

KING PHILIP REGIONAL SCHOOL COMMITTEE
AGENDA
REGULAR SESSION
November 4, 2024
KING PHILIP REGIONAL HIGH SCHOOL - MEDIA CENTER
201 FRANKLIN STREET WRENTHAM MA 02093
7:00 PM

1. **CALL TO ORDER** -Pledge of Allegiance
-Recorded by Wrentham Cable 8

2. **ROLL CALL OF COMMITTEE MEMBERS**

3. **DELEGATIONS and VISITORS**

Dr. Rich Drolet, Mr. Larry Azer, Ms. Colleen Terrill, Ms. Lisa Moy, Mr. Michael Bois,
Ms. Barbara Snead, Ms. Michelle Kreuzer, Ms. Nicole Bottomley, Ms. Carolyn Collins,
Ms. Ashley Cleverdon

4. **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 Ms. Carolyn Collins, Recording School Committee Secretary.

CONSENT AGENDA

5. **CONSENT AGENDA 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:*

- Draft October 16, 2024 Minutes
- Payment of Bills/Warrants
- Communications

A.R.

6. **STUDENT COUNCIL REPORT**

Student Council Report

I.O.

7. **REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT**

- Superintendent's Update
- Assistant Superintendent's Update

I.O.

I.O.

8. **OLD BUSINESS**

9. **NEW BUSINESS**

- FY 2025 Winter Music Fees
- School Improvement Plans-KPHS and KPMS 2024-2025
- Policy Revision IHAMA- Sex Education Notification
- Policy Revision IMG - Animals in Schools

A.R.

A.R.

A.R.

A.R.

10. REPORTS FROM SUBCOMMITTEES

11. REPORTS FROM SCHOOL COMMITTEE MEMBERS

Norfolk School Committee Representative: Ms. Sheldon	I.O.
Plainville School Committee Representative: Ms. Sharpe	I.O.
Wrentham School Committee Representative: Ms. Greaney	I.O.

12. LATE COMMUNICATIONS

13. RECOMMENDATIONS OR QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS

14. ADJOURNMENT

A.R.

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 Wednesday, October 16, 2024 –Draft
King Philip Regional High School – Library
201 Franklin Street, Wrentham, MA 02093**

OPENING OF MEETING

Mr. Lehan, Chair opened the meeting at 7:02pm.
Pledge of Allegiance.

RECORDING OF MEETING

This meeting was recorded by Wrentham Cable 8 and Noth TV Plainville Channel

ROLL CALL OF COMMITTEE MEMBERS

Members Present:

Norfolk:	Mr. Jim Lehan, Mr. Eric Harmon
Plainville:	Mr. Bruce Cates, Mr. Greg Wehmeyer, Ms. Michele Sharpe
Wrentham:	Mr. Joseph Cronin, Ms. Erin Greaney

MEMBERS ABSENT

Norfolk:	Ms. Lisa Sheldon
Plainville:	Present
Wrentham:	Ms. Cait Lanza

VISITORS

Dr. Rich Drolet, Mr. Larry Azer, Mr. Michael Bois, Ms. Carolyn Collins

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.

- Draft September 23, 2024 Minutes
- Payment of Bills/Warrants
- Communications

- **A Motion was made by Mr. Harmon, seconded by Mr. Cates, to approve the Consent Agenda, as presented, including the draft minutes of September 23, 2024. All in favor: Yes (7): Mr. Cates, Mr. Lehan, Mr. Harmon, Mr. Wehmeyer, Ms. Sharpe, Ms. Greaney, Mr. Cronin; No (0); Abstain (0); Motion carried 7-0-0.**

STUDENT COUNCIL REPORT

Dr. Drolet reviewed the October 16, 2024 KPHS Student Council Report tonight. This report was written by Ms. Ashley Cleverdon. A copy of this report is attached to these minutes.

Mr. Lehan thanked members for moving their schedules around to accommodate tonight's meeting.

NEW BUSINESS

None

REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT

Superintendent's Update

- Superintendent Goals (see below)
- Norfolk Temporary Respite Shelter Update
- School Committee Collective Bargaining (Negotiations) Subcommittee
- New Healthy KP Coalition Coordinator
- KP Marching Band Home Show
- KPHS Earns "Gold" Status for 2024 AP School Honor Roll Recognition

Dr. Drolet gave a brief overview of his Superintendent Goals again. He noted that all administrators complete two school or district improvement goals, as well as a student learning goal and a professional practice goal.

District Improvement Goal #1: Strategic Planning, Direction Setting, and Leading

The new strategic plan has been created. Over the course of the next 5 years, the district will look to make improvements to teaching and learning. Dr. Drolet shared a report of his entry findings from his first year in September. At the next school committee meeting, building principals will present their school improvement plans to the committee for approval for this year. In May or earlier, a progress report will be given on the strategic plan on what has been accomplished this year, as well as what work should be focused on during years 2-5 of the strategic plan.

District Improvement Goal #2: Specialized Programming/STEM/Innovative Pathways/Early College

Dr. Drolet said this work started last year, but the work is ongoing to create learning experiences for students that are relevant and authentic. Often new learning experiences might involve STEM or innovation, or perhaps increased dual enrollment opportunities or early college opportunities, or perhaps more career opportunities for those students that might not be college bound for our students. The program of studies will be looked at to see what additional offerings can be made. This year, the district started this work by adding some innovative STEM-based courses sponsored Project Lead the Way at the middle school. The district is waiting to see if we can expand this work at the middle as well as high school. A grant for an "Innovation Pathway" (related to business and finance) has been submitted, and we are waiting to hear back from DESE. The district is also looking at increasing other pathways and increasing early enrollment opportunities where students could earn more college credits that would be honored at state colleges and universities if they take them while enrolled here at the high school.

Student Learning Goal 3: Supporting All Students and Working with Leadership Teams to Improve/Enhance Teaching and Learning

Dr. Drolet said this has to do with professional development, best practices, student engagement and ultimately how to increase student success and achievement. Supporting newcomer students and all students will increase inclusivity and a sense of belonging in our schools. Dr. Drolet said that working with principals, the leadership team, and alongside teacher-leaders by the end of the year, we will do classroom walkthroughs, examine instructional practices, and determine what professional development is needed to enhance or improve teaching and learning, and also increase student-centered instructional practices. Dr. Drolet will be meeting with the Superintendent-Student Advisory Council in a couple of weeks. He will continue with the weeklong residency visits at the middle and high school to engage with students and staff.

