

**KING PHILIP REGIONAL SCHOOL COMMITTEE AGENDA  
REGULAR SESSION&EXECUTIVE SESSION  
NOVEMBER 3, 2025  
KING PHILIP REGIONAL HIGH SCHOOL - MEDIA CENTER  
201 FRANKLIN STREET WRENTHAM MA 02093  
6:00PM (time change)**

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, Ms. Jill Brilhante, Ms. Colleen Terrill, Ms. Nicole Bottomley, Ms. Michelle Kreuzer, Mr. Michael Bois, Ms. Barbara Snead, Ms. Ashley Cleverdon, Ms. Venessa Petit

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 Mrs. Venessa Petit, 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:*

-Approval of Draft Minutes dated October 15, 2025 **A.R.**  
-Payment of Bills/Warrants  
-Communications

6. **STUDENT COUNCIL REPORT**

Student Council Report: Ms. Ashley Cleverdon I.O.

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

Superintendent's Update I.O.  
• TEC Quarterly Update I.O.  
• NEASC Decennial Accreditation Visit I.O.  
• MSBA Invitation into the ARP I.O.  
Director of Finance & Operations Update I.O.

8. **UNFINISHED BUSINESS**

IKFE-Competency Determination 2nd Read **A.R.**  
IKF-Graduation Requirements I.O.

**9. NEW BUSINESS**

KPRHS Outdoor Classroom Donation	A.R.
School Improvement Plan 2025-2026 KP Regional High School	A.R.
School Improvement Plan 2025-2026 KP Regional Middle School	A.R.

**10. REPORTS FROM SUBCOMMITTEES**

**11. REPORTS FROM SCHOOL COMMITTEE MEMBERS**

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

**12. ADJOURNMENT INTO EXECUTIVE SESSION:**

**Purpose of Executive Session: #3**

To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;

- |  |      |
|--|------|
| • Approval of April 28, 2025 draft executive session minutes | A.R. |
|--|------|

**13. LATE COMMUNICATIONS**

**14. RECOMMENDATIONS OR QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS**

**15. 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 October 15, 2025 – Draft**  
**King Philip Regional High School – Library**  
**201 Franklin Street, Wrentham, MA 02093**

**CALL TO ORDER**

Mr. Lehan opened the meeting at 7:00 PM with the Pledge of Allegiance.  
This meeting was recorded by Wrentham Cable 8.

**ROLL CALL OF COMMITTEE MEMBERS**

**Members Present:**

Norfolk: Mr. Jim Lehan, Mr. Eric Harmon  
Plainville: Mr. Greg Wehmeyer, Mr. Bruce Cates, Ms. Michele Sharpe  
Wrentham: Mr. Joe Cronin, Ms. Erin Greaney, Cait Lanza (joined at 7:06 p.m.)

**Members Absent:**

Norfolk: Ms. Grace Lochhead  
Plainville: Present  
Wrentham: Present

**STAFF RECOGNITION**

Dr. Drolet and Ms. Bottomley recognized Ms. Rita Della Russo for 13 years of service to the King Philip District and presented her with a plaque.

**DELEGATIONS and VISITORS**

Dr. Rich Drolet, Ms. Jill Brilhante, Ms. Colleen Terrill, Ms. Nicole Bottomley, Ms. Ashley Cleverdon, Ms. Barbara Snead, Mr. Cody Michael, Ms. Rita DelloRusso, Ms. Mallory Flynn, Mr. Aarush Patlola, Mr. Logan Riley, Ms. Venessa Petit

**PUBLIC COMMENT**

None

**CONSENT AGENDA**

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

- Draft Minutes from September 8, 2025
- Draft Minutes from September 22, 2025
- Payment of Bills/Warrants
- Communication

- A Motion was made by Mr. Harmon, seconded by Mr. Cates, to approve the Consent Agenda, including the draft minutes from September 8, 2025, and September 22, 2025 as presented. All in favor: Yes (8) Mr. Lehan, Mr. Wehmeyer, Ms. Greaney, Mr. Cronin, Mr. Cates, Ms. Sharpe, Mr. Harmon, Ms. Lanza; No (0); Abstain (0); Motion carried 8-0-0.

## AGENDA

### STUDENT COUNCIL REPORT

The October 15, 2025 KPHS Student Council Report was read into the minutes by Ms. Ashley Cleverdon. A copy of this report is attached to these minutes.

### REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT

#### SUPERINTENDENT'S UPDATE

Dr. Drolet discussed the below topics:

- KPHS Superintendent Residency Week
- New Administrator Updates/Changes

A copy of the Superintendent's Update is attached to these minutes.

Dr. Drolet noted that The Education Cooperative (TEC) Quarterly Board of Directors update was included in tonight's packet; however, since it was not listed on the school committee agenda, it will be brought back to the committee on November 3rd to fulfill TEC's reporting requirement.

#### ASSISTANT SUPERINTENDENT'S UPDATE

Ms. Terrill discussed the below topics

- Home School Students (see attachment)
- MassCUE
- Acushnet Visit
- MCAS Scores and 2024-2025 School/District Accountability Ratings (see attachment)
- Learning Walks
- Classroom Visit
- November 4 Full PD Day
- Competency Determination and Graduation Requirements

A copy of the Assistant Superintendent's Update is attached to these minutes.

### NEW BUSINESS

#### KP DECA State Level Competition Overnight Field Trip Request

Dr. Drolet explained that this field trip request was an oversight, as it was not included in the packet for the previous meeting when Mr. Dow presented the other DECA field trip requests. This request is for the KP DECA State Competition, scheduled to take place in the Boston Seaport District from March 10–12, 2026.

Dr. Drolet asked the committee for their approval. Mr. Cates noted that, since the trip is not until March, some information on the checklist is still incomplete—such as lodging arrangements, cost per student, and other details. The committee requested that the missing information be provided before approving the trip. Dr. Drolet will follow up with Mr. Dow to obtain the additional details and bring the request back to the committee at a future meeting. This item was tabled.



#### National Honor Society Overnight Field Trip Request

On behalf of Ms. Amy Remy, Mr. Cody Michael, middle school ELA teacher, provided a brief overview of the National Honor Society LEAD National Conference, which will be held from February 27–March 1, 2026, in Washington, D.C. Mr. Aarush Patlola and Mr. Logan Riley shared that they are developing a public speaking workshop to present at the national conference. They will first present their workshop at the state conference, gather feedback, and make adjustments before presenting at the national level. The students expressed their enthusiasm for the opportunity and hope to make the experience engaging and enjoyable, recognizing that public speaking can be intimidating for many students.

Seeing no further discussion from the Committee, Mr. Lehan called for a motion to approve.

- **A Motion was made by Mr. Harmon, seconded by Mr. Cates, to approve the National Honor Society Lead Conference/Overnight Field Trip Request from February 27, 2026-March 1, 2026 in Washington, DC. All in favor: Yes (8) Ms. Greaney, Mr. Lehan, Mr. Harmon, Mr. Wehymeyer, Ms. Lanza, Ms. Sharpe, Mr. Cates, Mr. Cronin; No (0); Abstain (0); Motion carried 8-0-0.**

#### MASC Annual State Leadership Conference-Student Council

Ms. Snead provided a brief overview of the Massachusetts Student Council Annual State Leadership Conference, which will be held from March 4–6, 2026, in Hyannis, MA. The conference features workshops and speakers from across the country. King Philip students have participated in this conference for many years.

Seeing no further discussion from the Committee, Mr. Lehan called for a motion to approve.

- **A Motion was made by Mr. Harmon, seconded by Mr. Cronin, to approve the MASC Annual State Leadership Conference/Overnight Field Trip Request from March 4, 2026-March 6, 2026 in Hyannis, MA. All in favor: Yes (8) Ms. Greaney, Mr. Lehan, Mr. Harmon, Mr. Wehymeyer, Ms. Lanza, Ms. Sharpe, Mr. Cates, Mr. Cronin; No (0); Abstain (0); Motion carried 8-0-0.**

#### IKFE-Competency Determination-First Read

Dr. Drolet explained that last year the School Committee voted on changes to the graduation requirements following the state's decision to eliminate MCAS as a graduation requirement. That change applied to the Class of 2025. The current update pertains to the Class of 2026 and potentially to future classes, depending on whether the state mandates additional revisions.

He noted that by December 31, 2025, every district in the state must adopt not only a graduation requirement policy (IKF) but also a new policy (IKFE), which separates the competency determination measure from the graduation requirements. The competency determination policy applies to all students by the end of 10th grade, while the graduation requirements policy applies to students by the end of 12th grade.

