0.**

Mr. Knott asked the committee to go into recess in order to make a phone call to the selected candidate to advise him that he has been chosen and get an answer from him. This would be a conditional answer. The committee will then come back into session to then go into executive session to discuss financial and other terms of employment for the offer to be made to Dr. Drolet.

Ms. Wynn asked the chair if follow up would be made to the other candidates. Mr. Knott said MASC will help us with follow up to the other candidates. Mr. Knott would also like the committee to follow up with Dr. Marano as well as Dr. Ackerman and Dr. Montes-McNeil. This was tremendously a difficult decision to make. The committee took a short recess at 8:52p.m. The committee reconvened at 8:58p.m.

Mr. Knott informed the committee that he and Mr. Lehan called Dr. Drolet. Dr. Drolet was thrilled in conditionally accepting the superintendent position. Mr. Knott informed Dr. Drolet that the school committee would go into executive session to start the process of setting the parameters for a contract. Dr. Drolet is very eager and excited to get started. Mr. Knott gave kudos to the other three candidates.

Mr. Lehan would like to add an amendment to the motion that was made that we are selecting Dr. Drolet as our superintendent pending successful contract negotiations.

- **A Motion was made by Mr. Lehan, seconded by Mr. Waxman, to amend the motion that was made that we are selecting Dr. Drolet as the superintendent pending successful contract negotiations. All in favor by roll call vote: Yes (9): Mr. Lehan, Mr. Harmon, Mr. Cates, Mr. Wehmeyer, Mr. Knott, Mr. Waxman, Ms. Greaney; Ms. Wynn; Mr. Brenneis; No (0); Abstain (0). Motion carried 9-0-0.**

ADJOURNMENT:

- **At 9:01pm, a Motion was made by Mr. Knott, seconded by Mr. Lehan, to go into executive session for the purpose of contract negotiations with non-union personnel and to return to open session solely for the purpose of adjournment. All in favor by roll call vote: Yes (9): Mr. Lehan, Mr. Harmon, Mr. Cates, Mr. Wehmeyer, Mr. Knott, Mr. Waxman, Ms. Greaney; Ms. Wynn; Mr. Brenneis; No (0); Abstain (0). Motion carried 9-0-0.**

The committee returned to open session at 9:25pm.

- **At 9:25pm, a Motion was made by Mr. Lehan, seconded by Mr. Cates to adjourn the meeting. All in favor by roll call vote: Yes (9): Mr. Lehan, Mr. Harmon, Mr. Cates, Mr. Wehmeyer, Mr. Knott, Mr. Waxman, Ms. Greaney; Ms. Wynn; Mr. Brenneis; No (0); Abstain (0). Motion carried 9-0-0.**

Mr. Knott, Chair, adjourned the meeting.

Respectfully submitted,

Mrs. Venessa Petit

Secretary to the School Committee

Documents presented on March 6 2023:

Agenda

Bills/Warrants

Stuco Report 3/6/23

Amendment to BICO's Collaborative Agreement

Proposed changes to the KPMS Program of Studies, 2023-2024

King Philip High School

School Committee Report

Submitted by Addison Lewis

March 6, 2023

School Wide

Students were back at it following winter break with Freshman and Sophmores holding their semi-formal dance on Friday, March 3. Students had a blast. Prior to break, students in study halls attended a Credit for Life Fair held by DECA. Students received personal finance information; all skills to prepare them to manage their own finances.

Sports

Winter sports have ended and spring sports begin on March 20. Check Arbiter Live for schedules and follow the various Twitter and Instagram accounts.

Fine and Performing Arts

Drama

Rehearsals are continuing for the performance of Chicago in May.

GAPS

The technical crew is also in the throes of Chicago preparations. They also have the additional responsibility of providing support for school committee meetings and any other events held in the district's auditoriums.

Clubs

Healthy KP

Prior to break, Healthy KP held their 5th Period event. The event was held after a basketball game and about 120 students attended. There was food, games and a photobooth.

Peer Mentoring

Prior to break, peer mentoring held an afternoon of games for our students.

Robotics Club

The robotics club held a Mario Kart competition prior to break. Club members were at school into the early evening as it was a well attended event and very competitive.

Film Club

Unfortunately Mr. Leider's group did not hold their film festival last week due to the weather. Stay tuned for the new date.

KP Cares

KP Cares held kindness events during the month of February where a different activity was posted on their Instagram account every day! They also spread kindness in various ways within the school. February was also Black History Month. Club members worked with members of People of Prosperity

to decorate the school and highlight historical individuals. Upcoming is a school wide volleyball tournament on Wednesday, March 8 and a flower sale fundraiser.

Student Council

Prior to break, the Student Council celebrated Valentine's Day with a cake baking competition and served lemonade. This week, sixteen members of the Student Council are eager to attend the annual MASC conference in Hyannis on March 8 through 10 where they will develop important leadership skills. Additionally, they will be holding a whole school March Madness competition and Friday Night Live on Friday, March 17 at 5pm. School committee members are invited to FNL to watch our talented students perform skits, dances, musical performances etc. Teachers will be providing entertainment too as they have a Teacher Band. On March 24, StuCo will also be sponsoring another Parent's Night Out(babysitting) as the December night out was a huge success.

Follow the following social media accounts--@kpcares, @kpstuco, @kphighschool, @kphsathletics and Arbiter Live for sports schedules.



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Jeffrey C. Riley
Commissioner

February 7, 2023

Dear Dr. Susan Gilson at King Phillip,

Congratulations on receiving FY23 funding for the **FC 185 High Quality Instructional Materials (HQIM) Implementation Grant!** Thank you for your attention to this letter, which contains important information and next steps.

We are excited to support King Phillip as your team and consultant collaborate to implement activities to accelerate student learning by amplifying the power of high-quality instructional materials. King Phillip has been awarded \$42,780 in FY23 funding, through August 31, 2023. The amount of grant funding King Phillip was awarded reflects the number of schools identified in your application. This funding will support the implementation of **one set of high-quality instructional materials** and the following: educator stipends/staffing and/or substitutes, approved professional development, and Educator Preparation Program partnership (as applicable).

As part of the grant, your district will be partnered with an Implementation Consultant whose expertise with the materials you identified, systems for supporting skillful implementation, and your specific context made for a strong partnership. The Implementation grant lead and district implementation team will collaborate with the implementation consultant to produce these two FY23 deliverables: a landscape analysis to inform the development or refinement of the district's HQIM implementation plan to be enacted in FY24, pending FY24 continuation grant funding. **It is a requirement of the grant that a district implementation team, which includes a district implementation grant lead and one representative from each funded school, exists to support efforts with both the consultant and grant evaluator.**

ACTION REQUIRED by the District Implementation Grant Lead:

Register by Friday, February 17th to attend one of two grant launch kick-off sessions to learn about the HQIM Implementation Grant work ahead, including FY23 deliverables, partnering with your implementation consultant partner, and collaboration with the grant evaluator.

1. **OPTION 1: Tuesday, February 28th from 3-4pm**
2. **OPTION 2: Thursday, March 2nd from 10-11am**

Grant recipients will receive a final approved budget, reflecting the total amount awarded and the associated line item amounts, in addition to information regarding EdGrants via email from Gail Castle [Gail.A.Castle@mass.gov] in the coming days. Any questions related to budgets and/or EdGrants should be directed to Gail and copy HQIMimplementation@mass.gov.

Thank you for your participation in the HQIM Implementation grant. I look forward to seeing you at the grant kickoff info session and partnering with King Phillip as you work to support educators to skillfully implement high-quality instructional materials to result in equitable access, achievement, and outcomes for all students served.

Sincerely,

Woody Pierre-Louis
Assistant Director of Instructional Policy
Woody.Pierre-Louis@mass.gov



MEMORANDUM

TO: Members of the Board of Directors
FROM: Jeanne M. Sullivan, Executive Director
DATE: February 14, 2023
SUBJECT: Amendment to the Collaborative Agreement

As discussed at previous meetings it is necessary to amend the Collaborative Agreement to include Seekonk as a Member District as of July 1, 2023. The attached document reflects the addition as well as updates to clean up typos and bring language current and update dates.

At the Board Meeting on Thursday, February 9, the BICO Board of Directors voted to approve the changes to the Collaborative Agreement.

Changes made to the Collaborative Agreement were as follows:

- 1) Page 1, Section I, O. - Add Seekonk Public Schools
- 2) Page 3, Section V, A. - Each Board Member shall be entitled to one vote on behalf of each appointing member district represented.
- 3) Page 14, Section XI, B. - Upon receipt of a member district request to initiate proceedings to terminate this Agreement, the Board must abide by 603 CMR 50.11, DESE Education Collaborative Closing Guidance, and the terms of this Agreement to ensure an orderly closing

Provided that the Board of Directors approves the proposed Amendment to the Collaborative Agreement, the next steps are:

- 1) BOD Members will present the Amended Collaborative Agreement to their School Committees for approval and vote.
- 2) Post votes to approve the agreement from Member District School Committees, the Chairperson of the School Committee will sign off on the agreement attesting to the date the vote was taken to approve the Amendment to the Collaborative Agreement. These signatures and a copy of the agenda of the meeting where the vote was taken must be returned to Anna Jewell, Executive Assistant at BICO no later than March 24, 2023.
- 3) Seekonk Public Schools, the proposed new member district, will follow the same procedures described above.
- 4) Once all approvals are obtained from each school district, BICO will submit the Proposed Amendment to the Collaborative Agreement to BESE for Approval by the Commissioner.



Jeff Wulfson
Acting Commissioner



Dec 2017
Collaborative Agreement

Massachusetts Department of Elementary and Secondary Education

2017

75 Pleasant Street, Mskj6n, Massachusetts 02148-4906

Telephone: (7 81.) s3.CJOCX...
TTY: N.E.T. Relay F.B00-439-2370

December, 2017

Arlene Grubert, Executive Director
Bi-County Educational Collaborative
397 East Central Street
Franklin, MA 02038

Re: Bi-County Amended Collaborative Agreement

Dear Executive Director Grubert:

On behalf of the Board of Elementary and Secondary Education, I am happy to inform you that I have approved the amendment to the Bi-County Educational Collaborative Agreement, as most recently approved on March 3, 2015, and as required by M.G.L. c. 40, § 4E, and 603 C.M.R. 50.00. This most recent amendment adds the school committees of Hopedale and Uxbridge as member districts, and updates the language regarding new member surcharges.

Effective July 1, 2018, the membership of the Bi-County Educational Collaborative will consist of the following member school committees: Attleborough, Bellingham, Blackstone-Millville Regional, Easton, Foxborough, Franklin, Hopedale, King Philip Regional, Mansfield, Milford, Norfolk, Norton, North Attleborough, Plainville, Swansea, Tri-County Regional, Uxbridge Walpole, and Wrentham Public Schools.

Please inform the Collaborative Board of Directors of this approval and request that they inform their member school committees. Please also assure your board of our continued support of your collaborative efforts to supplement and strengthen the programs of your member school committees.

Thank you for your assistance throughout this process. Should you have any questions, please contact Paulajo Gaines, Collaborative Coordinator, at 781M338-6540.

Sincerely,

Jeffrey Wulfson
Acting Commissioner of Elementary and Secondary Education

c: Bi-County Educational Collaborative file

AGREEMENT FOR BI COUNTY EDUCATIONAL COLLABORATIVE

Pursuant to *MG.L. c. 40, § 4E*.