Professional Practice Goal 4: Superintendent Learning and Leading

This is Dr. Drolet's learning and leading. The district leadership team is participating in Data Wise training, which will help to use data to improve instructional practices. The district will be collaborating with the elementary superintendents to combine some professional development days such as the one planned for November 5th. Dr. Drolet is on the BICO board and attends meetings, and everything is in place for KP to formally join the TEC Collaboration for the 2025-2026 school year, which will save the district money and increase collegiality. We are awaiting final approval for KP to join TEC on July 1, 2025. Dr. Drolet will be taking two courses this year: one is related to effective schooling for students with disabilities and with diverse learning styles and the other course is for educators who work with ELL students.

Mr. Cates asked Dr. Drolet what the district is doing to get ahead of AI. Dr. Drolet said there is more that we have to learn to stay ahead of the curve. Ms. Terrill is looking to explore resources and professional development for AI as well. Dr. Drolet shared that some sessions will be available for staff related to AI at our upcoming Nov. 5th PD day for staff. Ms. Sharpe asked the committee to review any policies on AI.

The Superintendent's Update can always be found on the district's webpage. A copy of this update is also attached to these minutes.

REPORTS FROM SUBCOMMITTEES (taken out of order)

Mr. Harmon informed the committee that the policy subcommittee will meet again in another couple of weeks. There are two policies that have been vetted through the attorney: one on service animals and the other on sex education. The subcommittee will also review any AI policies if there are any available per Ms. Sharpe's recommendation.

REPORTS FROM SCHOOL COMMITTEE MEMBERS

Norfolk School Committee Representative:

No report.

Plainville School Committee Representative:

Ms. Sharpe said there was no meeting and that the next meeting will be tomorrow, October 17, 2024.

Wrentham School Committee Representative:

Ms. Greaney reported that the committee reviewed the MSBA Project which is still moving forward. In February 2025 there will be a community outreach. This will allow everyone in the community an opportunity to give their opinion on what they would like to see if a new school was rebuilt. The special education department gave a presentation on the process of special education and IEPs. A school committee member resigned. The Board of Selectman and the School Committee will be posting a meeting and the process on how to replace that school committee member.

LATE COMMUNICATIONS

None

RECOMMENDATIONS OR QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS

None

UNFINISHED BUSINESS

None

ADJOURNMENT:

- At 7:29 pm, a Motion was made by Mr. Cates, seconded by Mr. Cronin, to adjourn the meeting. All in favor by roll call vote: Yes (7): Mr. Lehan, Mr. Harmon, Mr. Cates, Mr. Wehmeyer, Ms. Sharpe, Ms. Greaney, Mr. Cronin; No (0); Abstain (0). Motion carried 7-0-0.

Mr. Lehan, Chair, adjourned the meeting at 7:29 pm.

Respectfully submitted,

Mrs. Venessa Petit

Secretary to the School Committee

Documents presented on October 16, 2024:

Agenda

Bills/Warrants

Draft Minutes from September 23, 2024

Stuco Report 10/16/24

Superintendent's Update

King Philip High School

School Committee Report

Submitted by Ashley Cleverdon & Aiden Shaughnessy

Monday, November 4, 2024

School-Wide

Student Council organized a school-wide Halloween Spirit Day this past Thursday, which was incredibly successful. Many students and teachers donned a wide variety of amazing costumes. Some painted their faces, wore costumes of their favorite characters, and The History Department dressed up as Waldos.

Sports

At this time, all Fall Sports have concluded at the end of the regular season, and some teams are looking forward to playoffs. Varsity Football will play their last game away at Attleboro, currently maintaining an undefeated record of 7-0. Similarly, Girls Soccer won the Kelly Rex Division with a record of 14-2. Boys Soccer concluded their season with a record of 3-8-5. Field Hockey ended with a record of 11-4-1 and are headed into the Division I playoffs. Girls Volleyball ended with a record of 11-5. The Golf Team concluded with a record of 9-1. And lastly, Boys Cross Country ended with a record of 2-3, and Girls Cross Country concluded with a record of 4-1 and received 5th place at the Hockomock Championship!

A Unified Basketball Scrimmage took place this afternoon with many of our students in attendance to cheer on our team.

Performing Arts

Music

The marching band went to MetLife Stadium in New Jersey this past weekend to compete with schools from the New England and mid-Atlantic area for finals.

The annual Prism Concert is being held on November 7th at 7:00pm in the Grady Auditorium at the High School. They hope to see everyone in attendance, as much of their hard work will culminate in this highly-anticipated event. Attendance is free.

Drama

Drama and GAPS are entering the final month of rehearsals for the Fall Musical, MATILDA! Actors from both the middle school and high school came together at the end of October to run through Act 1. The directors are very excited by the progress achieved both onstage and technical crews. Please come and see the talent and creativity that every student brings to this program. Tickets are now on sale -- Please use the QR code to purchase and select your seats. Performances are December 6th and 7th at 7:00pm and December 8th at 2pm.

Clubs

Many clubs and their respective members are finally beginning to settle into the school year. Many continue to advertise and seek new members. Further, the Interclub Council, historically a monthly meeting between representatives of all clubs, overseen and moderated by Student Council, is currently in the process of being redesigned to further school-wide cooperation and better achieve its purpose.

Chess Club

Chess club is currently hosting weekly meetings in the Library and are currently seeking to expand their membership. All are welcome.

National Business Honor Society

KP's chapter of the National Business Honor Society held their first meeting on Wednesday, October 13. KPNBHS is now in its 12th year and presently consists of 30 members. This year boasts its largest membership since its inception in 2014, a 36% increase in membership from last year.

Peer Mentoring

Peer Mentoring met on October 23rd and completed their annual Scarecrow-Making Social. Students met in the cafeteria to stuff and design their very own scarecrows. The group will be meeting again on November 13th for a STEAM circuit challenge.

KP Chronicle - Newspaper

On October 15th, our student newspaper hit a major milestone, publishing their 100th article since relaunching as the King Philip Chronicle last year. Since the beginning of this year, the reporting has included stories on the removal of homeroom, the continued bathroom policy, ongoing coverage of fall sports, and reviews of the fall menus at student-favorite restaurants.