This new policy must be voted on by the School Committee in order to meet the December 31, 2025 deadline. If additional time is needed, the Committee may hold a second reading at the next meeting.

Ms. Bottomley reviewed policy (IKF) and a new policy (IKFE) with the committee. She said this is very similar to last year when MCAS was no longer a graduation requirement. The state is still holding

students accountable for demonstrating the skills and standards that would have been assessed on the 2023 MCAS. Schools are expected to ensure this through both coursework and assessments.

Last year, the district determined that students would need to pass English 9 and English 10, Algebra and Geometry, and one science course typically Biology, Chemistry, or Physics, since those subjects were traditionally assessed through MCAS. Those changes were implemented last year to ensure that all students who graduated in June met the necessary requirements.

Over the summer, however, the state adjusted its process and asked districts to review not only course completion but also the final assessments within those courses. This represents a slight shift from last year's approach.

The bulk of the requirements remain the same, but this year the state asked districts to separate global graduation requirements (such as the number of years required in science, math, and physical education) into a district policy. While the overall graduation requirements have not changed, the *competency determination* now stands as its own policy.

Ms. Bottomley explained that satisfactory completion and full credit in English 9, English 10, Algebra I (as clarified by the state), Geometry, and one science course Physics, Biology, or Chemistry are required to meet competency determination. Beginning with the Class of 2027, one year of U.S. History I or II will also be required. While the district continues to require multiple years of social studies, the state only requires demonstration of mastery in either U.S. I or U.S. II.

She noted that the state has added a new requirement: students must now pass both the course overall and the final assessment within that course. This change addresses cases in which students earned a passing grade for the year but did not perform well on the final assessment. The state expects districts to include this language in their competency determination policy and to outline how students who pass the course but not the final assessment can still demonstrate mastery.

Schools across the state are collaborating on this process, with most adopting a full-year review model. This approach considers a student's performance on unit assessments and overall course progress to determine mastery, even if the final assessment score was not passing.

Ms. Bottomley noted that the unexpected state update will affect the Class of 2026 and stressed the need to approve the updated policies promptly to meet state requirements.

After some discussions, the committee requested to have a second read, and this item will be placed on the November 3rd agenda for approval. This would give the public time to give feedback if they so chose.

#### IKF-Graduation Requirements

Dr. Drolet clarified that the graduation requirements do not require a vote, as they are not changing. However, the competency determination is a state requirement and will need to be updated.



In addition, Dr. Drolet informed the committee that the state will require an additional new policy this year regarding middle school career and technical education, also needing approval by the school committee by a December 31, 2025 deadline.

#### NEASC Visit Accreditation

Ms. Bottomley provided an overview of the upcoming NEASC (New England Association of Schools & Colleges) Decennial Accreditation Visit, scheduled for December 8–10, 2025. The NEASC visiting committee, composed of volunteer educators, will conduct a comprehensive review of the school's progress since the Collaborative Conference held in October 2023.

She noted that the school completed an extensive self-assessment report during the 2022–2023 school year, evaluating key standards such as the Vision of the Graduate, course documentation, school climate, sense of belonging, and resource allocation. The Collaborative Conference team identified five priority areas for improvement, which have guided ongoing efforts in preparation for the upcoming visit.

During the Decennial Visit, committee members will conduct classroom observations, meet with staff and administrators, and review evidence of progress toward the identified priorities. The visit will conclude with a presentation of initial findings and recommendations to the school administration and faculty.

A timeline for school committee members to meet with the NEASC team will be forthcoming. Mr. Lehan recommended that one school committee representative from each town be available for this meeting.

#### **REPORTS FROM SUBCOMMITTEES**

None

#### **REPORTS FROM SCHOOL COMMITTEE MEMBERS**

##### Norfolk School Committee Representative:

No report

##### Plainville School Committee Representative:

Ms. Sharpe reported that students did a presentation called “Text Feature Surgery,” using text evidence to solve a case. She also shared highlights from a Grade 2 math collaboration activity, a professional development session on school safety, and a Title I Family Information Night. Additional updates included SRS DEED writing, a MARC presentation on relationships and bullying, and the return of Snug Tail Pet Therapy. The Superintendent reviewed her goals. Upcoming events include Early Release Day (October 22), PTO Trunk or Treat (October 26), Wood School Pumpkin Day (October 31), and the Jackson School Vocabulary Parade.

##### Wrentham School Committee Representative:

Ms. Greaney reported that the committee met last night. The meeting included an MCAS presentation, a budget review update, and a discussion noting that negotiations with the union are still ongoing. The WPS School Committee and education association jointly filed for mediation. There will be two events coming up next week. The Roderick School Building project community forum will be held on Wednesday, October 22nd. On October 23rd there will be a softball game-Wrentham Police Department vs. Wrentham Staff at 6:00pm at McMorro Field.

### **LATE COMMUNICATIONS**

Mr. Lehan reminded everyone that the next school committee meeting will be held on Monday, November 3rd at **6:00 p.m.**

Mr. Lehan said that there will be a very brief executive session meeting on November 3rd as this is a teacher negotiation year and parameters will need to be set forth.

### **RECOMMENDATIONS OR QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS**

None

### **ADJOURNMENT:**

- **At 8:19 PM, a Motion was made by Mr. Harmon, seconded by Mr. Cronin to adjourn the meeting. All in favor by roll call vote: Yes (8): Mr. Lehan, Mr. Cates, Ms. Lanza, Ms. Greaney, Mr. Cronin, Mr. Wehmeyer, Ms. Sharpe, Mr. Harmon; No (0); Abstain (0). Motion carried 8-0-0.**

Mr. Lehan, Chair, adjourned the meeting at 8:19 PM.

*Respectfully submitted,*

*Mrs. Venessa Petit*

*Secretary to the School Committee*

### **Documents presented on October 15, 2025**

Agenda

Bills/Warrants

Draft Minutes from September 8, 2025

Draft Minutes from September 22, 2025

Student Council Report October 15, 2025

Superintendent's Update

Assistant Superintendent's Update

KP DECA State Level Competition Overnight Field Trip Request

National Honor Society Overnight Field Trip Request

MASC Annual State Leadership Conference Overnight Field Trip Request

IKFE-Competency Determination Policy

IKF-Graduation Requirements



# **King Philip High School**

## **School Committee Report**

**Submitted by Ashley Cleverdon**

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**Monday, November 3, 2025**

### **School-Wide**

All students had a great half day 10/22 in which they spent 2 periods at the Class Competitions. Congratulations to the Class of 2027 for winning these competitions overall! November 4th, will be the district wide PD day and many students from many different clubs will be helping out!

### **Sports**

All sports teams are in their final games and looking forward to their playoff brackets coming out soon.

### **Music**

The King Philip Marching Band had a spectacular season. They placed first in all competitions they competed in so far. They performed at USBands State Finals on Saturday, November 1. They will compete at Met Life Stadium in East Rutherford, New Jersey, at the USBands National Championships on Saturday, November 8.

The Music Program will present their 5th Annual Prism Concert on Thursday, November 13, at 7 pm in the high school auditorium. The concert will feature the Concert Choir, Concert Band, Jazz Ensemble, and several Chamber Ensembles. The Prism Concert will have continuous music from start to finish with no pauses. This concert is free to the public, and donations will be accepted at the door. The program will also present the concert to Middle School and Elementary School students on Friday, November 14.

The Music Program will host the Airmen of Note, the top Military Jazz Ensemble, on Wednesday, November 19, at 7 pm in the high school auditorium. Tickets will be free and can be reserved at the Airmen of Note website.

King Philip Music students will audition for the Southeast District Massachusetts Music Educators Association Honors Festival on Saturday, November 22. Students will audition for spots in Concert Band, Orchestra, Jazz Ensemble, and Choir. Those selected will perform with top musicians from the Southeast District, and some will have the chance to audition for the MMEA All-State Honors Festival.

### **Model UN**

On Saturday, October 18, Model UN attended the St. John's High School Model UN Conference. Eighteen students from all grade levels, including seven first-time attendees, debated topics from international organized crime to the peaceful development of outer space. The delegation represented King Philip with pride, showing strong conduct, critical thinking, and collaboration. Club President Chris Stock received a commendation from the chair for his diplomacy. Model UN will continue the conference season with BOSMUN in February and BC High MUN in March.

## **Peer Mentoring**

The Peer Mentoring club previously hosted a get-to-know-your-mentee social and a bake sale. They will hold a pumpkin painting social on October 29, and more fundraisers will be coming soon.

## **Class of 2029**

The Class of 2029 ran a Cookie Dough fundraiser from now through December 8 to raise money for the Freshman/Sophomore dance and other grade-specific events. Freshman students used either physical order forms or the online sales dashboard. The freshman who raised the most money for their grade would receive a Dunkin gift card. Orders were scheduled to be distributed on December 17.