PREAMBLE/ AUTHORIZATION

This document constitutes the Collaborative Agreement (hereinafter "the Agreement") of the Bi-County Collaborative (hereinafter "the Collaborative") established pursuant to the provisions of Chapter 40, Section 4E of the General Laws of the Commonwealth of Massachusetts and acts or amendments thereof as they may from time to time be enacted by the legislature, and 603 CMR 50.0. The Bi-County Collaborative is a public entity.

This Agreement replaces the original Agreement dated November 20, 1987, as most recently amended on ~~October 12, 2017~~, ~~December 18, 2017~~ entered into by and between the school committees listed in Section I (herein, the "member districts") and will be effective upon the approval of the member districts and the Board of Elementary and Secondary Education ([herein after "BESE"](#)), as indicated on the signatory page.

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SECTION I: MEMBERSHIP

The membership of the Collaborative, as of the effective date of this Agreement, includes the school committees from the following districts, as indicated by the signatures of the chairs of the school committees:

- A. School Committee for the Attleboro Public Schools
- B. School Committee for the Bellingham Public Schools
- C. School Committee for the Blackstone-Millville Regional School District
- D. School Committee for the Easton Public Schools
- E. School Committee for the Foxborough Public Schools
- F. School Committee for the Franklin Public Schools
- G. School Committee for the Hopedale Public Schools
- H. School Committee for the King Philip Regional School District
- I. School Committee for the Mansfield Public Schools
- J. School Committee for the Milford Public Schools
- K. School Committee for the Norfolk Public Schools
- L. School Committee for the Norton Public Schools
- M. School Committee for the North Attleborough Public Schools
- ~~N.~~ N.O. School Committee for the Plainville Public Schools
- ~~N.O.~~ P.O. School Committee for the Seekonk Public Schools
- ~~P.O.~~ P.Q. School Committee for the Swansea Public Schools
- ~~P.Q.~~ Q.R. School Committee for the Tri-County Regional School District
- ~~Q.R.~~ R.S. School Committee for the Uxbridge Public Schools
- ~~R.S.~~ S.T. School Committee for the Walpole Public Schools
- ~~S.T.~~ School Committee for the Wrentham Public Schools

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SECTION II: MISSION, OBJECTIVES, FOCUS, AND PURPOSES

The mission of this Collaborative is to jointly conduct educational programs and/or services for member districts in a cost-effective manner, increase educational opportunities for children ages 3-22, and improve educational outcomes for students.

The purpose of this Collaborative is to provide intensive education programs and services for students with and without disabilities in their districts of residence or in other member districts; to provide related services to students, primarily to those with low-incidence disabilities, in member and non-member districts; to provide consultation to educators on therapeutic and behavioral interventions; to provide professional development to educators; and to conduct cooperative projects and purchasing for services and other resources for member and non-member districts.

The focus of the Collaborative is the creation of special education programs and services in the least restrictive environment and comprehensive professional development within the local communities of the member districts to meet the professional development needs of all educators and the needs of all students, but particularly those with low-incidence disabilities.

The overall objectives of the Collaborative ~~include~~ are:

- ~~a.~~ to improve the academic achievement of students with low-incidence disabilities in the least restrictive environment;
- ~~B.~~~~b.~~ to offer a variety of quality professional development opportunities to general and special education teachers and related service providers;
- ~~C.~~~~c.~~ to conduct cooperative projects and purchasing for services and other resources; and
- ~~D.~~~~d.~~ to offer all programs and services in a cost-effective manner.

Notwithstanding any other provision of these articles, the Collaborative is organized exclusively for educational purposes, as specified in Section 501(c)(3) of the Internal Revenue Code, and shall not carry on any activities not permitted to be carried on by any entity exempt from Federal income tax under Section 501 (c) (3) of the Internal Revenue Code. No substantial part of the activities of the Collaborative shall be carrying on propaganda, or, otherwise attempting to influence legislation, and the Collaborative shall not participate in or intervene in (including the publication or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

The Collaborative does not discriminate on the basis of race, color, sex, gender identity, religion, national or ethnic origin, age, disability, sexual orientation, or any other legally protected status and in the administration of its educational policies, administrative policies, scholarship or loan programs, athletic and other school administered programs or in employment. The Board's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business.

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SECTION III: PROGRAMS AND SERVICES TO BE OFFERED

The Collaborative will offer the following programs and services, which shall complement the educational programs and services of the member districts in a cost-effective manner:

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- day school placements and other programs and services for students with and without disabilities which are low-incidence in their districts of residence;
- professional development programs for general and special educators;
- the provision of related and behavioral services to students and consultation to educators in member and non-member districts; and
- cooperative projects and purchasing of services and other resources.

SECTION IV: GOVERNANCE

Each school committee executing this Agreement shall annually appoint the superintendent of schools or school committee member to serve as its representative on the Bi-County Collaborative Board of Directors; these Board members shall also be referred to in this Agreement as appointed representatives. The Bi-County Collaborative shall be managed by this Collaborative Board of Directors; (hereinafter referred to as the "Board").

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- A. Regular meetings of the Board shall be held from October to June, and at least once during the months of July, August, or September, for a minimum of six (6) meetings per fiscal year.
- B. A quorum for conducting business shall consist of a simple majority of voting members serving on the Board. A quorum is not needed to close the meeting.
- C. In order to pass any motion, a majority vote of the Board members present shall be required, except that a vote to terminate the Collaborative shall be approved in accordance with Section XI of this Agreement.
- D. Meeting minutes shall be approved by a vote of the Board at an open meeting.
- E. The Executive Director, or designee, will act as executive secretary to the Board. The Executive Director shall attend all Board meetings but shall not be entitled to a vote.
- F. The Board shall annually organize itself by electing a Chairperson and Vice-Chairperson by a majority vote of the Board members present at the first Board meeting of the year. The Chairperson, by vote of the Board, may appoint such subcommittees or advisory or operating committees of the Board as will facilitate the work of the Board.

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SECTION V: CONDITIONS OF MEMBERSHIP

Each member district shall have the following rights and responsibilities as a member of Bi-County Collaborative:

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- A. ~~Each Board member shall be entitled to a vote. Each Board Member shall be entitled to one vote on behalf of each appointing member district represented.~~
- B. Administrative dues for membership in the Collaborative may be established annually, as described in Section VII of this Agreement.
- Each Board member shall be responsible for providing timely information and updates to its appointing member district(s) on Collaborative activities, as outlined in

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Agreement for Bi-County Educational Collaborative

~~M.G.L. c. 40, § 4E and 603 CMR 50.04(2) and for providing other information as required or requested.~~

~~C.~~

~~D. Each Board member is expected to attend every Board meeting. When a Board member has not attended 30% of the Board meetings within a fiscal year, the Chair off~~

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Agreement for Bi-County Educational Collaborative

the Board shall provide written notice to the Chair of the appointing member district regarding the Board member's absences. The Board Chair will notify the member district that the seat will remain vacant until such time as the appointed member district representative resumes regular attendance, ~~or the member district appoints a new representative, in accordance with this Agreement.~~

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F.D. Following written notification the member district will automatically become an inactive member district without further action of the Board. The inactive member district representative shall not count towards a quorum and the member district shall forfeit benefits of membership such as member tuition rates, but shall continue to have all other rights and obligations of membership, including the responsibility to meet obligations incurred while the inactive member district was an active member district of the Collaborative.

F.E. Member districts in inactive status due to absences from meetings will be afforded due process rights and may appeal to the Board of Directors through the Chair.

F.G. In extenuating circumstances, as determined solely by the Board, the rule concerning automatic inactive status due to the absence of an appointed representative can be waived.

F.H. In addition, the Board may terminate the membership of any member district by a two-thirds (2/3) vote of the entire voting membership of the Board. The only reasons for such action shall be:

1. The non-payment of certain obligations such as the non-payment of fees or assessments owed to the Collaborative; or
2. Any other action that would seriously jeopardize the financial stability of the Collaborative.

F.I. Procedure for such termination:

1. The Executive Director of the Collaborative, with the authorization of the chairperson of the Board, must provide written notice to the member district of the facts on which any possible termination action may be based. This notice must give the member district thirty (30) days to correct the situation.
2. The member district may work with the Executive Director and the Board Chair to develop a plan to address the situation.
3. If the member district does not correct the situation within thirty (30) days, then the Board shall schedule the vote to terminate that district's membership at the next Board meeting which is scheduled sixty (60) days after the expiration of the thirty (30) day period referenced in Paragraph 1.
4. The Executive Director shall provide written notice to the chairperson of the member district's school committee and to the superintendent of that member school district of the date and time for the meeting at which the Board will consider termination of that member district's participation in the Collaborative. Such written notice shall be sent by certified mail or by overnight mail, both of which require acknowledgement of receipt of the written notice. In the written notice, the Board shall invite the member district to present any and all reasons why the Board should not terminate membership.
5. Whether or not the member district appears at the Board meeting at which termination of membership is to be discussed, the Board shall vote on the motion to terminate the member district's participation in the Collaborative. In order to terminate the membership, the Board must vote by two-thirds majority to do so.

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- 6. An Amendment of the Collaborative Agreement will be required to terminate membership and will comply with procedures outlined in Section VIII.
- 7. Upon approval of the Amendment of the Collaborative Agreement by the member districts and the Board of DESE, the district would then no longer be a member district but rather a terminated member district and will not be entitled to assets, tuition credit beyond fiscal participation in the current year, and will continue to be responsible for outstanding payments and other obligations and liabilities incurred while the terminated member district was a member district of the Collaborative.

~~J.I.~~ No appointed representative on the Board shall serve as a member of a board of directors or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. c. 40, § 4E, as most recently amended.

~~K.J.~~ No appointed representative shall receive an additional salary or stipend for his/her service as a Board member.

~~L.K.~~ No appointed representative shall delegate his/her powers or send a representative in his/her place as a voting Board member and no member district shall delegate the rights, responsibilities, or duties of its appointed representative to any other individual, ~~unless the member district is replacing the appointed representative with that individual who holds the position of Superintendent of Schools.~~

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SECTION VI: POWERS AND DUTIES OF THE BOARD APPOINTED REPRESENTATIVES TO THE BOARD

The Board shall manage the educational Collaborative and shall be responsible for providing fiduciary and organizational oversight and accountability over the operation of the educational Collaborative. The Board shall be vested *with* all authority and responsibilities provided to it by M.G.L. c. 40, § 4E and 603 CMR 50.00 and all acts and regulations amendatory thereof, including but not limited to the following:

- A. The Board shall formulate policy for the Collaborative, to hire all staff, and to ensure compliance with all applicable state and federal laws and regulations, including M.G.L. c. 40, § 4E, M.G.L. c.30A §§ 18-25, Chapter 308, and 603 CMR 50.00.
- B. The Board shall be vested with the authority to enter into agreements with member and/or non-member districts or other Collaboratives to establish mutually beneficial programs and services or pricing arrangements.
- C. The Board shall be responsible for:
 - 1. ensuring adherence to this Collaborative Agreement and progress toward achieving the purposes and objectives set forth in the Agreement;
 - 2. determining the cost-effectiveness of programs and services offered by the Collaborative; and
 - 3. determining the appropriateness and cost-effectiveness of any borrowing, loans, or mortgages.
- D. The Board shall be responsible for ensuring that any borrowing, loans, or mortgages are cost-effective, necessary to carry out the purposes for which the Collaborative is established, in the best interest of the Collaborative and its member districts, and consistent with the terms of this Agreement, including the provisions of Section VII.C.
- E. The Board shall approve all expenditures, including contracts, borrowing, and the

Agreement for Bi-County Educational Collaborative

purchase and sale of real estate. The Board shall hire all employees of the Collaborative, and ensure that all employees possess the necessary and required credentials and approvals, including those required by M.G.L. c. 71, § 38G and 603 CMR 7.00, M.G.L. c. 74 and 603 CMR 4.00, and all acts and regulations amendatory thereof.