The newspaper is accessible at <https://kingphilipchronicle.wordpress.com/>. Their editors and reporters look forward to continuing to cover important things happening in our school's community.

KP Cares

KP Cares Women's Shelter Drive ended on Thursday, October 31st. They experienced a high turnout and received a large amount of donations. KP Cares will be also providing volunteers on November 9th for the Wrentham Developmental Craft Fair. They will also will be raking the yards of Norfolk Seniors on November 16th and will begin making tags for their annual Giving Tree on November 20th.

Student Council

Student Council has had a very busy October! They organized the annual Class Competition, held on October 16. Students decorated hallways and their classes' bleachers in the Wooden Gym. They participated in an exciting barrage of competitive events, from which the Sophomore Class emerged victorious. The Class of 2027 will receive \$500 from the Student Council Treasury to use towards class funding and events.

Student Council also unveiled a brand-new initiative created this year called "Class Olympics." StuCo officers are working to construct a year-long class competition in which students can compete for their classes or as individuals to receive points. It is still very much in its infancy, however it is planned to culminate in a school-wide outdoor pep rally in the spring, at which the winners will be announced.

In a very short time, the KP Leo Club and Student Council joined together to collect a van-full of donations to send to those impacted by Hurricane Helene in Western North Carolina. In the spirit of the spooky season, Student Council held a pumpkin carving contest, volunteered to scare little ones at the Norfolk Haunted Train Ride, and hosted the annual Trunk-or-Treat along with KP Cares for our elementary school aged students. StuCo is also partnering with DECA in hosting a sock drive benefiting Cradles to Crayons from November 4th- 16th. Additional events are in the works for late November and early December planning such as a S'mores & Game Night and Babysitting Night coming soon.

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



King Philip REGIONAL SCHOOL DISTRICT

To: King Philip Regional School District School Committee

From: Dr. Rich Drolet, Superintendent of Schools

Date: November 4, 2024

Re: Superintendent's Update

DECA Ceremony and Breakfast on December 14th



YOU'RE INVITED TO KP'S ANNUAL

DECA BREAKFAST

WEDNESDAY, DECEMBER 4TH, 2024

8:30AM

KING PHILIP HIGH SCHOOL CAFETERIA

RSVP to asprellim2025@kingphilip.org
by November 15th

You are cordially invited to attend KPHS' Annual DECA Ceremony and Breakfast on Wednesday, December 14th, at 8:30 AM in the KPHS auditorium and then cafeteria. Please RSVP to Madison (email is above) by November 15th if you plan on attending.

Norfolk Temporary Respite Shelter Update

The week of October 21st we had 3 new students from the Norfolk Temporary Respite Shelter enroll in our schools and 2 other students from the Norfolk shelter leave our school system (net +1 student that week). Then for last week of October 28th we had no new students from the Norfolk shelter enroll in our school district and one student leave (net -1 that week). And now this week of November 4th we saw 2 new students enroll in our school district and 3 students move out of the shelter and our King Philip Regional School District (net -3 students this week). So as of now, we have a total of 7 students from the Norfolk Temporary Respite Shelter being educated in our school district (4 high school students and 3 middle school students). As you know, we update our enrollment of students from the shelter once a week and any new students start with us once a week on a Monday.

KPHS Superintendent Residency Week

Last week from Oct. 28th through Nov. 1st I spent every day all week at King Philip Regional High School. I used my traveling standing desk to get around the entire building and interact with students and staff in the hallways and classrooms. Being in such a vibrant and active school, I will say this was my favorite week thus far during this 2024-2025 school year. I can't say enough good things about the positive climate and culture I experienced last week. I want to thank all of the teachers, staff, students, and Ms. Bottomley and her team for welcoming me and allowing me to blend in as a member of the KPHS learning community.

KP Marching Band National Champs

A huge congratulations to our KP Marching Band, who earned the USBands 2024 Group III Open National Championship this past weekend. The band competed at MetLife Stadium in New Jersey and are now the returning Group III Champions. Their accomplishment is a testament to the hard work and dedication they put into their craft.





King Philip REGIONAL SCHOOL DISTRICT

To: King Philip Regional School District School Committee

From: Colleen Terrill, Assistant Superintendent for Curriculum, Instruction and Assessment

Date: November 4, 2024

Re: Assistant Superintendent's Update

Home School Students

I like to start my update stating the School Committee delegates the approval of home instruction to the Superintendent. The process for a parent seeking to home school their child is for a family to complete an application and share their initial plans for review. Ms. Petit receives the initial application and plan from the family. In order for a homeschool plan to be approved for home instruction, it must include a description of the qualifications of teachers, a home school plan, and measures to evaluate educational progress. The families must then provide a progress report at the end of the school year of their child(ren's) performance.

Current records on file indicate that 39 family requests for approval have been made for this 2024-2025 school year: Norfolk (16 students), Plainville (13 students), and Wrentham (10 students).

During the last 2023-2024 school year, the district granted 34 home school approvals.

Here is a link to view this year's [HomeSchool Report](#).

Local Staff Development Opportunities (LSDO)

King Philip Regional School District is the newest member of [Local Staff Development Opportunities \(LSDO\)](#), a consortium consisting of sixteen local schools that work together to provide professional learning for our educators. Plainville, Wrentham and Norfolk Public Schools have been part of LSDO for some time. Due to our involvement, educators will be able to take advantage of Job-Alike Professional Learning Committees, graduate courses, workshops, and webinars that are job specific. As the current chair of the organization, I want to ensure equitable access for high quality professional learning. Tomorrow on November 5th, our full professional development day, the consortium is offering free full and half-day programming for some of our educators.

November 5 Full PD Day

Tomorrow on November 5, 2024, the Tri-Towns (Norfolk, Plainville and Wrentham) are planning a day of [professional learning](#) with choice offerings from across all 4 districts. The goal for tomorrow is to offer many sessions to provide professional learning opportunities with a more personalized learning experience. The theme for the day is "Engage, Differentiate, and Empower." Our districts have asked our amazing professional educators to consider sharing their wealth of knowledge with each other by leading a session or two. [Dr. Drolet](#) will be one of the educators offering a session. We have a wide variety of topics being presented, such as: Introduction to AI, a variety of AI tools, ELL Toolkits, restorative practices, and more. We are looking forward to bringing our educators together and having a shared experience. KPRHS will be the host for this event. I want to thank Nicole Bottomley, Michael Bois, Dr. Drolet as well as the Norfolk & Wrentham Assistant Superintendents, Vicky Saldana and Vanessa Beauchaine, and Dr. Jen Parson, Plainville Superintendent for the team effort it has taken to plan for this day. A tremendous thank you is also due to all of the educators who have agreed to provide workshops to their colleagues! We are hoping for a fantastic day.