## **KP Chronicle**

The King Philip Chronicle published its October issue. Coverage included ongoing reporting on the soccer and cross-country seasons, a new mural at the high school, and a club profile on KP Girl Up, the new women's leadership club. Stories can be read at <https://kingphilipchronicle.wordpress.com>

## **CPR (Committee for Political Responsibility)**

KP's CPR club has been meeting weekly since January of last year. Officers include Aiden Shaughnessy (President), Christopher Stock (VP), and Claudia Russo (Secretary-Treasurer). Weekly attendance ranged from 25–30 students. They discussed topics in national news involving Constitutional literacy, financial prudence, and civic responsibility. Topics included the Federal Government shutdown, political violence, free speech, executive power, and Supreme Court decisions.

They are scheduled to meet with the State representative later this month and will take a weekend trip to Washington, D.C., this winter to advocate for policy with Congress members and other linkage institutions.

## **Active Minds**

Active Minds recently hosted Maddie Freeman, a speaker from No Social Media November. She spoke about her mental health journey, the impact of social media on wellbeing, and the digital detox campaign she started. She was recognized on the Forbes 30 Under 30 list for her work in education and social impact. Active Minds will work on a project to educate peers and promote a no-screen-time, digital detox campaign. Members of Bystander Intervention Trainers and Mrs. Rowe's technology classes will also attend.

## **Dungeons and Dragons**

The Dungeons & Dragons club met every Monday from 3 to 5.

## **NHS**

NHS officers will present a workshop at the NHS State Conference on Monday, November 10. They are collaborating with other NHS groups to provide peer tutoring three days a week after school and during study halls at KPHS. New NHS candidates will be inducted on Thursday, December 11, at 6 pm in the KPHS auditorium. NHS members will help coordinate a new NJHS chapter at the middle school and mentor members while assisting with service projects.

## **Leo Club**

The Leo Club will host a Candy Collection Drive on Tuesday, November 4, from 4 pm to 6 pm at the King Philip bus loop. The collected candy will be donated to veterans and senior citizens throughout the three towns. On Friday, November 15, Leo Club members will rake the yard of a senior citizen in Norfolk who is unable to do so themselves.

## **Debate Club**

Debate club has been meeting every second and fourth Monday of the month. They have been seeing progress in the skills of those who go regularly, and would love to see an increase in attendance from anybody, no previous skills are required, just a willingness to learn and an interest in debating respectfully.

## **Student Council**

On October 18, Student Council volunteers staffed a station at the Norfolk Lions' Haunted Train Ride, setting up a pirate-themed display. Student Council organized KP's annual Class Competition Week last week, including Spirit Days such as pajama day, dress as a season, and class color wars. Students participated in tug-of-war, musical chairs, box stacking, basketball knockout, and trivia. Final results were: fourth place – freshmen, third place – seniors, second place – sophomores, and first place – juniors. Juniors received \$500 from the Student Council Treasury as a prize.

On Saturday, October 25, eight Student Council members attended the Massachusetts Association of Student Councils State Officership Conference in Worcester. The conference provided opportunities to improve leadership skills and collaborate with student leaders from across the Commonwealth.

Student Council will host the annual Trunk-or-Treat at the high school bus loop. Volunteers will decorate cars' trunks and hand out candy to younger children. Prizes will be awarded for the best-decorated cars. More photos and information can be found on Instagram @kpstuco.

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





Venessa Petit <petitv@kingphilip.org>

## Please print this email and attachment: TEC Quarterly BOD Update

1 message

Richard Drolet <droletr@kingphilip.org>  
To: Venessa Petit <petitv@kingphilip.org>

Wed, Oct 8, 2025 at 1:56 PM

Rich Drolet, Ed.D.  
Superintendent



----- Forwarded message -----

From: **Emily Parks** <eparks@tec-coop.org>

Date: Wed, Oct 8, 2025 at 6:54 PM

Subject: TEC Quarterly BOD Update

To: Derek Folan <foland@cantonma.org>, Beth McCoy <mccoye@doversherborn.org>, Nan Murphy <nmurphy@dedham.k12.ma.us>, Judy Styer <jstyer39@framingham.k12.ma.us>, Susan Kustka <Kustkas@holliston.k12.ma.us>, Evan Bishop <ebishop@hopkinton.k12.ma.us>, Richard Drolet <droletr@kingphilip.org>, Bob Mullaney <rmullaney@millisschools.org>, Jeff Marsden <jmarsden@email.medfield.net>, Armand Pires <apires@medwayschools.org>, Brand, Matt <mbrand@natickps.org>, Matthew Spengler <mspengler@blueprintschoools.org>, Timothy Luff <tluff@norwood.k12.ma.us>, Dr. Peter Botelho <pbotelho@sharonschools.net>, nancy gallivan <gallivann@aol.com>, Erin Mueller <erin\_mueller@waylandps.org>, Tim Piwowar <tpiwowar@westwood.k12.ma.us>

CC: Colleen Hutchinson <hutchinsonc@cantonma.org>, Amy Hicks <ahicks@dedham.k12.ma.us>, McCrobie, Diane <Mccrobied@doversherborn.org>, Joanna Hastry <jhastry@framingham.k12.ma.us>, DiLuzio, Lisa <Diluziol@holliston.k12.ma.us>, Georgette Wagar <gwagar@hopkinton.k12.ma.us>, Andrea Moores <amoores@email.medfield.net>, Ellen Quinn <equinn@medwayschools.org>, Susan Sarnie <ssarnie@millisschools.org>, McGrath, Linda <lmcgrath@natickps.org>, Elizabeth Sullivan (DIS) <elizabeth\_sullivan@needham.k12.ma.us>, Priscilla Reardon <preardon@norwood.k12.ma.us>, Breen, Jennifer <jbreen@walpole.k12.ma.us>, Diane Marobella <Diane\_Marobella@waylandps.org>, Alyssa Provazza <aprovazza@westwood.k12.ma.us>, Venessa Petit <petitv@kingphilip.org>

Good afternoon, TEC BOD Members (copied to Executive Assistants),

As you know, collaborative board members are required to provide quarterly updates about the work of the collaborative to your school committee. Each quarter, I provide a one-page update that you can use for this purpose. The first update of the year is attached. This memo can be shared with your SC or you could use it as the basis for a verbal update at SC - whatever your district practice is. As long as it is on the SC agenda, either as an update or an informational item, we're all set.

Thanks,

Emily



Emily J. Parks  
Executive Director  
eparks@tec-coop.org 781.352.5711  
www.tec-coop.org  
141 Mansion Drive, Suite 200,  
East Walpole, MA 02032

*Together we create more possibilities*



Emily J. Parks  
Executive Director

Dan Shovak  
Director of Finance & Operations



Zachary Abrams  
Director of Student Services

Jean Kenney  
Director of Professional  
Learning & Leadership

141 Mansion Drive, Suite 200  
East Walpole, Massachusetts 02032

To: TEC Board of Directors

From: Emily Parks, Executive Director

Date: October 8, 2025

Re: Updates from TEC

- 
- Starting enrollments for the 2025-2026 school year across TEC's three special education programs (TEC Campus School, TEC High School, and TEC Academy) are up 5.5% as compared to last school year with 112 students enrolled. Despite that increase, enrollment is still just below our budgeted number. With several student referrals currently being evaluated, we anticipate that enrollment will increase over the course of the fall.
  - At the September TEC BOD meeting, the treasurer presented the FY25 end-of-year report. For FY25, TEC had budgeted for a moderate loss of \$631,071, mostly due to the significant amount of capital funding needed for renovations at the former Johnson Middle School (now the TEC "Robbins Rd Campus") as we relocated TEC Academy - Phoenix.

In fact, TEC ended the year with a smaller-than-anticipated loss of \$541,490. This reflects a positive variance of \$89,581 and is particularly notable given higher than anticipated renovation costs, a higher than anticipated OPEB contribution, and increased costs to support the growth in both the TEC Student Data Privacy Alliance and the TEC Campus School programs. Despite these additional costs in FY25, TEC did not use funds from its Capital Reserve. We were able to cover these costs through a combination of general operating funds and through the use of the cumulative surplus.

- For the start of this school year, the TEC Academy - Lower School (elementary behavior program) has joined TEC Academy - Phoenix (grades 6-12) at the Robbins Road campus. Though the age groups are physically separated within the building, with all TEC Academy grades in the same facility, we are able to more efficiently allocate staff and better support students.
- In July, TEC welcomed our two newest member districts, King Philip Regional and the Sharon Public Schools. We are already enjoying the increased participation in our job-alike groups for Superintendents, Assistant Superintendents, Student Services Directors, Technology Directors, and Guidance Directors.