- F. The Board shall hire an Executive Director to oversee and manage the operation of the Collaborative, a business manager or an employee with responsibilities similar to those of a town accountant to oversee Collaborative finances, at least one school nurse to support Collaborative programs, and a Treasurer, who shall annually give bond consistent with the requirements of M.G.L. Ch. 40, § 4E.
- G. The Executive Director shall oversee and manage the Collaborative on a day to day basis. Subject to Board approval, the Executive Director shall enter into contracts for the purchase of supplies and materials and for the leasing of equipment; shall supervise staff, shall discipline and ensure the evaluation of all staff, shall develop procedures for the implementation of the Board's policies and directives, and shall carry out and implement the policies of the Board as well as those functions which the Board shall delegate to the Executive Director to the extent permitted by applicable law and regulation.
- H. The Board must evaluate the Executive Director and Treasurer.
- I. The Board shall ensure that there is segregation of duties between the Executive Director, Treasurer, and business manager, and that these employees shall not serve as a member of the Board or as an officer, member of the board of directors or employee of any related for-profit or non-profit organization as defined in M.G.L. Ch. 40, § 4E.
- J. The Board shall ensure that no employee of the Collaborative is employed at any related for-profit or non-profit organization.
- K. No part of the net earnings of the Collaborative shall inure to the benefit of any member of the Board of Directors, Trustee, Director, officer of the Collaborative, or any private individual (except that reasonable compensation may be paid for services rendered to or for the Collaborative by a private individual who is not a Member, Director, or officer of the Collaborative), and no Member of the Board of Directors, Trustee, or officer shall be entitled to share in the distribution of any of the assets upon dissolution of the Collaborative.
- L. No employee of the Collaborative may serve on the Board or shall be eligible to serve concurrently in the positions of Executive Director, Treasurer, or business manager or person with responsibilities similar to those of a town accountant.
- M. The Board shall develop such policies as it deems necessary to support the operation of the Collaborative, including, but not limited to, policies relative to personnel, students, finance and internal controls, health and nursing, and any other policies required by state or federal law and regulation. The Board shall review the effectiveness of such policies to ensure currency and appropriateness, and may establish a subcommittee to make recommendations to the Board concerning such policies.
- N. The Board shall ensure that the Collaborative completes and files an annual report and an annual independent audit, as well as such other student, program, financial and staffing information, reports or documents as the ~~Department of Elementary and Secondary Education, herein~~ DESE, deems necessary. The Board shall ensure that annual reports all and annual independent audits are filed with appropriate governmental agencies and posted on the Collaborative's website, consistent with the requirements of M.G.L. c. 40, § 4E and 603 CMR 50.00.

Agreement for Bi-County Educational Collaborative

SECTION VII: FINANCE

A. Financial Terms:

1. The Board shall establish and manage the *Bi-County Educational Collaborative Fund* (hereinafter referred to as the Fund) which shall be the depository for all funds and/or reimbursements received from its member districts, any non-member districts and grants or gifts from the federal government, state government, charitable foundations, private corporations, or any other source. The Treasurer shall be authorized, subject to the direction of the Board, to receive and disburse any monies of the Fund without further appropriation. Any of these funds not immediately necessary for operations during the operating year may be invested by the Treasurer, consistent with the provisions and requirements of Section 55B of Chapter 44 of the General Laws and any law amendatory thereof. The Treasurer shall give bond annually for the faithful performance of his duties in a form or an amount approved by the Commonwealth of Massachusetts Department of Revenue and the Board.
2. The Collaborative shall adopt and maintain a financial accounting system, in accordance with generally accepted accounting principles as prescribed by the governmental accounting standards board and any supplemental requirements prescribed jointly by the ~~commissioner of elementary and secondary education~~ herein referred to as "Commissioner" and the commissioner of revenue, in consultation with the state auditor. At a minimum, the financial accounting system shall delineate: administration and overhead; rental of real property; program costs; capital expenditures, including fixed assets, real property or the improvement of real property; debt payments; deposits into a capital reserve; and all additional disclosures required in 603 CMR 50.08(2).
3. The Collaborative does not currently assess membership dues, but reserves the right to do so. Should the Board determine a need to assess such dues, it will seek an amendment to the Agreement.
4. Capital costs shall include all costs for items associated with the acquisition, maintenance, and improvement of fixed assets, including real property. These costs will be apportioned in either administrative or program costs depending on the use.
5. Non-member fees may be charged to non-member districts for services rendered by the Collaborative to help support program costs and to offset member tuition costs. The Board shall establish the fee, not to exceed 25% of member districts' tuition or service charges, on an annual basis and may vary by program. The Board may waive or decrease the percentage of the administrative fee charged to non-member districts.
6. The Collaborative does not currently have buy-in fees, but reserves the right to do so. Should the Board determine the need to establish buy-in fees, it will seek an amendment to the Agreement.
7. The Board may, by majority vote, apply for and accept gifts, grants, or contributions from governmental and private sources, whether in cash or in kind.

B. Collaborative Fund:

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Agreement for Bi-County Educational Collaborative

1. The Treasurer reviews, approves, and signs all payments; an additional signature of one Board member is required on payments as determined by the Board; all warrants are reviewed, approved, and signed by Board members at the next Board meeting in open session.

C. Borrowing, Loans, and Mortgages:

1. The Board may authorize the borrowing of funds or enter into short- or long-term Agreements or mortgages, and acquire or improve real property to support Collaborative operations, subject to the following procedures:
 - a) all borrowing, loans, and mortgages shall be discussed at a public meeting of the Board;
 - b) the Board shall investigate options related to borrowing, loans, and mortgages in order to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application;
 - c) the Board shall determine, at a public meeting, through a majority vote, that the terms related to borrowing, loans, and mortgages are cost-effective and are the most favorable available at the time of the application; and
 - d) the Board shall determine, at a public meeting, through a majority vote, that the borrowing, loans and mortgages are necessary to carry out the purposes for which the Collaborative is established.
 - e) In the event that such borrowing loan or mortgage is for the acquisition or improvement of real property:
 - i. the Board shall discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the Collaborative Board at which the final vote is taken;
 - ii. the Board shall provide notice to each member district within thirty (30) calendar days of applying for real estate mortgages; and
 - iii. the Board shall approve such action by a majority vote.

D. Annual Budget Preparation and Assessment of Costs

1. Development of the Collaborative Budget: The Board shall annually determine the Collaborative budget consistent with the timelines, terms, and requirements in M.G.L. c. 40, s 4E, regulations promulgated by the ~~Board of ESE~~ **BESE** and this Agreement.
 - a) By April 30 of each year, the Board shall propose a budget for the upcoming fiscal year. The Board shall identify the programs and services to be offered by Collaborative in the upcoming fiscal year and the corresponding costs.
 - b) The Budget Sub Committee made up of the Board Chair, Executive Director, Treasurer, Accountant, and at least 2 additional Board members meets to review current and projected enrollments to determine projected expenses and revenue for the next fiscal year.
 - c) The proposed budget shall contain all planned financial activity for the upcoming fiscal year.
 - d) The proposed budget shall be classified into such line items as the Board shall determine, but shall at a minimum delineate amounts for operating

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expenditures, including administration, program expenses, facility and operations expenses, salaries, fringes and capital expenditures, including debt service payments and deposits to capital reserve.

- e) Program Tuition shall be determined based on all costs of providing programs, including allocating administrative, overhead and capital costs to the programs. As determined by the Executive Director and approved by the Board, tuition shall be assessed to the member and non-member districts based on the combined cost of providing such programs to the Collaborative's students and the number of projected students enrolled in the Collaborative's programs from the respective member and non-member districts for the next fiscal year.

- ~~f) The~~ the proposed budget shall include the projected expenses necessary for each Collaborative program during the next fiscal year based on an estimate of projected student enrollment in programs and projected agreements for services. Tuition shall be determined based on all costs of providing programs, including administrative, overhead and capital costs, and apportioning these costs to programs in accordance with projected student enrollment for the next fiscal year.

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- g) Fees for services shall be determined based on all costs of providing the service, including administrative overhead and capital costs, and apportioning these costs on a daily and/or hourly basis across the school year.
- h) Deposits into the Capital Reserve Fund: Deposits into the Capital Reserve Fund will be recorded in a separate line item within the budget.

2. The budget shall be discussed at a public meeting of the Board and notice shall be provided to each member district before the date of the Board meeting.
3. The Board shall adopt the final budget by affirmative majority vote at a subsequent meeting no earlier than ten (10) working days after the Board meeting at which the Collaborative budget was first proposed but no later than June 30 of the preceding fiscal year.

E. Transmitting the Budget and Payment Terms:

1. The Treasurer shall certify and transmit the budget and the tuition rates, membership dues and fees for services for the upcoming fiscal year to each member district not later than June 30 of the preceding fiscal year.
2. The Collaborative will invoice districts for tuition and fees for services no less than monthly, and it shall be the obligation of member and non-member districts to pay such amounts as may be due within thirty (30) days of receipt of such invoice, including non-member fees.

F. Procedure for Amending the Budget:

1. All budget amendments shall be proposed at a public meeting of the Board.
2. Any amendment that does not result in an increase in tuition rates, membership dues or fees for services shall be approved by the Board by a majority vote.
3. Any amendment to the budget that results in an increase in the tuition rates, membership dues or fees for services shall adhere to the following procedures:
 - a. All appointed representatives shall, within ten (10) working days of the public meeting at which the amendment was first proposed, report to their member districts the content of the proposed amendment.

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- b. All amendments shall be voted on by the Board at a second public meeting of the Board no earlier than thirty (30) working days after the Board meeting at which the amendment was first proposed; adoption shall require a majority vote.
 - c. The Treasurer shall certify and transmit the amended tuition rates, membership dues and fees for services to each member district not later than ten (10) working days following the affirmative vote of the Board.
 4. The Board has the authority to reduce tuition rates, membership dues and fees for services to member and non-member districts, when doing so is determined to be in the best interest of the Collaborative.
- G. Surplus Funds: Unexpended general funds, as defined in 603 CMR 50.00, at the end of the fiscal year plus any previous year's *surplus* funds, as determined through the financial statements, will be considered cumulative surplus.
1. The determination of cumulative surplus shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20 and any amounts prepaid for services or tuitions in accordance with M.G.L. c. 40, § 4E.
 2. The Board will retain no more than 25 percent of the previous year's general fund expenditures in cumulative surplus.
 3. On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall ~~approve~~ **accept** by majority vote, the final dollar amount of the cumulative surplus.
 4. The Board shall determine whether such surplus funds is within the established 25 percent limit, and whether the funds will be retained by the Collaborative or whether all or some portion will be refunded to the member districts.
 5. In the event that the Collaborative refunds surplus funds to the member districts, each member district shall receive a proportionate share of the money to be refunded. The following formula shall be used for the distribution: the total amount of tuitions paid by a particular member district during the previous fiscal year divided by the tuition paid by all member districts in the previous fiscal year.