Innovation Career Pathways

Earlier this summer Nicole Bottomley, KPHS Principal, Shawn Geary, Math Teacher and KPHS Dept. Head, Jessica Nutter, KPHS School Counseling Department Head, and I applied for the [Innovation Career Pathways](#) (ICP) Planning Grant to begin the process of developing educational pathways in Business & Finance for our students. An educational innovative pathway is designed to give students coursework and experience in a specific high-demand industry, such as business and finance. On October 24, 2024 we received confirmation from DESE that we have received the initial planning grant. The grant will provide our high school with \$15,000 to help create the pathway with the ability to apply for two additional grants consisting of \$75,000.

Innovation Career Pathways are designed to create strong partnerships with employers in order to expose students to career options and help them develop knowledge and skills related to their chosen field of study before they graduate high school. The pathways not only provide academic choices within the chosen pathway, but also a chance to receive industry certifications, internships, and industry mentors. The grant will provide financial support for planning, developing, and sustaining the pathway. DESE has offered this programming since 2017. Once we receive designation, we will be able to design a comprehensive program for our students. We can continue to seek additional pathways in the future, such as information technology, engineering, healthcare, life sciences, and advanced manufacturing. These pathways will provide students with hands-on experiences and prepare them for life beyond high school.

The initial team expanded to include Sean Skenyon, ELA Department Head and James Dow, DECA Leader and Business teacher, to further expand our ability to include more students in accessing the Business and Finance Pathway as well as take advantage of internships and industry partners. On October 23, 2024 the entire team submitted Part A of the ICP grant. In February, we will apply for Part B to receive the final Innovation Career Pathway designation from DESE.

MCAS Scores and 2023-2024 School/District Accountability Ratings

We received the 2023-2024 MCAS score results from tests that were administered to our students this past spring. The MCAS scores will be sent home to families this week. This is the analysis of the [2023-2024 MCAS](#) results.

MassCUE

On October 16 and 17, 2024 fourteen of our educators attended the annual MassCUE (Massachusetts Computer Using Educators) conference held at Gillette Stadium. Ms. Nicole Bottomley, KPHS Principal, presented on *“Rethinking Education in the Age of AI: Challenging Assumptions and Crafting a Future-Ready Curriculum”*. I also presented on the *“Marriage of Curriculum and Technology.”* Two of our educators, Mr. Kory Kotouch and Ms. Kelly Fecteau, volunteered on day one of the conference. We had a positive shared experience and I look forward to future conferences for our educators to learn and grow together.



MASS/MASC

On Thursday, November 7, 2024 I will be attending and presenting, *“Unveiling Cyber Threats, What Your Tech Director Hopes You Stay Blissfully Unaware of!”* at the MASS/MASC conference being held in Hyannis, MA.

Project Lead the Way (PLTW)

On Monday, October 28, 2024 Ms. Michelle Kreuzer, Ms. Elizabeth Orlando, Ms. Susan Hall and I attended a Project Lead the Way summit. In the spring, the KPMS received the PLTW grant and has begun to implement the curriculum into their classrooms. The conference helps to broaden their knowledge of PLTW and prepare them to continue to utilize the curriculum in their classrooms.



KING PHILIP REGIONAL SCHOOL DISTRICT

18 KING STREET, NORFOLK, MA 02056

PHONE: (508) 520-7991 FAX: (508) 520-2044

DATE: OCTOBER 30, 2024

TO: KING PHILIP REGIONAL SCHOOL COMMITTEE
RICH DROLET, SUPERINTENDENT OF SCHOOLS

FROM: LARRY AZER, DIRECTOR OF FINANCE & OPERATIONS

RE: FY 2025 WINTER MUSIC FEES

Please find attached the recommendation from Josh Wolloff on the fees for the FY 2025 winter music programs. The district's share of the program costs is already included in the adopted FY 2025 operating budget; therefore, we recommend its approval.

The fee increase for Winter Percussion is due to the addition of 3-4 shows and the resulting need for transportation and truck rentals, as well as an increase in the number of stipends. The fee increase in Jazz Ensemble is due to equipment purchases such as fronts (stands with the KP logo), cymbals, and mouthpieces. Additionally, as you may recall, all of the stipends received a 5% increase this fiscal year.

Recommendation:

Move that the committee approve the following fees for the FY 2024 winter music programs:

- Winter Guard: \$555
- Winter Percussion: \$300
- Jazz Ensemble: \$245
- Jazz Ensemble 2: \$45

Please let us know if you have any questions. Thank you for your consideration of this matter.

WINTER MUSIC PROGRAMS	Winter Guard	Winter Percussion	Jazz Ensemble	Jazz Ensemble 2
Registration Fees & Dues	\$2,000	\$1,000	\$1,000	\$350
Food/Incidentals	\$600	\$500	\$400	
Instruments/Recording	\$400	\$1,500	\$3,500	
Music Rights	\$1,000	\$1,000	\$0	\$0
Stipends	\$11,261	\$8,583	\$6,349	\$2,678
Supplies	\$4,000	\$1,000	\$2,000	
Transportation	\$4,500	\$3,000	\$3,000	
Equipment Truck Rental	\$2,100	\$1,500	\$0	\$0
Trip Fee	\$0	\$0		
Uniforms	\$2,000	\$2,000	\$300	
TOTAL EXPENSE	\$27,861	\$20,083	\$16,549	\$2,900
District Share	70%	70%	70%	70%
Participant Share	30%	30%	30%	30%
District Expense	\$19,503	\$14,058	\$11,584	\$2,030
Participant Expense	\$8,358	\$6,025	\$4,965	\$870
Participants	15	20	20	20
User Fee	\$555	\$300	\$245	\$45



King Philip Regional High School

School Improvement Plan

2024-2025

Mission

We are an inclusive, safe and supportive learning community who encourage personal and academic growth while cultivating hardworking, resilient, and empathetic individuals who are positive contributors to the world.

Vision

Inspired to learn.
Empowered to explore.
Prepared to succeed.