King Philip Regional High School

# Decennial Accreditation Visit NEASC

December 8, 9 & 10, 2025

# 2020 Standards for Accreditation

Standard 1 <b>LEARNING CULTURE</b>	Learning Culture promotes shared values and responsibility for achieving the school's vision.
Standard 2 <b>STUDENT LEARNING</b>	Student Learning practices maximize the impact of learning for each student.
Standard 3 <b>PROFESSIONAL PRACTICES</b>	Professional Practices ensure that practices and structures are in place to support and improve student learning.
Standard 4 <b>LEARNING SUPPORT</b>	Learning Support ensures that the school has appropriate systems to support student learning and well-being.
Standard 5 <b>LEARNING RESOURCES</b>	Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.

# Decennial Visit

- 3 Days
- 5-8 Member Visiting Team
- Interviews with groups
- Tour of Building
- Classroom Observations
- Review Collaborative Conference Report
- Focus on Priority Areas
- Visiting Team Report





# Report Sections

## Decennial Self-Study

- 1 School & Community Summary
- 2 Foundational Elements Alignment
- 3 Reflection on Priority Areas for Growth
- 4 Reflection on the Principles
- 5 The School as a Learning Organization

*Fall 2025*

## Foundational Element Ratings

Foundational Elements	School's Rating	Visitors' Rating
1.1a - Learning Culture	Meets	Meets
1.2a - Learning Culture	Does Not Meet	Does Not Meet
2.2a - Student Learning	Meets	Meets
3.1a - Professional Practices	Meets	Meets
4.1a - Learning Support	Meets	Meets
5.1a - Learning Resources	Does Not Meet	Meets

Did we meet the  
Foundational Element?

# Report Sections

- 1 School & Community Summary
- 2 Foundational Elements Alignment
- 3 Reflection on Priority Areas for Growth
- 4 Reflection on the Principles
- 5 The School as a Learning Organization

# Priority Areas

1

The school will complete the vision of a graduate, incorporating more student voices.

3

The school will formalize processes to ensure that all learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.

2

4

The school will provide and empower students with the social-emotional learning (SEL) skills necessary to take initiative and intellectual risk-taking, make informed choices, and actively contribute to their education and community, fostering agency and deeper connections with the school culture.

5

The school will develop and implement a written comprehensive developmental school counseling curriculum.

The school will build an inclusive culture that ensures equity and honors diversity in identity and thought.



# SAMPLE SCHEDULE

## Monday

Time	Meeting Topic	School Attendees/NEASC Attendees	Location
7:30 - 8:00	Visiting Team Planning	All team members	
8:00 - 8:40	Steering Committee	Principal and Steering Committee/All	
8:45 - 9:30	School Tour	4 students/All (Divide into 2 groups)	
9:40 - 10:30	Priority Area #1 Meeting:	6 stakeholder representatives/2 team members	
	Classroom Visits Round #1	All Classes /6 team members	<a href="#">Classroom Visit Spreadsheet</a>
10:50 - 11:30	Student Meetings	24 students in four meetings of 6 each. Consider affinity groups/2 team members in each meeting	
12:30 - 1:20	Priority Area #2 Meeting:	6 stakeholder representatives/2 team members	
	Classroom Visits Round #2	All Classes /6 team members	<a href="#">Classroom Visit Spreadsheet</a>
1:30 - 2:10	Superintendent/District Leadership	Superintendent and others as needed/Chair & Assistant Chair	
2:20 - 2:40	Principal Check in	Principal/Chair and Assistant Chair	
3:00 - 4:00	Team Meetings	All team members	
6:30 - 9:00			
7:00 - 7:30	School Committee Meeting	Committee Members/Chair and team members as needed	

# SAMPLE SCHEDULE

## Tuesday

Time	Meeting Topic	School Attendees/NEASC Attendees	Location
7:40 - 7:55	Team Planning	All	
8:00 - 8:50	Priority Area #3 Meeting:	6 stakeholder representatives/2 Team Members	
8:00 - 8:50	Priority Area #4 Meeting:	6 stakeholder representatives/2 Team Members	
9:15 - 10:15	Student Work	16+ students with samples of work to discuss/All	
10:30 - 11:30	4Cs Meeting	Principal and Leadership Team/Chair and Asst.	
1:25 - 2:10	Classroom Visits Round #3	All Classes/All	<a href="#">Classroom Visit Spreadsheet</a>
2:20 - 2:40	Principal Debrief	Principal/Chair and Asst. Chair	
3:00 - 4:00	NEASC Team Meeting	All	
7:00 - 9:00	NEASC Team Meeting	All	