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SECTION VIII: PROCEDURE FOR AMENDING THE COLLABORATIVE AGREEMENT

This Agreement may be amended from time to time in accordance with the following procedures:

- A. Any member district, appointed representative or the Executive Director may propose an amendment to the Collaborative Agreement.
- B. The proposed amendment shall be presented in writing to the Executive Director of the Collaborative and the chair of the Board no less than twenty (20) working days prior to a meeting of the Board at which it shall first be discussed. No less than ten (10) working days prior to the Board meeting at which the amendment is first discussed, the Executive Director shall cause copies thereof to be sent to all Board members together with notice as to the time and place of the first reading of the amendment.
- C. Following the first reading of any proposed amendment and any changes as requested by the Board, the Executive Director shall submit the proposed amendment to DESE for initial review.

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- D. Following the review by DESE, the Executive Director shall make such changes as the DESE requires.
- E. No less than ten (10) working days prior to the Board meeting at which the revised amendment will be discussed, the Executive Director shall cause copies thereof to be sent to all Board members together with notice as to the time and place of the second reading of the amendment.
- F. The proposed amendment shall be read a second time at the regular meeting next subsequent to the DESE review, at which time, in order to be approved, there must be a majority vote of the Board in favor of the amendment. Following approval by the Board, the amended Agreement shall be submitted by the chair of the Board to the member districts for votes to approve the amended Agreement.
- G. Once a majority of all member districts have approved and signed the amended Agreement, the Collaborative shall submit the signed amended Agreement in accordance with 603 CMR 50.00 to the Commissioner ~~of Elementary and Secondary Education~~ for approval ~~by on behalf of the Board of Elementary and Secondary Education~~ BESE.
- H. No amendment to this Agreement shall be effective until approved and authorized by a majority of the member districts and by the Board of Elementary and Secondary Education.

SECTION IX: PROCEDURE AND TIMELINE FOR ADMITTING NEW MEMBER DISTRICTS

A school district, through its school committee, or charter school Board, herein referred to as a "prospective member district" may become a member district of the Collaborative consistent with the following terms:

- A. At least 180 days prior to the beginning of a new fiscal year, the prospective member district shall submit to the chair of the Board and the Executive Director of the Collaborative notification of intent to join the Collaborative and a copy of the school committee/charter school Board minutes that indicates an affirmative vote of the committee/charter school Board to seek membership in the Collaborative.
- B. Upon receipt of the prospective member district's notification of intent to join the Collaborative and the minutes, the Board will consider the request.
- C. Upon a majority affirmative vote of the Board, this Agreement shall be amended to add the prospective member district. The Agreement shall be amended consistent with Section VIII of this Agreement.
- D. The amendment may provide for the deferral of the admission of a new member district until July 1st of the subsequent fiscal year. During the first year of membership a newly admitted district will pay a 15% surcharge on all programs and services; during the second year of membership the surcharge will be reduced to 10%; during the third year the surcharge will be reduced to 5%; the following years member district rates will apply. The new member district will have full voting rights beginning the first year of membership.
- E. The admission of a new member district to the Collaborative requires an amendment to be prepared and approved in accordance with Section VIII. The amendment shall become effective only after the execution and delivery by the current member districts and the applicant school committee or charter school Board of an amendment to this Agreement

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agreeing to be bound by all the terms and conditions thereof, and approval by the Board of Elementary and Secondary Education.

- F. A school committee or charter school Board may be admitted to the Collaborative as of July 1st of any fiscal year provided that all required approvals, including that of the Board of Elementary and Secondary Education, are obtained by the preceding April 30th of the fiscal year prior to the fiscal year in which the new member district is to be admitted to the Collaborative.

SECTION X: PROCEDURE AND TIMELINE FOR WITHDRAWAL OF CURRENT MEMBER DISTRICT(S)

- A. An amendment to the Collaborative Agreement is required when a member district withdraws from the Collaborative. The amendment to withdraw must be presented and approved in accordance with Section VIII (including the approval by withdrawing member district, by the remaining member districts and by the Board of Elementary and Secondary Education).
- B. A member district may withdraw from the Bi-County Collaborative as of July 1st in any year provided that such member district provides written notice to every other member district that is party to this Agreement as well as to the Executive Director of the Collaborative and the Board of such intent at least 180 days before the end of such fiscal year, and provided that the member districts and the Board of Elementary and Secondary Education has approved the withdrawal by April 30th of the fiscal year in which the withdrawal is to occur.
- C. Written notification of a member district's intent to withdraw from the Collaborative at the end of a fiscal year shall include the following:
 - 1. Notification addressed to the chair of the Board and the Executive Director that the member district has voted to withdraw from the Collaborative with the effective date of withdrawal; and
 - 2. A copy of the minutes from the member district school committee meeting in which the member district voted to withdraw from the Collaborative.
- D. An amendment to the Agreement is required and will be submitted to the Commissioner of Elementary and Secondary Education to reflect changes in the Agreement caused as a result of the change in membership of the Collaborative.
- E. Upon withdrawal, a former member district shall not be entitled to any assets or a portion of any assets of the Collaborative, including any surplus funds that may have been carried over from prior years and any capital reserve fund that may have been established by the Board.
- F. The withdrawing member district must fulfill all of its financial obligations and commitments to the Collaborative.
- G. A member district that has withdrawn from the Collaborative will continue to be liable to the Collaborative for its current collaborative member tuition costs of its students and share of any debts, claims, demands, or judgments against the Collaborative, incurred during said member district's membership.
- H. Upon withdrawal, the withdrawing member district will be reimbursed any funds prepaid to the Collaborative by the member district for tuition or services under M.G.L. c. 40. § 4E.

Agreement for Bi-County Educational Collaborative

- I. The withdrawal of any member district(s) at any time shall not affect the status of this Agreement and the same shall remain in full force and effect until specifically changed or amended.
- J. If, after the withdrawal of a member district(s), less than two member districts remain, the Collaborative Board will initiate termination proceedings as provided in Section XI.

SECTION XI: PROCEDURE FOR TERMINATION OF THE COLLABORATIVE AGREEMENT

A. A member district may request that the Board initiate proceedings to terminate this Agreement by giving notice to all other member districts and the Executive Director at least *twelve (12) months* before the end of the current fiscal year.

~~A.B.~~ Upon receipt of a member district request to initiate proceedings to terminate this Agreement, the Board must abide by 603 CMR 50.11, DESE Education Collaborative Closing Guidance, and the terms of this Agreement to ensure an orderly closing

~~B.C.~~ Within thirty (30) days of a request that the Board initiate termination proceedings, the Board shall discuss the request to terminate the Collaborative and determine next steps. A two-thirds (2/3) vote of the Board is required in order to initiate termination proceedings. Should the Board vote to initiate termination proceedings, notice must be provided to all member districts within ten (10) working days of such vote.

~~C.D.~~ The Agreement shall only be terminated at the end of a fiscal year.

~~D.E.~~ The Agreement shall be terminated at the end of any fiscal year following votes in favor of termination by two-thirds (2/3) of the school committees and/or charter school Boards of member districts.

~~E.F.~~ Following the affirmative votes of the member districts to terminate this Agreement, the Executive Director shall inform the member districts and non-member districts who are served by the Collaborative and DESE in writing 180 days prior to the effective date of any termination.

~~F.G.~~ Following the affirmative votes of the member districts to terminate this Agreement, a final independent audit will take place and will be provided to all appointed representatives and member districts as well as to DESE, including an accounting of assets and liabilities (debts and obligations) of the Collaborative and the proposed disposition of same.

~~G.H.~~ Prior to termination, the Board shall:

1. determine the fair market value of all assets for the Collaborative, including, but not limited to, real estate, capital property, equipment and supplies owned by the Collaborative;
2. determine the process for the appropriate disposition of federal/state funds;
3. identify the member district responsible for maintaining all fiscal records;
4. return all records relating to individual students to their respective member or non-member school districts;
5. identify the member district responsible for maintaining employee and program records;
6. determine the means of meeting all liabilities (debts and obligations) of the Collaborative, including obligations for post-employment benefits. All liabilities must be met before any monies are distributed to member districts;
- ~~6.~~ In the event that the Collaborative refunds surplus funds to the

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Agreement for Bi-County Educational Collaborative

member districts, each member district shall receive a proportionate share of the money to be refunded. The following formula shall be used for the distribution: the total amount of tuitions paid by a particular member district during the previous fiscal_

Agreement for Bi-County Educational Collaborative

7. ~~year~~ year divided by the tuition paid by all member districts in the previous fiscal year; and

6-I. ensure the appropriate disposition of all assets of the Collaborative, including any unencumbered funds held by the Collaborative, and any capital property and real estate owned by the Collaborative. Unless the Board determines otherwise, all assets shall be sold and the monies shall be distributed to the member districts on a pro rata basis. In the event that the Collaborative refunds monies to the member districts, each member district shall receive a proportionate share of the money to be refunded. The following formula shall be used for the distribution: the total amount of tuitions paid by a particular member district during the previous fiscal year divided by the tuition paid by all member districts in the previous fiscal year.

H-J. Following the affirmative vote of the member districts to terminate the Collaborative Agreement, the Board shall notify DESE of the official termination date of the Collaborative, and shall submit the documentation required by 603 CMR 50.11 and DESE Education Collaborative Closing Guidance to ~~DESE~~the Commissioner.

I-K. Should DESE revoke and/or suspend the approval of the educational Collaborative
a. Agreement, the Board will follow all instructions from DESE, and Sections XI. E through
b. XI. H, inclusive, shall be implemented to the extent these procedures are consistent with the order of DESE terminating the Collaborative Agreement.

This Agreement shall not be effective until approved by Member School Committees and the Massachusetts Board of Elementary and Secondary Education. The Agreement shall take effect on the date of approval by the Board of Elementary and Secondary Education and shall continue indefinitely. This Agreement has been approved by duly authorized votes at public meetings held by the individual school committees whose Chairpersons have signed below.

Date of first reading: ~~May 11, 2017~~ February 9, 2023

~~Date of second reading: October 12, 2017~~

Date approved by Bi-County Collaborative Board of Directors: ~~October 12, 2017~~ February 9, 2023

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Agreement for Bi-County Educational Collaborative

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SECTION XII: EFFECTIVE DATE

This Agreement shall become effective on July 1, ~~2018~~ 2023 and shall continue indefinitely, providing that all requisite approvals, including that of the Board of Elementary and Secondary Education have been obtained no later than April 30, ~~2018~~ 2023.