Our Core Values

Respect and Responsibility
Student-centered
Effective Communication
Innovative Thinking
Collaboration
Well-being and Belonging
Striving for Excellence



KPHS - School Improvement Plan - 2024-2025

King Philip Regional School District Focus Areas & Strategic Objectives

1. **Teaching, Learning, and Leading for All:** Support the varied needs of students and staff through improved practices while promoting innovation and an aligned curriculum.
2. **Communication and Community:** Foster effective two-way communication channels among students, staff, administration, families, and the broader tri-town community to promote collaboration, enhance understanding, elevate family involvement, and provide clarity and transparency.
3. **Finance, Facilities, and Human Resources:** Provide adequate funding for staff retention, recruitment of a diverse staff, maintenance and enhancement of facilities, and long range capital improvements.
4. **Culture and Wellness:** Provide a safe and inclusive environment to support social, emotional, and personal growth.

School Council Members

Principal – Nicole Bottomley	Student - Jack Birenbaum
Student - Davonte Johnson	Student - Taliah Westbrook
Student - Isabelle Taylor	Student - Mallory Flynn
Student - Nakshatra Arun	Student - Matigan Roach
Student - Griffin McCreedy	Student - Sadie Keighley
Student - Aiden Shaughnessy	Teacher - Lisa Halloway
Teacher - Jesse McKinnon	Parent - Dawn Martin
Parent - Shemere Johnson	Community Member - Barbara Snead
Community Member - Jill Lawrence	



KPHS - School Improvement Plan - 2024-2025

Focus Area: **Teaching, Learning, and Leading for All**

Goal #1: Diverse, Targeted Professional Development for all Educators: To support continuous educator development and enhance student outcomes, all high school educators will engage in targeted, differentiated professional development tailored to their individual interests and growth needs. Through four distinct pathways - (1) Social-Emotional Learning & Trauma-Informed Practices, (2) Community Building through Restorative Practices, (3) Post-Secondary/Career/MyCAP, and (4) Instructional Practices via the Innovative Thinker framework - educators will strengthen their instructional practices, foster collaborative relationships, and develop critical tools to support our diverse student community.

Key Action Steps:	Benchmarks
Pathway Selection and Initial Training <ul style="list-style-type: none">• In the fall, educators select one of the four pathways, aligning with their interests and areas for growth• Initial orientation sessions in each pathway will provide an overview, key outcomes, and opportunities for educators to establish learning objectives Monthly Professional Development Sessions <ul style="list-style-type: none">• Educators will participate in monthly professional development within their chosen pathway, facilitated by administrative liaisons and outside consultants• Professional development will include interactive workshops, discussions, and collaborative exercises to deepen understanding and build skills	November, 2024: 100% of educators have selected a pathway and participated in the initial orientation February, 2025: Collaborative learning communities meet and share at least one actionable strategy from their respective pathways June, 2025: Completion survey results indicate significant growth and applicability of skills to support student success across all pathways



KPHS - School Improvement Plan - 2024-2025

<p>Feedback and Reflection</p> <ul style="list-style-type: none">● Regular feedback will be gathered from participants after each session to refine content and ensure alignment with educator needs● Mid-year and end-of-year reflection sessions will allow educators to assess their growth and consider applications to classroom practice <p>Collaborative Learning Communities</p> <ul style="list-style-type: none">● Educators will meet in cross-departmental groups to share insights and strategies from their pathway, enhancing building-wide collaboration	
---	--



KPHS - School Improvement Plan - 2024-2025

Focus Area: Teaching, Learning and Leading for All

Goal #2: Vision of a Graduate and Innovative Learning Opportunities: By the end of the 2024-2025 school year, KPRHS aims to develop and implement performance outcomes for the 'Vision of a Graduate' and explore innovative learning experiences and pathways to prepare our students for future success.

Key Action Steps:	Benchmarks
Vision of a Graduate Revision <ul style="list-style-type: none">Develop and implement performance outcomes for the 'Vision of a Graduate' (VoG) to foster skill development in the 5 areas of the VoGDevelop a plan for effectively communicating and integrating the VoG performance Outcomes into the curriculum, extracurricular activities, and the overall school culture Innovative Learning Experiences <ul style="list-style-type: none">Research and identify innovative learning experiences and pathways, including project-based learning, internships, and competency-based educationExplore partnerships with local businesses, universities, and community organizations to create opportunities for students to engage in real-world learning experiencesApply for DESE's planning grant to develop the Business Innovation Career Pathway (ICP) for implementation during the 2025-2026 school year	<p>Fall, 2024: Solidify the VoG performance outcomes and continue exploration of innovative learning experiences</p> <p>Winter, 2024/2025: Effectively communicate and integrate the VoG performance outcomes into the curriculum, extracurricular activities, and the overall school culture; include all stakeholders in the communication of the VoG</p> <p>January, 2025: review courses at King Philip Regional High School, determine any new chronological sequences of courses that students may take that may assist with a future Pathway/career exploration, and determine if any new courses should be added (or what current courses may need to be revised) as part of the 2025-2026 King Philip Regional High School Program of Studies</p> <p>June, 2025: identify new dual enrollment/early college opportunities for our high school juniors and/or seniors to have new opportunities to earn additional college credits while still enrolled at King Philip Regional High School</p>



KPHS - School Improvement Plan - 2024-2025

<ul style="list-style-type: none">● Create a partnership with the Youth Connections division of MassHire to ensure implementation of the Business ICP and provide additional career services for current high school students <p>Student Engagement and Agency</p> <ul style="list-style-type: none">● Promote student agency and ownership of their learning by incorporating student voice into the development of the 'Vision of a Graduate' and the selection of innovative learning experiences● Increase student involvement in key areas of school development● Provide professional development opportunities for educators to facilitate and support innovative learning approaches that empower students● Create platforms for students to propose and design innovative learning projects	
--	--



KPHS - School Improvement Plan - 2024-2025

Focus Area: Culture and Wellness

Goal #3: Social Emotional Learning & Strengthening Connections: By the end of the 2024-2025 school year, KPRHS strives to empower students with the social-emotional learning (SEL) skills necessary to take initiative, make informed choices, and actively contribute to their education and community, fostering their sense of agency and connection within our high school environment.