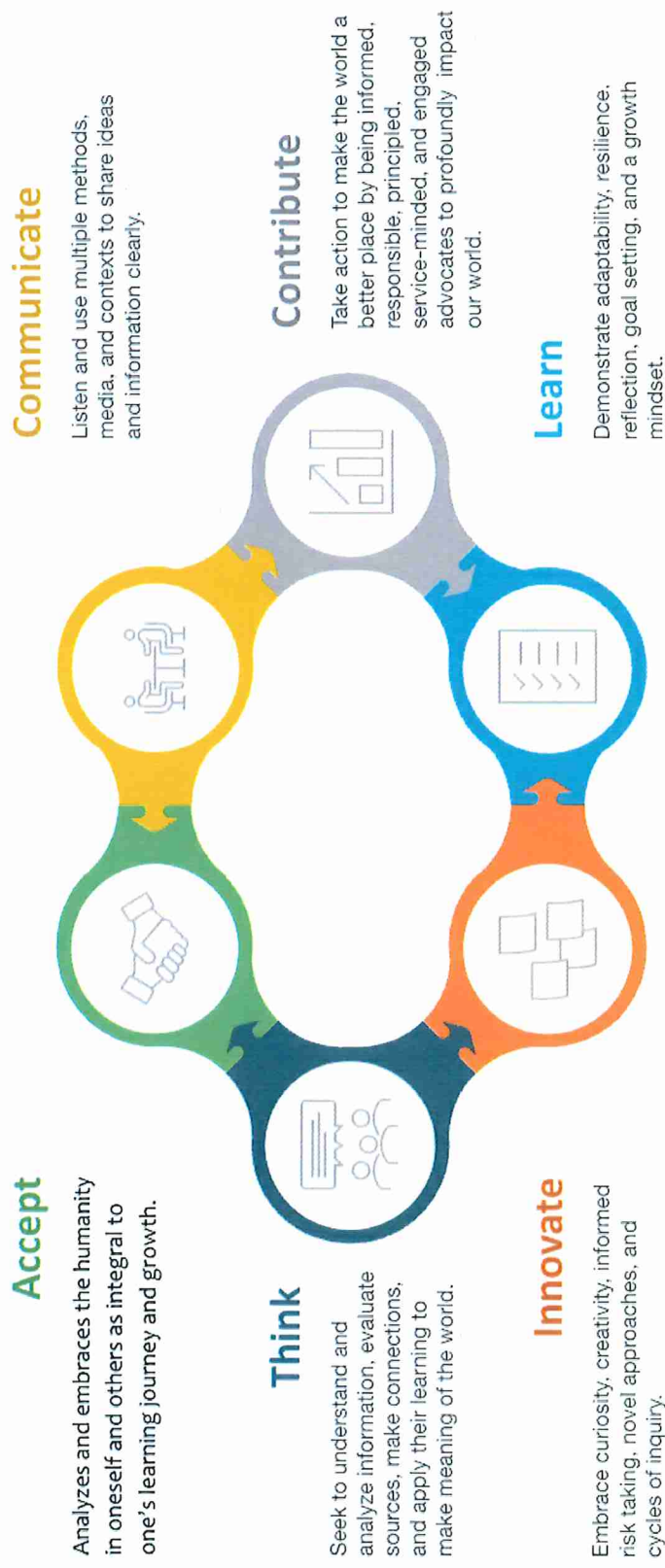
# SAMPLE SCHEDULE

## Wednesday

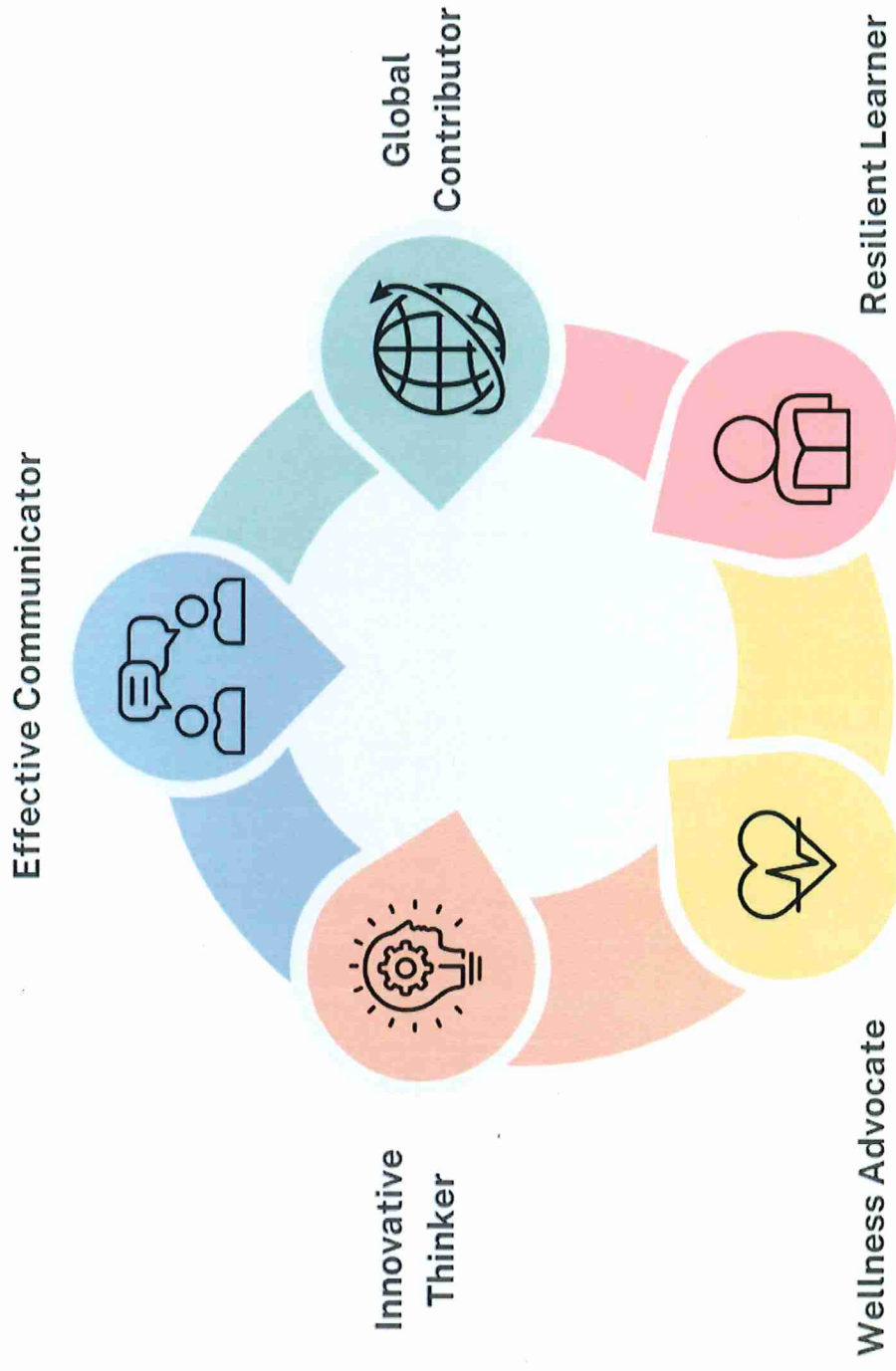
Time	Meeting Topic	School Attendees/NEASC Attendees
8:00 - 12:00	Team Meeting to review reports	All
12:30 - 1:10	Principal Debrief	Principal and others at principal's discretion/All
2:30 - 3:00	Faculty Meeting	All Faculty/All - Chair gives remarks



# Vision of a Graduate - 2023



# Vision of a Graduate - 2024



# Vision of a Graduate - 2024

## Effective Communicator

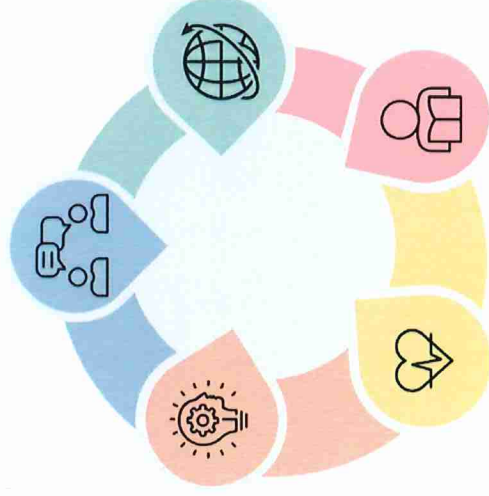
Listen and use multiple methods, media, and contexts to share ideas and information clearly

## Innovative Thinker

Seek to understand and analyze information, evaluate sources, make connections, and apply their learning to make meaning of the world.  
Embrace curiosity, creativity, informed risk-taking, novel approaches, and cycles of inquiry.

## Wellness Advocate

Make mindful decisions that align with one's own needs for well-being and success. Develop healthy practices that contribute meaningfully to a life of physical, mental, and emotional wellness.



## Global Contributor

Take action to make the world a better place by being informed, responsible, principled, service-minded, and engaged advocates to profoundly impact our world.

## Resilient Learner

Demonstrate adaptability, reflection, goal-setting, and a growth mindset.



# Vision of a Graduate - 2024

## Design Team

Innovative Thinker	<ul style="list-style-type: none"><li>• Think creatively and adapt when solving problems, using different resources and perspectives.</li><li>• Consider different viewpoints, reflect on new ideas, and adjust thinking when needed.</li><li>• Apply learning to real-world situations by researching, discussing, and creating solutions.</li></ul>
Effective Communicator	<ul style="list-style-type: none"><li>• Use evidence, logic, and purposeful communication methods to express ideas and solve problems.</li><li>• Listen actively, share ideas, and collaborate respectfully with others.</li><li>• Adjust communication, when needed, for different audiences and situations.</li></ul>
Resilient Learner	<ul style="list-style-type: none"><li>• Set and work toward personal and academic goals through self-reflection and perseverance.</li><li>• Embrace challenges and see setbacks as opportunities to learn and grow.</li><li>• Take ownership of learning by seeking feedback, adapting to change, and staying motivated.</li></ul>
Wellness Advocate	<ul style="list-style-type: none"><li>• Build healthy, respectful relationships by listening and showing empathy.</li><li>• Demonstrate skills for self-awareness, self-regulation, and self-advocacy</li><li>• Use reflective strategies to handle daily challenges to maintain healthy wellbeing</li><li>• Set and work toward realistic goals while staying active in school and the community.</li></ul>
Global Contributor	<ul style="list-style-type: none"><li>• Demonstrate self-awareness and respect for different cultures, identities, and perspectives.</li><li>• Make informed choices that support equity, sustainability, and responsible digital citizenship.</li><li>• Actively contribute to the community and promote diversity in school.</li></ul>

# Vision of a Graduate - 2025



**VISION OF A GRADUATE**



2020 - A VISION FOR LEARNING

- 
1. Prepare the Decennial Report
  2. Prepare for Decennial Visit



# Credits

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This presentation template is free for everyone to use thanks to the following:

- SlidesCarnival for the presentation template
- Canva for the Designing

Happy designing!

## **File: IKFE - COMPETENCY DETERMINATION**

In addition to meeting the Course Requirements described in IKF - GRADUATION REQUIREMENTS (credits and subject specific criteria), in adherence with The Massachusetts Education Reform Law of 1993, G.L. c. 69, § 1D, all students must meet the Competency Determination (CD) standard in Math, ELA, Science and beginning with the class of 2027, History to earn a diploma in MA. The new statute states:

*“The “competency determination” shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology, history and social science, foreign languages, and English, and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one I administered in 2023, and in any additional areas determined by the board.”*

For students in the Class of 2026, a student who has earned their competency determination prior to January 3, 2025 in the areas of Mathematics, English Language Arts (ELA), and Science through a passing score on the MCAS subject tests or retests will be considered to have met the competency determination requirement in the relevant subject(s).

Beginning with the class of 2026, a determination of competency shall include:

- Satisfactory completion and full credit earned of relevant coursework aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023. This includes the following:
  - English 9 and English 10
  - Algebra I and Geometry
  - One of the following: Physics, Biology, or Chemistry
  - One Year of United States (US) History (Beginning with the class of 2027)
- Demonstrating a mastery of skills in English Language arts, mathematics, and science; in accordance with the district’s grading policy on the final assessment, capstone/portfolio or equivalent measure.
  - *Seniors in these courses are not exempt from the final assessment, capstone/portfolio or equivalent measure, regardless of their overall course grade*

All courses listed above are taught using standards from the current high school MA Curriculum Frameworks and are equivalent to the content and skills previously measured by the 2023 MCAS exam.