~~Approved by the Board of Elementary and Secondary Education:~~

Jeff Wilton

Commissioner

12/18/2018

Date

Approved on behalf of the Massachusetts Board of Elementary and Secondary Education, by the Commissioner of Elementary and Secondary Education:

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Commissioner of the Department of Elementary and Secondary Education Date

Commissioner of the Department of Elementary and Secondary Education Date

Agreement for Bi-County Educational Collaborative

SECTION XII: EFFECTIVE DATE

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Date approved by Bi-County Collaborative Board of Directors: ~~10/11/17~~

Attleboro Public Schools

10-16-17
Date of School Committee vote


Signature of CHAIRPERSON of Member School Committee Date 10/16/17

Stephen K. Withers, Jr.
Please print name

Agreement for Bi-County Educational Collaborative

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Date approved by Bi-County Collaborative Board of Directors: ~~10/24/17~~ 10/24/17

Bellingham Public Schools

10/24/17
Date of School Committee vote


Signature of CHAIRPERSON of Member School Committee

10/24/17
Date

Michael J. Reed, Jr.
Please print name

Agreement for Bi-County Educational Collaborative

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Date approved by Bi-County Collaborative Board of Directors: - - - - -

Blackstone-Millville Regional School District 10.26.17

Date of School Committee vote

Jane C Reggio 10.26.17
Signature of CHAIRPERSON of Member School Committee Date

Jane C Reggio
Please print name

Agreement for Bi-County Educational Collaborative

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Date approved by Bi-County Collaborative Board of Directors: October 12, 2017

Easton Public Schools

~~1-21-17~~ ~~10/17~~
Date of School Committee vote

Jacqueline Weisman
Signature of CHAIRPERSON of Member School Committee

HJCS 12
Date

Jacqueline Weisman
Please print name

Agreement for Bi-County Educational Collaborative

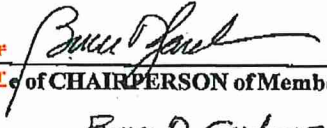
SECTION XU: EFFECTIVE DATE

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Date approved by Bi-County Collaborative Board of Directors: October 12, 2017

Foxborough Public School 1

11-6-17
Date of School Committee vote

Signature 

11-6-17

Signature of CHAIRPERSON of Member School Committee
e
Bruce D. Gardner

Date

Please print name

Agreement for Bi-County Educational Collaborative

10/29/17
DEC 01 2017
By _____:d

SECTION XII: EFFECTIVE DATE

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Date approved by Bi-County Collaborative Board of Directors: October 12, 2017

Franklin Public Schools

10/29/17
Date of School Committee vote

Kevin P O'Malley

10/29/17

Signature of CHAIRPERSON of Member School Committee

Date

KEVIN P O'MALLEY

Please print name

Agreement for Bi-County Educational Collaborative

SECTION XII: EFFECTIVE DATE

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Date approved by Bi-County Collaborative Board of ~~ED~~irectors: October 12, 2017

King Philip Regional School District

November 6, 2017
Date of School Committee vote

[Signature] 11-6-17-01
Signature of CHAIRPERSON of Member School Committee Date

Patrick Franco mano, Chair
Please print name

Agreement for Bi-County Educational Collaborative

SECTION XII: EFFECTIVE DATE

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Date approved by Bi-County Collaborative Board of Directors: October 12, 2017

Mansfield Public Schools

10/24/17
Date of School Committee vote



10/24/17
Date

Signature of CHAIRPERSON of Member School Committee

Kiera O'Neil
Please print name

Agreement for Bi-County Educational Collaborative

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Date approved by Bi-County Collaborative Board of Directors: October 12, 2017

Milford Public Schools — ~~11/2/17~~ _____

Date of School Committee vote

Joe Moran _____ 11/2/17
Signature of CHAIRPERSON of Member School Committee Date

Joe Moran _____
Please print name


Agreement for Bi-County Educational Collaborative

SECTION XII: EFFECTIVE DATE

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Date approved by Bi-County Collaborative Board of Directors: October 12, 2017

Norfolk Public Schools 11/21/17
Date of School Committee vote


Signature of CHAIRPERSON of Member School Committee 11/21/17
Date

Thomas Doyle
Please print name

Agreement for Bi-County Educational Collaborative

SECTION XII: EFFECTIVE DATE

This Agreement shall become effective on July 1, 2018 and shall continue indefinitely, providing that all requisite approvals, including that of the Board of Elementary and Secondary Education have been obtained no later than April 30, 2018. This Agreement has been approved by duly authorized votes at public meeting held by the individual school committees whose chairpersons have signed below.

Date approved by Bi-County Collaborative Board of Directors:

~~JOE B. ...~~

Norton Public Schools

October 23 2017
Date of School Committee vote



Signature of CHAIRPERSON of Member School Committee

10/23/17
Date

P. A. Sheedy
Please print name

Agreement for Bi-County Educational Collaborative

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Date approved by Bi-County Collaborative Board of Directors: Oliobv 12 .Joi7

North Attleboro Public Schools 11-6-17
Date of School ~~Com~~ Committee vote

James D McKenna 11-6-17
Signature of CHAIRPERSON of Member School Committee Date

James D McKenna
Please print name

Agreement for Bi County Educational Collaborative

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Date approved by Bi-County Collaborative Board of Directors: October 12, 2017

Plainville Public School!,

10/30/17

Date of School Committee vote



Signature of CHAIRPERSON of Member School Committee

10/30/17
Date

Pbn S

Agreement for Bi-County Educational Collaborative

SECTION VII: EFFECTIVE DATE:

This Agreement shall become effective on July 1, 2018 and shall continue indefinitely, providing that all requisite approvals, including that of the Board of Elementary and Secondary Education have been obtained no later than April 30, 2018. This Agreement has been approved by duly authorized votes at public meetings held by the individual school committees whose chairpersons have signed below. Date approved by Bi-County Collaborative Board of Directors:

Date approved by Bi-County Collaborative Board of Directors: ~~April 6, 2018~~

Swansea Public Schools

6/30/17

Date of School Committee vote



11/ 0 1 /, 2

Signature of CHAIRPERSON of Member School Committee

Date

JOSEPH D. SALPIETRO

Please print name

Agreement for BI-County Educational

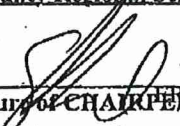
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Date approved by Bi-County Collaborative Board of Directors: October 12, 2017

Tri-County Regional School District

11/15/17
Date of School Committee vote


Signature of CHAIRPERSON of Member School Committee Date 11/15/17

STEVENS D. Trask
Please print name

Agreement for Bi-County Educational Collaborative

SECTION XII: EFFECTIVE DATE

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Date approved by Bi-County Collaborative Board of Directors: 10

10/26/2017

Walpole Public Schools

10/26/17

Date of School Committee vote

Jennifer Geasits
Signature of CHAIRPERSON of Member School Committee

10/26/17
Date

Jennifer Geasits
Please print name

Agreement for Bi-County Educational Collaborative

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Date approved by Bi-County Collaborative Board of Directors: Oct 11, 2018

Wrentham Public Schools 8-11-2018
Dr. of School Committee vote

[Signature] _____ 10/11/18
Signature of CHAIRPERSON of Member School Committee Date

Tracey Murphy _____
Please print name

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SECTION XII: EFFECTIVE DATE

This Agreement shall become effective on July 1, 2018 2023 and shall continue indefinitely, providing that all requisite approvals, including that of the Board of Elementary and Secondary Education have been obtained no later than April 30, 2018 2023.

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Date approved by Bi-County Collaborative Board of Directors:

Date approved by Member School Committee:

Seekonk Public Schools
Date of School Committee vote

Signature of CHAIRPERSON of Member School Committee Date

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SECTION XII: EFFECTIVE DATE

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Date approved by Bi-County Collaborative Board of Directors: _____

Date approved by Member School Committee and signature: _____

King Phillip Regional School District

Date of School Committee vote

Signature of CHAIRPERSON of Member School Committee

Date

Please print name

Memo

To: Mr. Paul Zinni
From: Michelle Kreuzer, KPMS Principal
Date: February 24, 2023
Re: Proposed changes to the KPMS Program of Studies, 2023-2024

Enclosed are the proposed changes to the King Philip Middle School Program of Studies for 2023-24. Each change is accompanied by a rationale.

UPDATED COURSE NAMES AND DESCRIPTIONS

ENGLISH LANGUAGE ARTS

English Language Arts 7

- Removed
 - “Students will study a culturally diverse and historically relevant collection of fictional short stories including: “Thank You M’am,” “Seventh Grade,” “Charles,” “Harrison Bergeron” and others. The novels, *The Giver* by Lois Lowry, and *The Outsiders* by S.E. Hinton will be explored for style, theme, conflict, characterization and symbolism. Figurative language, theme, tone and mood will be explored using a variety of lyrical and narrative poetry as well as Greek myths.”
- Added
 - “Students will study a culturally diverse and historically relevant collection of fictional short stories written by prominent authors including Langston Hughes, Gary Soto, Shirley Jackson, Ray Bradbury, Emily Dickinson, Jason Reynolds, and others. The novels, Lois Lowry’s *The Giver* and Jacqueline Woodson’s *Brown Girl Dreaming* will be explored for style, theme, conflict, characterization and symbolism. Figurative language, theme, tone, and mood will be explored using a variety of lyrical and narrative poetry.”

English Language Arts 8

- Added
 - “Shirley Jackson” to list of classic authors

- “along with contemporary writers of students' choice, including Chimamanda Ngozi Adichie, Virginia Driving Hawk Sneve, Jimmy Santiago Baca, and Pam Muñoz Ryan.”

Rationale: Descriptions now include both classic and contemporary works

MATHEMATICS

Mathematics: Grade 7 and Mathematics: Grade 8 with Algebra

- Added
 - “This course uses a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language.”

Rationale: Language reflects the instructional practices in our new math curriculum

SOCIAL STUDIES

Social Studies 7 - Ancient History

- Name Updated: Ancient History (replacing World Geography and Ancient Civilizations II)
- Removed
 - “Students will examine the physical and political geography of ancient societies, as well as the religions, and cultures in Central and South and East Asia, Oceania, and classical Greece and Rome.”
- Added
 - “Students will examine the physical geography, culture, and politics of ancient societies in Central, South, and East Asia, Oceania, as well as classical Greece and Rome. Additionally, students will explore topics such as world religions, development of government and structure of societies, and how these societies changed with developing technologies.”

Social Studies 8 - Civics

- Updated course description
 - “In this course, students will study the roots and foundations of American democracy and government, how and why these institutions have developed over time, and the role of U.S. citizens in maintaining these establishments. Students will analyze America’s founding documents such as the Declaration of Independence, the Constitution, and the Bill of Rights in order to determine how

American democracy is shared and structured. Students will then examine the framework of the American federal government and the roles and responsibilities of each of its branches. Additionally, students will explore topics such as state and local governments, the duties and responsibilities of citizenship, and dealing with community issues. Students will also investigate landmark, precedent-setting Supreme Court decisions and how these rulings have impacted the fabric of American democracy, life, and culture. Finally, students will develop a student-led, civics action project that supports the development of civic knowledge, skills, and dispositions. This course utilizes a variety of common assessments and all course components are aligned with the 2018 Massachusetts Curriculum Frameworks for History and Social Science.”

Rationale: Includes a more detailed description of course content

WORLD LANGUAGE

French

- Removed
 - “Students will generally enter this course with no background knowledge of French”

Spanish

- Removed
 - “Students will generally enter this course with this being their first exposure to Spanish in a classroom setting.”