Key Action Steps:	Benchmarks
Action Steps Emphasizing Student Agency: <ul style="list-style-type: none">• <i>Curriculum Integration:</i> Embed SEL principles within the high school curriculum, emphasizing problem-solving, decision-making, and goal-setting to equip students with the skills they need to exercise agency effectively• <i>Student Leadership Opportunities:</i> Provide diverse opportunities for students to take on leadership roles in extracurricular activities, projects, and initiatives, empowering them to practice and develop their agency• <i>Student-Educator Collaboration:</i> Encourage collaborative decision-making between students and educators in the classroom, giving students a voice in their education and encouraging ownership of their learning journey• <i>Student-Led Initiatives:</i> Support and facilitate student-led initiatives that address school and community issues, empowering students to take action and foster positive change.	<p>Fall 2024, implement new specialized programming for students in consultation with McLean Hospital</p> <p>Winter 2024/2025, ensure that SEL principles are integrated into a majority of high school courses, with a focus on problem-solving, decision-making, and goal-setting</p> <p>Winter 2024/2025, support and document student-led initiatives that address school or community issues</p> <p>June 2025, assess students' sense of agency and connection within the high school environment</p>



KPHS - School Improvement Plan - 2024-2025

<ul style="list-style-type: none">● <i>Reflection and Self-Evaluation:</i> Implement practices that encourage students to regularly reflect on their goals, progress, and contributions to the school community, promoting self-awareness and accountability. Integrate regular reflection and self-evaluation practices into the high school culture <p>Action Steps Emphasizing School-Wide Programs/Partnerships/SEL:</p> <ul style="list-style-type: none">● Create and implement new Specialized Program to support students receiving special education services with a focus on students with a specific learning disability in emotional regulation● Develop partnership with McLean Hospital for bi-monthly clinical consultation services to better support school adjustment counselors and school psychologists in delivering services to KPRHS students	
--	--



KPHS - School Improvement Plan - 2024-2025

Focus Area: Communication & Community

Goal #4: Enhancing Family Connections and Partnerships for Student Success: By June 2025, the King Philip Regional High School will enhance family communication and engagement while involving the broader community through local partnerships and events to support learning and well-being.

Key Action Steps:	Benchmarks
<p>Enhance Communication and Feedback</p> <ul style="list-style-type: none">Establish a schedule for regular updates via newsletters, website, and social media platforms to keep families informed on school events, important dates, and educational resourcesProvide communications in multiple languages & methods to ensure accessibility for all families and studentsBuild community partnerships to expand career services, internship opportunities and collaboration to provide a variety of opportunities for studentsPartner with local organizations to co-host events that connect families with resources for health, career readiness, and academic supportIncrease communication to families highlighting the school counseling and career services available for all students <p>Increase Student-Generated Communications</p> <ul style="list-style-type: none">Encourage student groups to develop newsletters, podcasts, or social media updates that inform the community about student-led projects, school achievements, and upcoming events, giving families a direct line to student perspectives	<p>December, 2024: Regular communication schedule is underway, with newsletters, social media, and website updates consistently reaching families and covering key events and resources</p> <p>March, 2025: At least two community events have been co-hosted with local organizations, with positive family feedback on accessibility to health, career, or academic resources</p> <p>June, 2025: Student-generated communications (e.g., newsletters, podcasts) are consistently shared, enhancing family awareness of student achievements and school activities</p>



King Philip Regional Middle School School Improvement Plan 2024-2025

Mission

We are an inclusive, safe and supportive learning community who encourage personal and academic growth while cultivating hardworking, resilient, and empathetic individuals who are positive contributors to the world.

Vision

Inspired to learn.
Empowered to explore.
Prepared to succeed.

Our Core Values

Respect and Responsibility
Student-centered
Effective Communication
Innovative Thinking
Collaboration
Well-being and Belonging
Striving for Excellence



KPMS - School Improvement Plan - 2024 - 2025

King Philip Regional School District Focus Areas & Strategic Objectives

1. **Teaching, Learning, and Leading for All:** Support the varied needs of students and staff through improved practices while promoting innovation and an aligned curriculum.
2. **Communication and Community:** Foster effective two-way communication channels among students, staff, administration, families, and the broader tri-town community to promote collaboration, enhance understanding, elevate family involvement, and provide clarity and transparency.
3. **Finance, Facilities, and Human Resources:** Provide adequate funding for staff retention, recruitment of a diverse staff, maintenance and enhancement of facilities, and long range capital improvements.
4. **Culture and Wellness:** Provide a safe and inclusive environment to support social, emotional, and personal growth.

We believe that the middle school environment is welcoming, inclusive, and affirming for all; health, wellness, and social-emotional competence are supported in curricula, school-wide programs, and related policies; the curriculum is challenging, exploratory, and diverse; and instruction fosters learning that is active, purposeful, and democratic.

-Excerpt from *The Successful Middle School: This We Believe, Association for Middle Level Education*;
Adopted by King Philip Middle School Staff, Fall 2021

School Council Members

Principal/Co-Chair – Michelle Kreuzer	Parent – Marissa Keleher
Teacher/Co-Chair – Sean Jones	Parent – Veronica Gonzalez
Teacher – Melinda Parker	
Community Member – Jill Hindley Lawrence	



KPMS - School Improvement Plan - 2024 - 2025

Focus Area: **Teaching, Learning, and Leading for All**

Goal #1: By June 2025, King Philip Middle School will improve student performance and growth on the MCAS in both ELA, math, and science by enhancing instructional practices through leadership support, professional development, and data-driven instruction.

Key Action Steps:	Benchmarks
<p>Targeted Intervention Program: Develop and implement an after-school or in-school intervention program for students identified as needing additional support in ELA and math based on MCAS and formative assessment data.</p> <p>Progress Monitoring and Data-Driven Adjustments: Establish a system of quarterly progress monitoring to track student performance in ELA and math. Use this data to adjust instruction and interventions in real-time.</p> <p>Professional Learning Communities (PLCs): Establish monthly meetings where teachers analyze student data and collaborate on strategies to improve MCAS scores.</p>	<p>MCAS Achievement: Increase the percentage of students meeting or exceeding expectations in both ELA, math, and science by 5% from the 2024 MCAS results to the 2025 MCAS.</p> <p>Student Growth Percentiles (SGP): Increase Student Growth Percentiles to 50+ in both ELA and math across grades 7 and 8 by Spring 2025.</p> <p>Intervention Program Participation: Ensure that 85% of identified students (those with low MCAS performance or SGPs below 50) participate in the targeted intervention program.</p> <p>Quarterly Progress Reviews: Conduct quarterly progress monitoring for all students, with 80% of students showing improvement between each assessment cycle.</p>



KPMS - School Improvement Plan - 2024 - 2025

Focus Area: Culture and Wellness

Goal #2: By June 2025, King Philip Middle School will enhance student well-being and behavior by implementing the Trails to Wellness SEL curriculum in Health and Wellness classes, delivering school-wide SEL lessons, and aligning SEL efforts with PBIS and CASEL's 3 Signature Practices.