Competency Determination:

	<b>Satisfactory Completion of Coursework Requirements</b>	<b>Mastery of Skills through Assessment or Capstone/Portfolio</b>
ELA	<ul style="list-style-type: none"> <li>Students may have earned their CD in ELA by passing the ELA MCAS prior to January 3, 2025.</li> <li>If the student did not pass the MCAS prior to January 3, 2025, they are required to take the equivalent of two years of high school English language arts courses in grades 9 and 10.</li> </ul>	<ul style="list-style-type: none"> <li>Students may have earned their CD in ELA by passing the ELA MCAS prior to January 3, 2025.</li> <li>If the student did not pass the MCAS prior to January 3, 2025 they are also required to pass their final assessment, capstone/portfolio or equivalent measure.</li> <li>If a student fails their final assessment in English 9 and/or English 10, students will participate in a portfolio review of prior assessment data to determine if they have met 60% of the frameworks included in the summative assessment/portfolio or equivalent measure.</li> </ul>
Math	<ul style="list-style-type: none"> <li>Students may have earned their CD by passing the Math MCAS prior to January 3, 2025.</li> <li>If the student did not take the MCAS prior to January 3, 2025, they are required to take the equivalent of two years of high school math courses (Algebra and Geometry) in grades 9 and 10</li> </ul>	<ul style="list-style-type: none"> <li>Students may have earned their CD in Math by passing the Math MCAS prior to January 3, 2025.</li> <li>If the student did not pass the MCAS prior to January 3, 2025 they are also required to pass their final assessment, capstone/portfolio or equivalent measure.</li> <li>If a student fails their final assessment in Algebra I and/or Geometry, students will participate in a portfolio review of prior assessment data to determine if they have met 60% of the frameworks included in the summative assessment/portfolio or equivalent measure.</li> </ul>
Science	<ul style="list-style-type: none"> <li>Students may have earned their CD in Biology, Chemistry or Physics by passing the MCAS prior to January 3, 2025.</li> <li>If the student did not take the MCAS prior to January 3, 2025, they are required to take and pass the equivalent of one year of any one of the following disciplines: Biology, Physics, Chemistry or Technology/Engineering.</li> </ul>	<ul style="list-style-type: none"> <li>Students may have earned their CD in Biology or Chemistry or Physics by passing the MCAS prior to January 3, 2025.</li> <li>If the student did not take the MCAS prior to January 3, 2025, students must take and pass their final assessment or a capstone/portfolio or equivalent measure.</li> <li>If a student fails their final assessment in Biology or Chemistry or Physics, students may participate in a portfolio review of prior assessment data to determine if they have met 60% of the frameworks included in the summative assessment/portfolio, or</li> </ul>



		<ul style="list-style-type: none"> <li>they may attempt to earn their CD in Science in their next sequential class.</li> </ul>
History (Beginning with the class of 2027)	<ul style="list-style-type: none"> <li>The equivalent of one year of United States History</li> </ul>	<ul style="list-style-type: none"> <li>In addition, students must take and pass their final assessment or a capstone/portfolio.</li> <li>If a student fails their assessment in United States History students may participate in a portfolio review of prior assessment data to determine if they have met 60% of the frameworks included in the summative assessment/portfolio or they may attempt to earn the CD in US History by taking the next sequential class.</li> </ul>

### Students with Disabilities

The King Philip Regional School District must both provide a Free and Appropriate Public Education to students with disabilities and must also determine that the student has met the competency determination and local graduation requirements prior to graduating that student. Students with disabilities who have been placed in out-of-district placements must meet the requirements of the competency determination policy of the placing school district. Discussion of the competency determination must be part of the IEP Team's transition planning.

### English Language Learners

The King Philip Regional School District shall, on a case-by-case basis, determine appropriate courses necessary for English Language Learners to both achieve language proficiency and meet the competency determination requirements.

### Late-Enrolling Students

Students who enroll in a Massachusetts public high school after their ninth-grade year may be granted a determination of competency by the King Philip Regional School District in one or more of the following ways:

- Transcript Review by School Counselor and Building Administrator
- Additional course requirements as determined by School Counselor and Building Administrator
- Meeting the standard for a substituted equivalent that the district certifies satisfies the same academic standards

### Current or Former Students not earning their competency determination may participate in the following Appeals Process:

- Students enrolled in the King Philip Regional School District in the classes of 2003 through 2024 that did not earn a diploma due to not passing the MCAS may appeal the decision and request a transcript review to determine if they have met the competency determination requirement.

- Students enrolled in the King Philip Regional School District in the class of 2025 and beyond may appeal the competency determination by participating in a transcript and portfolio review to determine if they have met the competency determination requirement.

Exceptions to these graduation requirements, providing for individual student programs, may be secured by submitting a written request to the principal for disposition.

Approved by: King Philip Regional School Committee:

**File: IKF - GRADUATION REQUIREMENTS**

In order to graduate from King Philip Regional High School, a student must have earned a minimum of 24 credits of work successfully completed and divided as follows:

<b>Required Subjects</b>	<b>Credits</b>
English (Grade 9, Grade 10, Grade 11, Grade 12)	4
Math (not to include Computer Programming)	4
Science (Intro to Physics, Biology, & 1 additional year)	3
Social Studies (US History I, US History II & World History)	3
World Language (2 years of the same language)	2
Physical Education ( <i>one PE course (0.25 credits) per year</i> )	1
Health I & II	.5
Additional credits	6.5
<b>Total required for graduation</b>	<b>24</b>

Each student must register for a minimum of 6 credits. A senior **MUST** earn at least 5 credits, including senior English and Math, in their final year to earn their diploma from King Philip Regional High School. Special circumstances may be approved by the principal.

To participate in graduation all requirements must be met. Under exceptional circumstances or situations, waiver requests for these graduation requirements shall be addressed to the building principal. Determinations shall be made on a case-by-case basis. The decision of the building principal shall be final.

*Exceptions to these graduation requirements, providing for individual student programs, may be secured by submitting a written request to the principal for disposition.*

**For additional graduation requirements regarding Competency Determination refer to IFKE - COMPETENCY DETERMINATION**



*King Philip Regional High School*

**Memo:**

To: Dr. Rich Drolet, Superintendent  
From: Nicole Bottomley, King Philip Regional High School Principal  
Date: October 28, 2025  
Re: Donations to King Philip Regional High School for Outdoor Classroom Phase 1

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The following items are being donated by local companies to support the creation of an [outdoor classroom space](#) at King Philip Regional High School. This began as a student-led project and will provide an additional area for faculty and students, both during the day and after school.

1. SM Lorusso donating stone base - estimated \$900 worth of stone delivered
2. Norfolk Power Equipment - mini excavator \$800 worth of rental



## **Out Door Classroom Project**

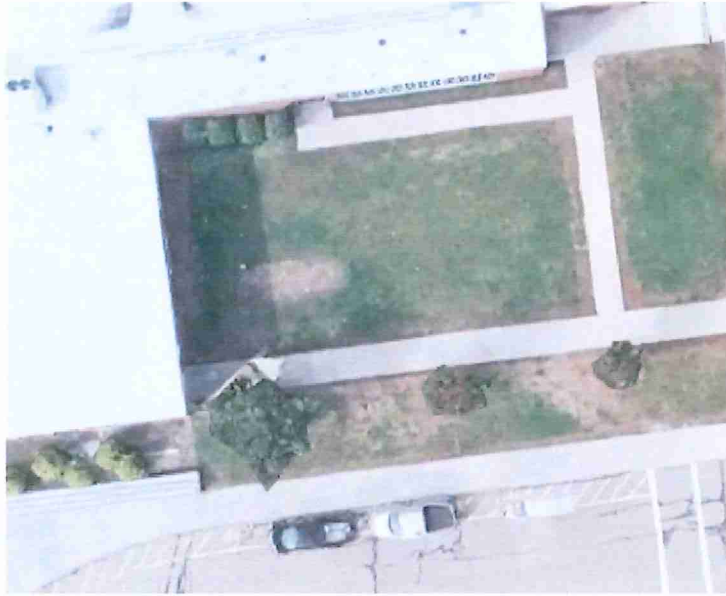
I, Max McDonough, have started and carried out this project with the outstanding help of Mr. Zahner and Ms. Bottomley in which an outdoor classroom area will be created in the front of the school. It will be created on a currently empty grass area. Dirt and other materials will be moved from part of the area and replaced with stone dust. Following this, 8 weatherproof square tables with seats will be placed in the area. Further smaller improvements and innovations are planned for the future. Teachers will be able to sign their classes out to use the area for a class period, allowing students to enjoy fresh air and nature while still maintaining a constructive learning environment.