Rationale: Students now take Exploratory Language (French/Spanish) in 7th Grade

UNIFIED ARTS & SPECIAL COURSE DESCRIPTIONS

General Music

- Removed:
 - “unit tests”
 - “Lastly, students will become better musicians by applying their understanding of music in actual music making through the use of healthy singing techniques and the playing of instruments.”

Rationale: Course assessments are not limited to unit tests; Music-making is not limited to singing (e.g., bucket drumming, electric composition)

Library Media Studies

- New Description:
 - “The library program teaches students to be critical and informed consumers, seekers, and evaluators of information and media across all modalities and how to be responsible digital citizens. The library strives to increase interest in recreational and informational reading and support and augment the curricular needs of the teaching staff. The library actively supports and continues to enhance the advancement and celebration of diversity, equity, and inclusion through its diverse collections, educational programming, and responsive outreach. Library coursework is aligned with International Society for Technology in Education (ISTE) standards and the 2016 Massachusetts Digital Literacy and Computer Science Framework.”

Rationale: Includes a more detailed description of course content and connection to state standards

Band 7 and Band 8

- Added:
 - “Students that are starting an instrument for the first time are highly encouraged to take private lessons”
- Removed:
 - “Band is open to students with two or more years of experience on a band instrument or with the permission of the director.”

Rationale: We have opened the course up to students who are new to playing an instrument

STEM II

- Moved to Grade 8 Unified Arts rotation
- New Course Description:
 - “The Unified Arts STEM II program is a trimester long, project-based learning course consisting of units that incorporate STEM topics. This program prepares students for advanced and rigorous coursework in Science, Technology, Engineering and Math. The inquiry-based, student-centered units allow students to model what real scientists and engineers do. The course includes introductory computer science coursework that requires students to apply mathematical concepts and rigorous programming principles to create a simple video game. Mathematical concepts used in this course include coordinate planes, order of

operations, ratio and proportion, domain and range, function composition, and the distance formula. The units encompass subject areas such as energy sources, structures, electricity, and technology. Technology, teamwork, competition, and kinesthetic learning in this course create a learning environment that is fun and educational for all the students. Coursework is aligned with the 2016 Massachusetts Digital Literacy and Computer Science Framework. This class meets every other day for a single trimester.”

Rationale: Moved from a 7th grade course to an 8th grade course; new description includes more details regarding course content

Eliminated Courses

Media Arts 8

Literature 8

Rationale:

- The Media Arts teacher was replaced with a Health Teacher for Grade 7 Wellness due to retirement.
- Literature 8 did not run this school year and we will not have enough staff to run the course next year. The course was replaced with Speech and Writing.

King Philip Middle School
Program of Studies
Grades 7-8



2023-2024

SCHOOL COMMITTEE

Trevor Knott, Chair, Wrentham	Jim Lehan, Norfolk Representative
Bruce Cates, Vice Chair, Plainville	Marc Waxman, Wrentham Representative
Christopher Bronneis, Plainville Representative	Greg Wehmeyer, Plainville Representative
Erin Greaney, Wrentham Representative	Jennifer Wynn, Norfolk Representative
Eric Harmon, Norfolk Representative	

DISTRICT ADMINISTRATION

Mr. Paul Zinni, Superintendent
Dr. Susan Gilson, Assistant Superintendent
Ms. Lisa M. Moy, Director of Student Services
Mr. Larry Azer, Director of Finance & Operations
Mr. Michael Bois, Director of Technology

MIDDLE SCHOOL ADMINISTRATION

Michelle J. Kreuzer, Principal
Kyle J. Alves, Assistant Principal
Joseph Donovan, Dean of Students

GUIDANCE/STUDENT SERVICES

Leah Barry, Guidance Counselor
Eric Lipschutz, Guidance Counselor
Morayo Sayles, School Psychologist
Jen Roman, School Adjustment Counselor
Grace Morrison, School Adjustment Counselor
Linda Chichester, School Adjustment Counselor
Connie Eckart, District Team Chair/Middle School 504 Coordinator
Traci Vaughan, Middle School Team Chair
Michele Caulfield, School Nurse
Charrel Liberatore, School Nurse

ADMINISTRATIVE ASSISTANTS

Deborah Morry, Main Office
Joan Solomon, Main Office
Tori Hurvitz, Special Education
Nicole Murphy, Guidance

Educational Opportunities/Notice of Non-Discrimination

The King Philip Regional School District does not discriminate against students, parents/guardians, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age. Accordingly, no person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school or in employment in its services in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II); or on the basis of age, in accordance with the Age Discrimination Act of 1975 (Age Discrimination Act) and the Age Discrimination in Employment Act of 1967. Nor does it discriminate on the basis of race, color, sex, religion, national origin, gender identity or sexual orientation, in accordance with Chapter 622 of the Acts of 1971 (M.G.L. c. 76 s. 5) and M.G.L. Chapter 151B. The District also does not discriminate against students on the basis of homelessness in a manner consistent with the requirements of the McKinney-Vento Act. Similarly, consistent with the requirements of federal and state law, the District does not discrimination against students on the basis of pregnancy.

To file a complaint alleging discrimination or harassment by the King Philip Regional School District on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, homelessness, religion, or pregnancy/parenting status or to make inquiry concerning the application of Title II, Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, Age Discrimination in Employment Act or applicable state laws and their respective implementing regulations, please contact the Civil Rights Coordinators or the Director of Student Services for 504, Foster, Homeless, or ELL.

Dr. Susan Gilson Assistant Superintendent of Schools	Civil Rights, Title IX, Title I, Title II
Mr. Larry Azer Director of Finance and Operations	Civil Rights, Title IX
Ms. Lisa Moy Director of Student Services	504, Foster, Homeless, ELL
18 King Street, Norfolk, MA 02056 508-520-7991	

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Dear KPMS Families,

The 2023-2024 King Philip Middle School Program of Studies is your guide for your child's academic experience for grades seven and eight. At King Philip Middle School, you will find that the program offers a range of learning experiences in the major disciplines and elective areas. In addition to courses, KPMS offers a wide variety of extra-curricular activities for students, such as sports, performing arts, student government, and special interest groups. I sincerely hope that your child will take advantage of these opportunities to tailor their middle school experience.

KPMS uses an interdisciplinary team teaching system, which is an integral part of the middle school model. Each grade has three teams, which are made up of four teachers: English Language Arts, Mathematics, Science, and Social Studies. The three teams in each grade level work together to ensure that students engage in a common curriculum and core learning experience. The interdisciplinary team model enables students to smoothly transition from elementary school to KPMS and from KPMS into high school. The team structure also gives our teachers the opportunity to work together to address the academic, social, and emotional needs of our middle school students.

In the Program of Studies, classes are presented in order, by grade, with on-team, full-year courses listed first, followed by off-team, trimester-long courses. Core academic courses include English Language Arts, Social Studies, Science, Mathematics and World Language (eighth grade). In addition to core academic courses, students will have the chance to take enrichment courses, such as Physical Education, Fine Arts, Health, STEM, Media Arts, and General Music. Students may also elect to take band and chorus. All courses are heterogeneously grouped (unleveled) except for Mathematics.

The King Philip Middle School teachers and I are proud of our middle school program and course offerings. I hope that you find KPMS to be a safe and engaging learning environment where our children can develop their passions and reach their potential.

Sincerely,

Michelle Kreuzer
Principal

MIDDLE SCHOOL TEAM STRUCTURE

The program at King Philip Middle School (KPMS) utilizes the interdisciplinary team approach at both the seventh and eighth grade levels. Each grade level has three teams. Students on a specific team work with the same teachers in English Language Arts, Mathematics, Science, and Social Studies. The three teams in each grade work together and across the content areas to assure a common curriculum and core learning experience for all of our students. Students at KPMS also participate in a variety of additional offerings which allow them to explore various areas of interest. All students participate in fine arts, speech, STEM, physical education and health. As eighth graders, students take either Spanish or French. Additionally, students may participate in general music, chorus, or band.

ACADEMIC PROGRESS

KPMS uses a live grading system, Infinite Campus, through which students and parents/guardians can access course grades at any time. Regular academic progress is captured online at the midpoint and end of each trimester. Mid-trimester student progress updates are available in October, February, and May. Report card grades are available in December and March, with final course grades reported in June.

King Philip Middle School uses a letter system for grading students in academic areas. D- is considered the minimum passing grade. The following chart outlines the numeral equivalents of the letter grades.

A+ 100-97 A 96-94 A- 93-90	Excellent Achievement	Outstanding accomplishment that shows mastery of subjects and the ability to apply principles.
B+ 89-87 B 86-84 B- 83-80	Very Good	Honor work, above average but not showing mastery or originality, characteristic of superior achievement.
C+ 79-77 C 76-74 C- 73-70	Average Accomplishment	An average working knowledge of the subject showing ability to apply the material learned.
D+ 69-67 D 66-64 D- 63-60	Poor	A low passing mark showing some accomplishment should be considered unsatisfactory.
F 59- 0	Failure	Very poor accomplishment or failure to do work required.

SEVENTH GRADE COURSE DESCRIPTIONS

English Language Arts 7

Grade 7

Full Year

The objective of this course is to develop engaged, purposeful, and confident readers and writers that can demonstrate mastery of the Massachusetts English Language Arts and Literacy Framework for Grade 7. Students will have the opportunity to challenge themselves through independent, partner, and group activities. Students will learn to write clearly and coherently and to incorporate strong, relevant text evidence to support their ideas. Reading opportunities such as independent, partner, and read-alouds will be performed.

Students will study a culturally diverse and historically relevant collection of fictional short stories written by prominent authors including Langston Hughes, Gary Soto, Shirley Jackson, Ray Bradbury, Emily Dickinson, Jason Reynolds, and others. The novels, Lois Lowry's *The Giver* and Jacqueline Woodson's *Brown Girl Dreaming* will be explored for style, theme, conflict, characterization and symbolism. Figurative language, theme, tone, and mood will be explored using a variety of lyrical and narrative poetry. Finally, a variety of nonfiction texts including memoirs, articles, essays, and biographies will be used to teach text structure, opinions vs. facts, author's bias, and persuasive techniques. This course is aligned with the current Massachusetts English Language Arts and Literacy Framework.

Mathematics 7

Mathematics: Grade 7

Grade 7

Full Year

Grade 7 mathematics uses a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. It emphasizes high level skills with a focus on in-depth applications involving problem solving strategies, probability, computation, expressions, equations, geometry, number theory, fractions, measurement, ratios, proportions, percents, statistics, integers, rational numbers, expressions, and equations with rational numbers.

There will be emphasis on linear equations and the algebraic process throughout the year. Students will develop the ability to think abstractly. Students will use materials to reinforce daily coursework lessons and will be expected to work both independently as well as cooperatively in group situations. Assessments will include tests, quizzes, nightly homework, projects, and writing answers to open-ended questions. This course is aligned with the 2017 Massachusetts Curriculum Framework for Mathematics.

Mathematics: Grade 7 Extended

Grade 7

Full Year

This accelerated course moves at a fast pace and is for students who can accept a challenge as well as exhibit mathematical curiosity and insightful thinking. In addition to the seventh grade Massachusetts Curriculum Framework standards, students will be working towards the completion of the eighth grade standards and the Algebra I standards. Additionally, students will begin to make connections from arithmetic to algebra and apply algebra to real-life problems.