Key Action Steps:	Benchmarks
<p>Implement Trails to Wellness in Health and Wellness Classes: Fully integrate the Trails to Wellness SEL curriculum into the 7th and 8th grade Health and Wellness classes, ensuring all students receive regular SEL instruction.</p> <p>Deliver 2-3 School-Wide SEL Lessons: Plan and execute 2-3 school-wide SEL lessons before the end of the school year, aligning them with CASEL's 3 Signature Practices (welcoming routines, engaging practices, and optimistic closures) and PBIS expectations.</p> <p>Staff Training and Alignment with CASEL and PBIS: Provide professional development for school staff on the Trails to Wellness curriculum, CASEL 3 Signature Practices, and PBIS alignment. Ensure these initiatives complement each other in classroom management and school culture.</p>	<p>Student Well-being: 85% of students will report feeling connected to the school and/or socially supported by school staff in end-of-year surveys by June 2025. (School Climate Survey, Feedback and Input Survey, VOCAL Survey.)</p> <p>Staff Training: 100% of Health and Wellness teachers and 80% of school staff will be trained on the Trails to Wellness curriculum by May 2025.</p> <p>Behavioral Improvement: Behavioral incidents will decrease by 15% by June 2025 through the combined use of PBIS, SEL, and CASEL strategies, as compared to 2023-2024.</p>



KPMS - School Improvement Plan - 2024 - 2025

Focus Area: Communication and Community

Goal #3: By June 2025, King Philip Middle School will enhance family communication and engagement while involving the broader community through local partnerships and events to support student learning and well-being.

Key Action Steps:	Benchmarks
<p>Enhance Communication and Feedback: Develop a system for gathering family feedback through surveys and school events, with a 40% response rate target, and ensure follow-up communication summarizing how their input is used.</p> <p>Organize Family Workshops: Offer at least three family workshops or coffee talks, focused on supporting student academic success and social-emotional learning. Ensure at least one workshop features a community partner, such as a local expert in mental health or education.</p> <p>Build Community Partnerships: Establish partnerships with at least two local organizations or businesses to support school initiatives, including guest speakers or collaboration on student-focused events such as career day or wellness fairs.</p>	<p>Survey Participation: Achieve a 40% response rate on family surveys by the end of the school year, and ensure that feedback is shared in follow-up communications with families.</p> <p>Workshops and Community Involvement: Hold at least three family workshops, with at least one featuring a guest from a community partner organization, by June 2025.</p> <p>Community Partnerships: Establish partnerships with at least two local organizations or businesses by May 2025 to enhance resources for student and family support.</p>



KPMS - School Improvement Plan - 2024 - 2025

Focus Area: **Teaching, Learning, and Leading for All**

Goal #4: By June 2025, King Philip Middle School will improve instructional practices and student outcomes by establishing Professional Learning Communities (PLCs) where teachers collaborate, analyze student data, and share strategies to enhance teaching and learning.

Key Action Steps:	Benchmarks
<p>Establish PLC Framework: Create structured, monthly PLC meetings for all teachers, with a focus on analyzing student data, sharing best practices, and planning instructional interventions.</p> <p>Support Collaboration and Peer Learning: Encourage peer observations and feedback sessions as part of the PLC process to foster professional growth and the exchange of effective teaching strategies.</p> <p>Monitor Progress and Adjust Instruction: Use formative assessment data during PLCs to monitor student progress and adjust teaching strategies in real time to support student achievement and growth.</p>	<p>PLC Participation: 100% of teachers will actively participate in monthly PLC meetings by January 2025.</p> <p>Teacher Collaboration: 80% of teachers will report a positive effect on their instructional practice and collaboration in end-of-year surveys by June 2025.</p> <p>Student Improvement: 75% of students will show improvement in formative assessment as compared to summative assessment scores by the end of the 2024-2025 school year.</p>

File: IHAMA - SEX EDUCATION NOTIFICATION

In accordance with General Laws Chapter 71, Section 32A, the King Philip Regional School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing via U.S. mail, email or written notification of the courses and curriculum, or whichever portion thereof, we offer that primarily involve human sexual education or human sexuality issues. Each building principal will be responsible for sending the notice(s).

Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will provide a brief description of the curriculum covered by this policy that shall explicitly identify the topics of abortion, birth control, and laws regarding minors' access to reproductive healthcare when these topics are included in the curriculum, including class presentations and instructional school assemblies. The notice shall inform parents/guardians that they may:

1. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.
2. Exempt their child from the portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by signing and returning the notification to the principal and specifying that they "opt-out" of said portion of the curriculum (for example by checking off an "opt-out" check box).
3. Exempt their child from any portion (subset) of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school Principal requesting such an exemption.

Any student who is exempted by the request of the parent/guardian under this policy may be given an alternative assignment.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice or access to instructional materials for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the

issue and give the parent/guardian a timely written decision within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

PENDING Approval by King Philip Regional School Committee: November 4, 2024

File: IHAMA - SEX EDUCATION NOTIFICATION

In accordance with the law, the King Philip Regional School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by the request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

SOURCE: MASC October 2016

LEGAL REFS: M.G.L. [71:32A](#)

Reviewed: November 16, 2020

Service and Therapy Animals in Schools

The King Philip Regional School District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, as required by the Title II of the Americans with Disabilities Act and its implementing regulations found at 28 CFR Part 35. The King Philip Regional School District also permits and supports the use of therapy dogs (henceforth referred to as comfort dogs) for the benefit of students, subject to the conditions of this Policy. The benefits of using a comfort dog in an educational setting include improved social skills, decreased anxiety, promotion of positive behavior, increased student engagement, and improved attendance.

Service Animals

A Service Animal is an animal that has been trained to perform specific tasks for the benefit of an individual student with a disability. Only a dog may qualify as a service animal pursuant to Title II of the ADA. No other species of animal, whether wild or domestic, will be permitted in schools as a "service animal."