### **What Is Needed And What We Have**

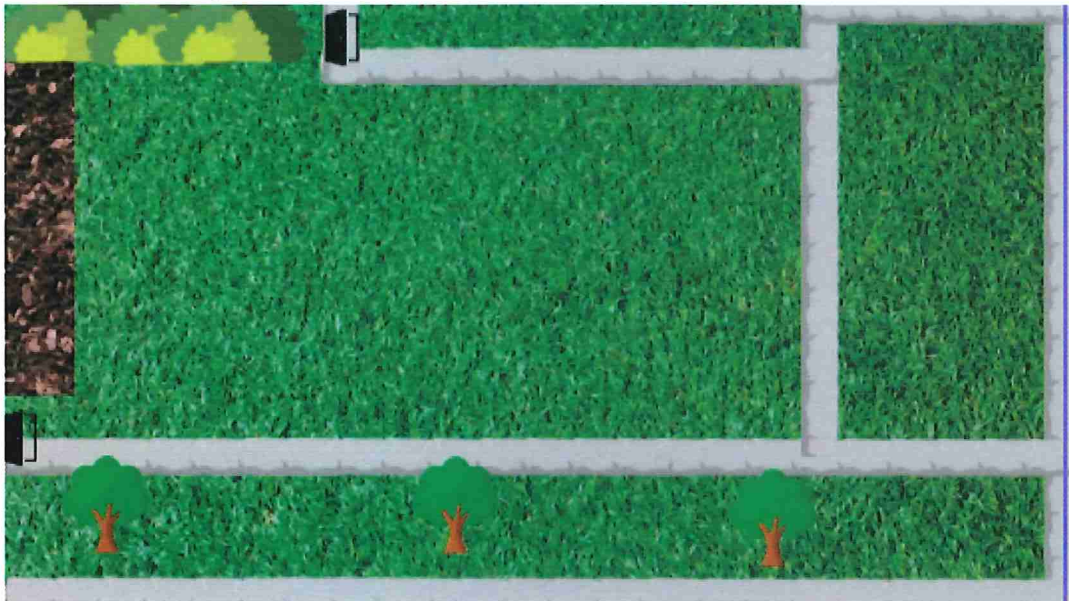
- The stone dust area is 60x25 feet, totaling roughly 30 cubic yards of 3 quarter dense grade stone needed. This material is a solid base for the tables to go on and acts as a long lasting footing for the outdoor classroom.
- I am seeking approval from the King Philip School Committee and administration to accept a donation from SM Larusso's and sons on behalf of Joe Stafford for all of the 3/4-dense grades needed.
- Norfolk Power has agreed to donate an excavator for a given weekend so that the licensed King Philip grounds crew can prep the hole for the outdoor classroom. I am also seeking approval for this donation.
- Prior to any work being done and any excavation, the facilities department will contact Digsafe to lactate and ensure no underground utilities will be obstructed.
- Tables have been found and sourced by Max McDonough. The chosen tables were selected for their long lasting durability in weather, and design that facilitates learning. 8 tables will be purchased in total, with 2 of them being ADA compliant. These tables are purchased from Global Industrial using school finances; the tables come with a 7 year warranty and are made with strong weather proof steel mesh.

**Below are the images of the current terrain, and a diagram of the finished outdoor classroom.**

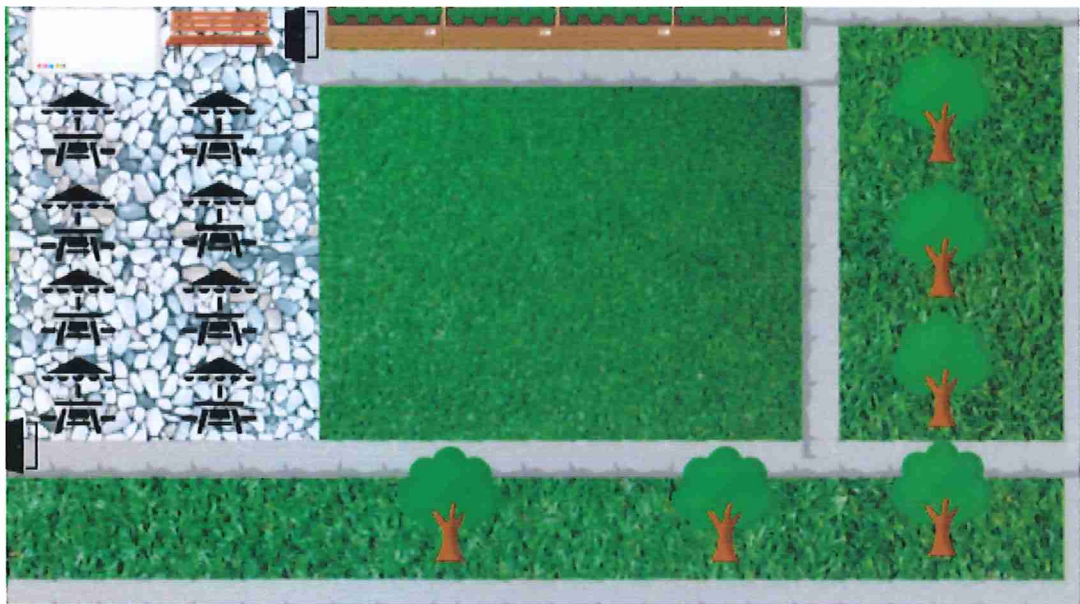
Actual Overhead Image of original layout



Current Landscape



Finished Product





# King Philip Regional High School School Improvement Plan

2025-2026

## 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 - 2025-2026

### 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 - Taliah Westbrook
Student - Jack Birenbaum	Student - Mallory Flynn
Student - Nakshatra Arun	Student - Matigan Roach
Student - Aidan Shaughnessy	Student - Sadie Keighley
Student - Angelina Karavasileiadis	Student - Rorie Hefron
Student - Evelyn Miles	Student - Hiya Valia
Student - Celia Varey	Teacher - Lisa Halloway
Teacher - Jesse McKinnon	Parent - Dawn Martin
Community Member - Barbara Snead	Community Member - Jill Lawrence



## KPHS - School Improvement Plan - 2025-2026

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

**Goal #1: Effective Direction Setting Through NEASC Decennial Visit & Recommendations** By the end of the 2025-2026 school year, KPRHS will develop and implement a continuous improvement roadmap based on the insights and recommendations gathered from the NEASC Decennial Visit and findings from the self-reflection report, to drive meaningful and strategic improvements in our school's operations, curriculum, and overall educational experience for all students.

Key Action Steps:	Benchmarks
<ul style="list-style-type: none"><li>● Review and assess the findings of the Self-Reflection report against current observations of KPRHS and interviews with members of the school community.</li><li>● Adjust/update self-reflection report for improvements and additions since completion of the Collaborative Conference in the fall of the 2023-2024 school year focusing on the Priority Areas.</li><li>● Conference Participation and Data Collection: Ensure active and meaningful participation from high school administrators, teachers, and staff in the NEASC Decennial visit to gather data, insights, and recommendations.</li><li>● Analysis and Prioritization: Analyze the data and recommendations collected during the self-reflection report and Decennial Visit to identify and prioritize key areas for improvement, and develop a strategic plan of action.</li><li>● Stakeholder Involvement: Engage parents/guardians, students, faculty and community members in reviewing the</li></ul>	<p><b>October 2025:</b> Identify NEASC co-chairs for the steering committee and plan committee visit</p> <p><b>By November 7th,</b> revise and finalize the NEASC School Summary report and upload findings to the NEASC portal.</p> <p><b>December 7th - 10th,</b> host NEASC Decennial Visit</p> <p><b>Winter 2025:</b> Analyze and prioritize visit findings. Communicate NEASC Decennial report findings with community and all stakeholders</p> <p><b>Spring 2025:</b> Engage stakeholders and involve them in the development of the continuous improvement roadmap</p> <p>Begin the implementation of the continuous improvement roadmap at the start of the 2026-2027 school year.</p>



KPHS - School Improvement Plan - 2025-2026

<p>self-reflection report and Decennial Visit findings and on the development of the continuous improvement roadmap.</p> <ul style="list-style-type: none"><li>● Plan Development: Create a continuous improvement roadmap that outlines specific goals, strategies, action steps, and timelines for addressing the identified areas for growth while reinforcing the areas of strength.</li><li>● Implementation and Monitoring: Implement the continuous improvement roadmap, regularly monitoring progress, and evaluating the impact of each initiative on our high school's overall quality.</li></ul>	
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## KPHS - School Improvement Plan - 2025-2026

### Focus Area: Communication and Community

**Goal #2: Improving Attendance and Reducing Chronic Absenteeism** By June 2026, King Philip Regional High School will strengthen its culture of attendance by reducing chronic absenteeism and dismissals through proactive communication, targeted intervention, and community collaboration. Building upon the work initiated in the summer of 2025 by the KPRHS Attendance Group, the school will continue to implement and expand systems that ensure all students are present, engaged, and supported in their learning every day.