Students will complete an in-depth study of linear equations and inequalities. Using linear and absolute value models, students will solve problems, graph and interpret data. Students will use scientific calculators, graphing calculators and computers to aid in higher level thinking problems. They will be assessed through tests, quizzes, nightly homework, projects and classroom observations. This course is aligned with the 2017 Massachusetts Curriculum Framework for Mathematics. *Prerequisite: Students must enter Grade 7 with mastery of fractions, decimals, percents and integers. In addition, they should have a teacher recommendation, a Math MCAS score of Exceeding Expectations for two consecutive years, and a strong performance on the district standard placement test, if given.*

Science 7

Grade 7

Full Year

The grade 7 science course is designed to use more robust abstract thinking skills to explain causes of complex phenomena and systems. Many causes are not immediately or physically visible to students. An understanding of cause and effect of key natural phenomena and designed processes allows students to explain patterns and make predictions about future events. In grade 7 these include, for example, causes of seasons and tides; causes of plate tectonics and weather or climate; the role of genetics in reproduction, heredity, and artificial selection; and how atoms and molecules interact to explain the substances that make up the world and how materials change. Being able to analyze phenomena for evidence of causes and processes that often cannot

be seen, and being able to conceptualize and describe those, is a significant outcome for grade 7 students.

Students will be exposed to a variety of approaches including teacher lecture and discussion, required reading, lab investigations, creation of models and various projects. Students will continue to develop and refine their scientific problem-solving skills and integrate more complex math skills into their work. Assessments will include tests, quizzes, homework, lab claims, and projects. This course is aligned with the 2016 Massachusetts Curriculum Framework for Science and Technology/Engineering. Assessments will include tests, quizzes, homework, lab claims, and projects. This course is aligned with the 2016 Massachusetts Curriculum Framework for Science and Technology/Engineering.

Social Studies 7 - Ancient History

Grade 7

Full Year

Students will examine the physical geography, culture, and politics of ancient societies in Central, South, and East Asia, Oceania, as well as classical Greece and Rome. Additionally, students will explore topics such as world religions, development of government and structure of societies, and how these societies changed with developing technologies. Throughout the year, instructional strategies will allow students to enhance their reading, writing, speaking, and critical thinking skills. Students will analyze primary source documents, pictures, and other historical artifacts to draw conclusions about the creators of the source. Within each unit, students will participate in interactive hands-on activities and a variety of common assessments. This course is aligned to the 2018 Massachusetts Curriculum Framework for History and Social Science.

Physical Education 7

Grade 7

Full Year

In a co-educational setting, students will be given a variety of problem-solving activities, structured practice and game play where they can achieve the necessary skills and knowledge to become an educated participant and spectator. Students will develop competency in several movement forms and proficiency in one or two selected forms. In addition, students will explore the knowledge, attitudes and habits of physical and emotional wellness. The elements of physical fitness will be presented as a common theme throughout most units of study and will be investigated independently. Students will participate in activities specifically designed to

develop competency in both upper and lower body manipulation, balance and coordination. Student achievement will be assessed as motor-skills are applied during game play and through skill tests. Through the use of technology students will record fitness data for the purpose of assessing their (current) personal fitness level and will compose a short and long term plan to address their needs. This class meets every other day.

Seventh Grade Unified Arts (UA) and Special Course Descriptions

Fine Arts (UA Rotation I)

Grade 7

Trimester

Fine Arts is centered around visual arts media exploration and finding artistic identity. In this curriculum, students will become acquainted with productive studio habits and practices, artists who have worked or are currently working in the art world, and how to be a part of an artistic community. Fine Arts will be broken-up into three phases: Explore, Investigate, and Create. Each phase will be structured around a series of guided, explorative exercises that will prepare students to find their own artistic identity. Students will practice technical skills with 2D and 3D art media, as well as studio habits that will prepare students for life-long artistic growth. This class meets every day.

STEM I (UA Rotation I)

Grade 7

Trimester

The Unified Arts STEM I program is a trimester long, project-based learning course consisting of units that incorporate STEM topics. This program prepares students for advanced and rigorous coursework in Science, Technology, Engineering and Math. The inquiry-based, student-centered units allow students to model what real scientists and engineers do. The units encompass subject areas such as bioengineering technologies, alternative energy, structures, geology, computer science and electricity. Upon completion of this comprehensive and unique course, students will formulate ideas to create an interdisciplinary portfolio which builds on student curiosity and existing conceptions. The coursework is based on the Next Generation Science Standards and the Common Core and the Massachusetts Science and Technology Curriculum Frameworks. This class meets every day.

Exploring World Language (UA Rotation I)

Grade 7

Trimester

This course is designed to introduce students to both the French and Spanish languages. The course emphasizes basic listening, speaking, reading and writing skills. Completion of introduction to French and Spanish will allow students to make an informed choice for further study of either French or Spanish in eighth grade. Assessment of student work is based on quizzes, written and oral assignments, and class work. This class meets every day.

Wellness (UA Rotation II)

Grade 7

Trimester

This Grade 7 course provides students with techniques and strategies needed to ensure confidence and success that will provide a strong foundation for middle school and beyond. As a result of this course, students will be able to apply knowledge to help them with goal setting, career options, and participating in our community as a responsible, informed citizen. Students will learn concepts and develop skills necessary to form safe habits and choose healthful actions that are safe, legal and that respect themselves and others while following parental guidelines. Reading, writing, and computing are an essential part of this course. Materials critical in this learning process are various contemporary pamphlets, booklets, and videos. In addition, guest speakers will be integrated into the learning process. Key assessments include tests, projects, cooperative learning skills, and class activities. This class meets every other day.

General Music (UA Rotation II)

Grade 7

Trimester

A music course is required in Grade 7 as part of the Unified Arts experience. In general music, students will increase their music knowledge by studying major trends in music history, important composers, world music, and basic elements of music theory. Students will learn to read, write, and compose music, and develop their musical skills through various lessons and activities. Students will be assessed through class participation, performance, and collaborative music projects. During the course, students may engage in a variety of experiences, such as bucket drumming, creating music using technology and exploring popular music genres. This class meets every other day.

Literature 7 (UA Rotation II)

Grade 7

Trimester

This course is designed to enhance the literacy experience for all seventh graders and to foster a love of reading. Its purpose is to introduce and reinforce literacy skills and to immerse students in authentic reading experiences. Comprehension strategies will be taught through teacher read-alouds, novels, short stories, and plays. Participants of this course will learn to discuss

literature in a meaningful way with their peers and complete a variety of activities to enhance their comprehension. This class meets every other day.

Math Exploration

Grade 7

This mathematics course is designed with personalized learning and flexibility in mind. The course is tailored to the needs, interests, backgrounds, and goals of the students enrolled. Instruction can be designed for either remediation or for enrichment. The intention of the course is to deepen students' understanding of mathematics and to support students in developing a positive personal relationship with mathematics. One-to-one and small group work will be used, along with online mathematics programs which are aligned with the 2017 Massachusetts Mathematics Curriculum Framework. *Students are enrolled in this course through a referral process.* This class meets every day or every other day.

Reading Intervention

Grade 7

The Reading Intervention course targets word recognition, vocabulary, comprehension skills, and strategies for students with needs in these areas. Through reading appropriate texts, students will have the opportunity to build fluency and to strengthen their reading comprehension. Students will also develop close reading and critical analysis skills through consistent practice and targeted instruction. *Students are enrolled in this course through a referral process.* This class meets every day or every other day.

Library Media Studies

Grade 7

The library program teaches students to be critical and informed consumers, seekers, and evaluators of information and media across all modalities and how to be responsible digital citizens. The library strives to increase interest in recreational and informational reading and support and augment the curricular needs of the teaching staff. The library actively supports and continues to enhance the advancement and celebration of diversity, equity, and inclusion through its diverse collections, educational programming, and responsive outreach.

Library coursework is aligned with International Society for Technology in Education (ISTE) standards and the 2016 Massachusetts Digital Literacy and Computer Science Framework.

Seventh Grade Music Electives

Band 7

Grade 7

Full Year

The primary goals of this class are to begin or further develop ensemble skills and individual technique on a woodwind, brass, or percussion instrument. Through the study of technical exercises, chamber music, and diverse band literature students will build musical independence, continue to build on their musical pedagogy skills, and further develop a love and appreciation for music making. Students will be evaluated on their preparation for each class, classroom conduct, concert attendance, home practice, and proficiency on their instrument. There are three major performances given each year. Students that are starting an instrument for the first time are highly encouraged to take private lessons. This class meets every day (full band & instrumental sections).

Note: Students who participate in the 7th grade school band program have the opportunity to participate in the extracurricular Jazz Ensemble.

Chorus 7

Grade 7

Full Year

The primary goals of this class will be learning about the basics of music theory and preparing for performances throughout the school year. Students will be assessed on class participation, class performance and performance attendance. Students will develop skills for working within group situations, improve responsibility and individual music technique, and develop a personal appreciation for music making. The class will explore both classical and contemporary choral music representing many cultures and languages in various vocal part formats. This course has no prerequisites - all students are welcome to join the KPMS Chorus. This class meets every other day with the option of students joining every day for more advanced studies.

Note: Students who participate in the 7th grade chorus have the opportunity to audition for the extracurricular Vocal Ensemble. Students in Vocal Ensemble meet after school and will be singing and studying advanced music and vocal techniques.

Seventh Grade Course Selections

There are 35 instructional periods in a week. All seventh graders will be scheduled for the following required courses, which make up 27.5 out of 35 total instructional periods.

7th Grade Required Courses

English Language Arts	5
Mathematics	5
Science	5
Social Studies	5
Physical Education	2.5
Unified Arts Rotation I (Three Trimester Classes)	5
	27.5 periods

7th Grade Elective & Special Courses

Seventh graders may choose band or chorus as additional music electives. Students who do not participate in the band and/or chorus program will be scheduled for special courses, starting with Unified Arts Rotation II, to complete their schedule of 35 instructional periods per week.

Music Electives

Band 7	5 periods
Chorus 7	2.5 periods
Both Band & Chorus (per instructor approval)	7.5 periods

Special Courses

Unified Arts Rotation II (Three Trimester Classes)	2.5 periods
Reading Intervention	2.5 or 5 periods
Math Exploration	2.5 or 5 periods
S.A.T.	2.5 or 5 periods

Note: Course of studies may be subject to change.

EIGHTH GRADE COURSE DESCRIPTIONS

English Language Arts 8

Grade 8

Full Year

Through this course, students will work towards becoming more thoughtful and analytical readers, more articulate and effective speakers, and more skillful and organized writers in preparation for the rigors of high school by developing their independence and initiative. This is a writing-intensive course that requires students to advocate for themselves, apply effective effort, and actively participate both individually and in small or large group settings.

Throughout the year, students will actively read, discuss, write about, and complete projects based upon a collection of novels, short stories, plays, and poems while paying homage to classic authors such as Edgar Allan Poe, O Henry, Shirley Jackson, Robert Louis Stevenson, and William Shakespeare, along with contemporary writers of students' choice, including Chimamanda Ngozi Adichie, Virginia Driving Hawk Sneve, Jimmy Santiago Baca, and Pam Muñoz Ryan. Additionally, students will write descriptive, narrative, expository, analytical, personal, and argumentative essays based on the fiction and nonfiction topics they explore. This course is aligned with the Massachusetts 2017 English Language Arts and Literacy Framework.