Requirements for a Service Animal:

1. The animal must be "required" by the individual with a disability.
2. The animal must be individually trained to do work or a task for the individual with a disability. The task performed by the service animal must address the following needs for the disabled individual: physical, sensory, psychiatric, intellectual and other mental disability.
3. Liability: Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property. The student's parent or legal guardian will be required to sign a waiver of liability prior to the service animal coming to the school or to the school sponsored activity.
4. Ownership: The family/student is the sole owner of the service animal and is solely responsible for the animal.

Comfort Dogs

A Comfort Dog is a dog who has been trained to provide companionship, comfort and affection to help students improve their physical, social, emotional and/or cognitive functioning.

Procedure for Approval of a Comfort Dog:

1. Request/Approval: The Superintendent or building principal may approve at her/his sole discretion any request to have a comfort dog on school district property. Such approval may be rescinded at any time at the sole discretion of the Superintendent or building principal. Once approved, a plan for dog visits will be developed and implemented with the building principal.
2. Training and Registration: The handler shall submit proof of registration as a comfort dog handler for each comfort dog he/she intends to bring to the school district. Such registration shall be from a therapy dog registering organization as determined by the building principal.
3. The Handler(s) must have an active CORI on file with the district.
4. Insurance: The handler will maintain insurance that covers the dog while it is acting as a comfort animal in the Seekonk Public Schools.
5. License: The handler shall properly license the comfort dog with the appropriate municipality.
6. Ownership: The handler is the sole owner of the comfort dog and is solely responsible for the dog.

Health Considerations for Service and Comfort Animals:

1. Health and Vaccination: The family or handler of any service animal or comfort dog must provide annual proof that the animal is up to date on all its required vaccinations as determined by the animal's veterinarian, or, if such proof is not available, then as determined by the school district's veterinarian of choice. To provide the required proof, the animal's veterinarian must certify in writing, signed by him/her, that all vaccinations are current.
2. All animals must be spayed or neutered.
3. All animals must be treated for, and kept free of, fleas and ticks.
4. All animals must be kept clean and groomed to avoid shedding and dander.
5. The school district is responsible for providing a safe learning environment for students, teachers, and staff. If the presence of a service or comfort animal poses a health or safety risk to another member of the school community, as documented by a physician, the school will weigh the needs of all parties and will put forth a plan to provide reasonable accommodation. This scenario is most likely to be raised in the context of a severe, life-threatening allergy. The school district will assess each situation on a case-by-case basis and may exclude the service/comfort animal if the animal's presence poses a threat to the health, safety, and well-being of anyone who will potentially encounter the service or comfort animal.

To support positive and safe interactions while a service or comfort animal is in the King Philip Regional Schools, the following procedures must be adhered to:

1. Identification: While on King Philip Regional School District property, the service or comfort animal will be clearly distinguished as a service or comfort animal and will wear appropriate identification issued by the registering organization or handler identifying them as a service or comfort animal/registered handler.
2. Control: Service and comfort animals are required to remain with the student (service animal) or handler (comfort dog) and must always be on a harness or leash. The student/handler must always have control of the service/comfort animal while on school district property.
 - a. Leash must be standard, non-retracting, and 6-foot or less in length.
 - b. Prong, choke, pinch, static, shock, or other correction collars are prohibited.
3. Supervision and Care: The student/handler shall be solely responsible for the supervision and humane care of the service/comfort animal, including feeding, exercising, and cleaning up after the service/comfort animal while on School District property. The School District is not responsible for providing any care or supervision to the service/comfort animal.
 - a. The school district is not responsible for providing an alternate staff member to walk a service or comfort animal or to provide any other care or assistance to the animal.
 - b. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise their service animal, the parent is responsible for providing care and supervision of the animal. Issues related to the care and supervision of service or comfort animals will be addressed on a case-by-case basis by the building administrator.
4. Authorized Area(s): The handler shall ensure that the comfort dog has access to only such areas of the school buildings or property that have been authorized by the Superintendent.
 - a. Therapy Animals are not allowed on school buses or any other district transportation without explicit approval of the Superintendent.
5. Dogs are the only Therapy Animal currently permitted. Any other Therapy Animal must be approved explicitly by the Superintendent prior to each visit.
6. Animal Waste
 - a. The Handler is responsible for the proper handling of any waste
 - b. All solid waste must be collected and removed from school property unless the building administration provides for proper onsite disposal
 - c. The custodial staff should be contacted if an animal creates waste in a school building or on external surfaces where additional remediation is necessary

- d. The building principal, in conjunction with custodial/facilities staff, will provide procedures for proper disposal of any animal waste
 - e. The building principal, in conjunction with custodial/facilities staff, will designate a location on the property for the animal to defecate and urinate
 - f. All solid waste must be immediately collected and disposed of
7. **Allergies and Aversions:** The handler will remove the comfort dog to a separate area in such instances where a student or school employee who has allergies or an aversion to dogs is present.
8. **Complaints or Issues:** Issues or concerns related to animals in schools, including service animals, should be taken seriously and dealt with promptly to maintain a safe environment for our students, faculty, staff, and visitors. Below are guidelines for addressing complaints or issues related to animals in school or school related settings.
- a. All issues or concerns should be reported immediately
 - b. Students should report issues or concerns to a faculty or staff member
 - c. Faculty or staff should report issues or concerns, including those reported to them, to the principal, or designee
 - d. The building principal should be informed of all reported issues or concerns
 - e. If any report involves the safety or wellbeing of students or staff:
 - If the report involves a Therapy Team, the team may be removed or asked to leave
 - If the report involves a service animal, the principal should be contacted to advise
 - f. All issues or concerns must be reported to, and documented by, the building principal, Superintendent, or designee
 - g. It is the responsibility of the building principal to ensure appropriate actions are taken to address substantiated issues or concerns
 - h. Decisions or actions by the building principal may be appealed to the Superintendent
9. **Exclusion and Removal:** A service animal or comfort dog may be excluded or removed from School District property if a building principal determines any of the following:
- a. The animal is out of control and the animal's student/handler does not take effective action to control it.
 - b. The animal is not housebroken.

References:

- ADA Service Animal Factsheet: <https://adata.org/factsheet/service-animals>
- Federal ADA Regulations and Standards: <https://adata.org/ada-law-regulations-and-design-standards>

PENDING Approval by King Philip Regional School Committee: November 4, 2024