Mathematics 8

Mathematics: Grade 8 Math with Algebra

Grade 8

Full Year

This course completes the eighth grade Massachusetts Curriculum Framework standards and provides opportunities for students to develop their algebra skills in preparation for high school. The course uses a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language

Students will solve, graph and interpret linear functions and pairs of simultaneous linear equations. During this course, students will apply algebra to real-life problems and will interpret data from tables, charts, and graphs. In addition to studying algebra concepts, students will learn and apply the Pythagorean Theorem and will work with expressions that include radicals and integer exponents. Students will use scientific calculators and computers to aid in higher level

thinking problems. They will be assessed through tests, quizzes, nightly homework, projects, and classroom observations. This course is aligned with the 2017 Massachusetts Curriculum Framework for Mathematics.

Mathematics: Grade 8 Extended Algebra

Grade 8

Full Year

This accelerated course is a continuation of the Grade 7 Extended Math Course. In addition to the eighth grade Massachusetts Curriculum Framework standards, students will be completing the Algebra I standards. Students will solve, graph, and interpret data using exponential and quadratic models. In addition, factoring polynomials, solving systems of equations, rational and radical equations will be studied. Students will continue to use scientific calculators, graphing calculators and computers to aid in higher level thinking problems. They will be assessed through tests, quizzes, nightly homework, projects and classroom observation. This course is aligned with the 2017 Massachusetts Curriculum Framework for Mathematics.

Prerequisite: Completion of Grade 7 Extended Math with an average of a B- or better on the algebra-related content.

Science 8

Grade 8

Full Year

The grade 8 science course is designed to focus on systems and cycles using students' understanding of structures and functions, connections and relationship in systems, and flow of matter and energy developed in earlier grades. A focus on systems requires students to apply concepts and skills across disciplines, since most natural and designed systems and cycles are complex and interactive. They gain experience with plate tectonics, interactions of humans and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society.

Students will develop and refine their scientific problem solving skills, and integrate mathematics into work they produce. Students will be assessed by examinations, quizzes, homework, creation of models and various projects. This course is aligned with the 2016 Massachusetts Curriculum Framework for Science and Technology/Engineering.

Social Studies 8 - Civics

Grade 8

Full Year

In this course, students will study the roots and foundations of American democracy and government, how and why these institutions have developed over time, and the role of U.S. citizens in maintaining these establishments. Students will analyze America's founding documents such as the Declaration of Independence, the Constitution, and the Bill of Rights in order to determine how American democracy is shared and structured. Students will then examine the framework of the American federal government and the roles and responsibilities of each of its branches. Additionally, students will explore topics such as state and local governments, the duties and responsibilities of citizenship, and dealing with community issues. Students will also investigate landmark, precedent-setting Supreme Court decisions and how these rulings have impacted the fabric of American democracy, life, and culture. Finally, students will develop a student-led, civics action project that supports the development of civic knowledge, skills, and dispositions. This course utilizes a variety of common assessments and all course components are aligned with the 2018 Massachusetts Curriculum Frameworks for History and Social Science.

World Languages (French or Spanish) 8

French

Grade 8

Full Year

This year-long introductory French course uses the D'accord textbook and other related instructional tools. Students will develop their language skills in all four areas of language learning: speaking, listening, reading, and writing. Students will develop French vocabulary, grammar and communication skills. Students will be required to communicate orally and in writing using developed skills of expanded vocabulary and grammar. They will speak in complete sentences with a varied vocabulary, using the present tense and begin to study one form of the past tense. The many different aspects of francophone culture will be explored through readings, short films, cultural videos and songs. Assessment of student work is based on quizzes, written and oral assignments and performance assessments, as well as class work that includes skits, games and written and oral participation. The French curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice levels: low and mid.

Spanish

Grade 8

Full Year

This year long introductory Spanish course uses the Descubre textbook and other related educational and study aides. Students will develop their language skills in all four areas of language learning: speaking, listening, reading, and writing. Students will expand their Spanish vocabulary and develop grammar and communication skills. Students will be required to communicate orally and in writing using developed skills of expanded vocabulary and grammar. They will speak in complete sentences with a varied vocabulary, using the present tense and possibly begin to study one form of the past tense. The many different aspects of Spanish and Latin American cultures will be explored through readings, discussions, food tasting, movies and relevant activities. Assessment of student work is based on quizzes, written and oral assignments and performance assessments, as well as class work that includes skits, games and written and oral participation. The Spanish curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice levels: low and mid.

Physical Education 8

Grade 8

Full Year

In a co-educational setting, students will be given a variety of problem-solving activities, structured practice and game play where they can achieve the necessary skills and knowledge to become an educated participant and spectator. Students will develop competency in several movement forms and proficiency in one or two selected forms. In addition, students will explore the knowledge, attitudes and habits of physical and emotional wellness. The elements of physical fitness will be presented as a common theme throughout most units of study and will be investigated independently. Students will participate in activities specifically designed to develop competency in both upper and lower body manipulation, balance and coordination. Student achievement will be assessed as motor-skills are applied during game play and through skill tests. Through the use of technology students will record fitness data for the purpose of assessing their (current) personal fitness level and will compose a short and long term plan to address their needs. This class meets every other day.

Eighth Grade Unified Arts (UA) and Special Course Descriptions

Health (UA Rotation)

Grade 8

Trimester

This course is designed to enable students to learn health concepts and to develop the skills necessary to form healthy habits and choose healthful actions that are: safe, legal and that respect themselves and others while following parent guidelines. As a result of this course, students will be able to consistently exhibit knowledge of health concepts, life management skills and habits that can facilitate lifelong health for themselves and others. They will be able to clearly explain fundamental health concepts and skills by using appropriate examples. Students will be able to dismiss and disregard myths and health misconceptions. Topics covered may include: nutrition, reproduction/sexuality, mental health, substance use/abuse prevention, and interpersonal relationships. Materials critical in this learning process are various contemporary pamphlets, booklets, and videos provided by reputable health resources for disseminating information to the students. In addition, guest speakers will provide useful health and wellness information. Key assessments that provide information about student learning and evaluation criteria will be tests, projects, cooperative learning skills, and class activities. *Note: Health is a mandatory course for all 8th graders.* This class meets every other day.

STEM II (UA Rotation)

Grade 8

Trimester

The Unified Arts STEM II program is a trimester long, project-based learning course consisting of units that incorporate STEM topics. This program prepares students for advanced and rigorous coursework in Science, Technology, Engineering and Math. The inquiry-based, student-centered units allow students to model what real scientists and engineers do. The course includes introductory computer science coursework that requires students to apply mathematical concepts and rigorous programming principles to create a simple video game. Mathematical concepts used in this course include coordinate planes, order of operations, ratio and proportion, domain and range, function composition, and the distance formula. The units encompass subject areas such as energy sources, structures, electricity, and technology. Technology, teamwork, competition, and kinesthetic learning in this course create a learning environment that is fun and educational for all the students. Coursework is aligned with the 2016 Massachusetts Digital Literacy and Computer Science Framework. This class meets every other day for a single trimester.

Speech & Writing (UA Rotation)

Grade 8

Trimester

In this course, students will be introduced to the art of persuasive writing and speech. Students will explore and analyze how to use evidence and facts to support an opinion or theory. Students will develop skills to convey their point of view effectively through various public speaking platforms. Students will develop skills in effective group work and communicating as a group. Students will also develop active listening skills and how to respond to dissenting viewpoints. Further, students will have the opportunity to become a better public speaker through practice. This class meets every other day.

Math Exploration

Grade 8

This mathematics course is designed with personalized learning and flexibility in mind. The course is tailored to the needs, interests, backgrounds, and goals of the students enrolled. Instruction can be designed for either remediation or for enrichment. The intention of the course is to deepen students' understanding of mathematics and to support students in developing a positive personal relationship with mathematics. One-to-one and small group work will be used, along with online mathematics programs which are aligned with the 2017 Massachusetts Mathematics Curriculum Framework. *Students are enrolled in this course through a referral process.* This class meets every day or every other day.

Reading Intervention

Grade 8

The Reading Intervention course targets word recognition, vocabulary, comprehension skills, and strategies for students with needs in these areas. Through reading appropriate texts, students will have the opportunity to build fluency and to strengthen their reading comprehension. Students will also develop close reading and critical analysis skills through consistent practice and targeted instruction. *Students are enrolled in this course through a referral process.* This class meets every day or every other day.

Library Media Studies

Grade 8

The library program teaches students to be critical and informed consumers, seekers, and evaluators of information and media across all modalities and how to be responsible digital citizens. The library strives to increase interest in recreational and informational reading and support and augment the curricular needs of the teaching staff. The library actively supports and continues to enhance the advancement and celebration of diversity, equity, and inclusion through its diverse collections, educational programming, and responsive outreach.

Library coursework is aligned with International Society for Technology in Education (ISTE) standards and the 2016 Massachusetts Digital Literacy and Computer Science Framework.

Eighth Grade Music Electives

Band 8

Grade 8

Full Year

The primary goals of this class are to begin or further develop ensemble skills and individual technique on a woodwind, brass, or percussion instrument. Through the study of technical exercises, chamber music, and diverse band literature students will build musical independence, continue to build on their musical pedagogy skills, and further develop a love and appreciation for music making. Students will be evaluated on their preparation for each class, classroom conduct, concert attendance, home practice, and proficiency on their instrument. There are three major performances given each year. Students that are starting an instrument for the first time are highly encouraged to take private lessons. This class meets every day (full band & instrumental sections).

Note: Students who participate in the 8th grade school band program have the opportunity to participate in a variety of extracurricular music ensembles, including jazz ensemble, marching band, and winter percussion.

Chorus 8

Grade 8

Full Year

The primary goals of this class will be learning about the basics of music theory and preparing for performances throughout the school year. Students will be assessed on class participation, class performance and performance attendance. Students will develop skills for working within group situations, improve responsibility and individual music technique, and develop a personal appreciation for music making. The class will explore both classical and contemporary choral music representing many cultures and languages in various vocal part formats. This course has no prerequisites - all students are welcome to join the KPMS Chorus. This class meets every other day with the option of students joining every day for more advanced study.

Note: Students who participate in the 8th grade chorus have the opportunity to audition for the extracurricular Vocal Ensemble. Students in Vocal Ensemble meet after school and will be singing and studying advanced music and vocal techniques.

Eighth Grade Course Selections

There are 35 instructional periods in a week. All eighth graders will be scheduled for the following required courses, which make up 30 out of 35 total instructional periods.

8th Grade Required Courses

English Language Arts	5
Mathematics	5
Science	5
Social Studies	5
World Language (French or Spanish)	5
Physical Education	2.5
Grade 8 Unified Arts Rotation (Three Trimester Courses)	2.5
	30 periods

8th Grade Elective & Special Courses

Eighth graders may choose band or chorus as additional music electives. Students who do not participate in the band and/or chorus program will be scheduled for special courses to complete their schedule of 35 instructional periods per week.

Music Electives

Band 8	5 periods
Chorus 8	2.5

Special Courses

Reading Intervention	2.5 or 5 periods
Math Exploration	2.5 or 5 periods
S.A.T.	2.5 or 5 periods

Note: Course of studies may be subject to change.