Key Action Steps:	Benchmarks
<p>Building-Wide Communication and Resources</p> <ul style="list-style-type: none"><li>Continue to share clear, accessible attendance expectations and policies with students, families, and staff using the resources created by the Attendance Group, including the Student Attendance Sheet, Parent/Guardian Attendance Sheet, Faculty Reference Sheets, and Attendance Codes Explained guides.</li><li>Integrate attendance reminders into daily announcements, newsletters, and advisory programming to reinforce the message that "Every Day Counts."</li><li>Collaborate with the Attendance Group Communications Team to highlight progress and promote positive attendance trends through school-wide updates.</li></ul> <p>Early Identification and Daily Monitoring</p> <ul style="list-style-type: none"><li>Maintain daily outreach to students who demonstrate increased absences, ensuring timely follow-up and support through counselors, staff, and administrators.</li><li>Utilize Infinite Campus reporting to monitor attendance trends weekly, focusing on early</li></ul>	<p><b>July - August 2025:</b> Regularly convene the attendance group to create documents to better explain attendance procedures and highlight the importance of in-person learning</p> <p><b>September 2025:</b> Continue proactive daily communication with students exhibiting attendance concerns; distribute updated attendance reference sheets to families, students, and educators.</p> <p><b>October/November 2025:</b> Re-convene the Attendance Group to review first-quarter data and recommend action steps; share updates at a faculty meeting.</p> <p><b>February 2026:</b> Conduct mid-year attendance analysis; evaluate impact of interventions and adjust outreach strategies as needed.</p> <p><b>Spring 2026:</b> Host a family information session or community event focused on incorporate the importance of attendance, engagement, and student success into all family/community events at KPRHS</p> <p><b>June 2026:</b> Demonstrate measurable improvement by reducing chronic absenteeism and dismissals compared to 2024–2025 baseline data.</p>





## KPHS - School Improvement Plan - 2025-2026

<p>identification of students approaching chronic absenteeism thresholds.</p> <p>Attendance Group and Staff Collaboration</p> <ul style="list-style-type: none"><li>● Re-engage the 18-member Attendance Group quarterly to review data, evaluate progress, and recommend strategies for intervention and communication.</li><li>● Provide regular staff updates on attendance data and patterns through faculty meetings and memos.</li><li>● Offer professional development for teachers and staff to reinforce the link between classroom engagement, attendance, and student achievement.</li></ul> <p>Student and Family Engagement</p> <ul style="list-style-type: none"><li>● Strengthen partnerships with families through personalized communication and resources designed to promote daily attendance, clarify procedures, and provide supports for barriers such as transportation, health, or mental health needs.</li><li>● Incorporate attendance conversations into MyCAP/post-secondary planning and counseling sessions.</li><li>● Recognize students and classes demonstrating improved or exemplary attendance through school-wide acknowledgments.</li></ul>	
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## KPHS - School Improvement Plan - 2025-2026

### Focus Area: Culture and Wellness & Teaching, Learning and Leading

**Goal #3: College, Career & Life Readiness: Developing a Comprehensive Counseling Curriculum and Expanding Career Pathways** By June 2026, King Philip Regional High School will develop and implement a written, comprehensive developmental school counseling curriculum to support the academic, social-emotional, and post-secondary planning needs of all students. In alignment with NEASC Priority Area #4 and the school's new DESE-designated Innovative Career Pathway in Business and Finance, the counseling department will expand structured opportunities for student exploration, goal-setting, and career readiness through coordinated lessons, events, and partnerships that connect classroom learning to future pathways.

Key Action Steps:	Benchmarks
<p>Counseling Curriculum Development</p> <ul style="list-style-type: none"><li>● Continue developing a written, developmentally appropriate school counseling curriculum for grades 9–12 focused on academic planning, personal growth, and post-secondary readiness.</li><li>● Align lessons and activities with the Massachusetts Model for Comprehensive School Counseling Programs (MA Model) and work collaboratively with KP faculty to support the integration of MyCAP components to support individualized student planning.</li><li>● Coordinate grade-level activities that help students identify interests, set goals, and connect coursework with potential college and career options.</li><li>● Share the curriculum framework with faculty and families to ensure transparency and promote collaboration in supporting student readiness.</li></ul>	<p><b>Fall 2025:</b> Finalize the written framework for the comprehensive counseling curriculum and communicate the plan to staff and families.</p> <p><b>Winter 2025/2026:</b> Launch initial lessons for all grade levels and begin implementation of the Innovative Career Pathway in Business and Finance.</p> <p><b>April 2026:</b> Host the expanded KPRHS Career Fair, incorporating activities that highlight pathway opportunities and student engagement with career readiness.</p> <p><b>June 2026:</b> Complete the first-year implementation of the counseling curriculum and Business and Finance Career Pathway; evaluate progress and plan for expansion into additional pathways.</p>



KPHS - School Improvement Plan - 2025-2026

<p>Career Pathways and Experiential Learning</p> <ul style="list-style-type: none"><li>● Support the Implementation of the DESE-approved Innovative Career Pathway in Business and Finance by expanding partnerships with local employers, colleges, and workforce organizations.</li><li>● Collaborate with the Youth Connections division of MassHire to provide internship placements, job-shadow experiences, and mentorship opportunities for students in the Business and Finance pathway.</li><li>● Integrate career exploration activities across all grade levels to build awareness of pathway options and connections to real-world applications.</li><li>● Expand the annual KPRHS Career Fair in April to include greater representation from business, finance, and emerging industry sectors aligned with the pathway.</li><li>● Partner with local organizations, higher education institutions, and community members to provide additional guest speakers, workshops, and experiential learning opportunities throughout the year.</li></ul> <p>Program Evaluation and Continuous Improvement</p> <ul style="list-style-type: none"><li>● Collect student and staff feedback on the counseling curriculum and career-connected learning experiences to guide ongoing development.</li></ul>	
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KPHS - School Improvement Plan - 2025-2026

<ul style="list-style-type: none"><li>● Track participation, student outcomes, and post-secondary data (planning, engagement in the process etc.) to evaluate the impact of the counseling program and the Innovative Career Pathway.</li><li>● Present progress updates and outcomes to the School Council and District Leadership Team to ensure alignment with district and NEASC goals.</li></ul>	
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# King Philip Regional Middle School School Improvement Plan

2025-2026

## 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 2025 - 2026

### 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.

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At KPMS, we believe that the middle school environment must be welcoming, inclusive, and affirming for all; health, wellness, and social-emotional competence should be nurtured through curricula, school-wide programs, and policies; instruction should foster active, purposeful, and democratic learning; and curriculum must be challenging, exploratory, and diverse.

*-Adapted from The Successful Middle School: This We Believe, Association for Middle Level Education;*

*Adopted by King Philip Middle School Staff, Fall 2021*

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### School Council Members

Principal/Co-Chair – Michelle Kreuzer	Parent – Veronica Gonzalez
Teacher/Co-Chair – Sean Jones	Parent – Emily Hatami
Teacher – Melinda Parker	Parent - James Spitzer
Community Member – Jill Hindley Lawrence	



## KPMS - School Improvement Plan 2025 - 2026

### Focus Area: Student Engagement (**District Goal #1 - Teaching, Learning, and Leading for All**)

Goal #1: By June 2026, KPMS will deepen student engagement through the Applied Learning framework, refining instructional practices, implementing high quality curriculum, and creating opportunities for authentic problem solving.

Key Action Steps:	Benchmarks
Define student engagement as a set of learning behaviors and develop a KPMS specific continuum of engagement.	At least 80% of classrooms will show evidence of increased student engagement on walkthrough tools or on student and staff surveys by June 2026.
Conduct regular learning walks using the student engagement walkthrough tool and calibrate observations with staff.	By June 2026, there will be an increase of at least 10 percentage points in the percentage of students who report feeling engaged or very engaged in classroom learning.
Collaborate with partner schools to share practices around student engagement.	Teachers will report an increase of at least 10 percentage points in the frequency of students engaging in collaborative, real-world, and reflective learning activities, such as group work, open discussion, and projects connecting to the professional world.
Conclude our science curriculum search and begin preparations for adoption and implementation.	Select high quality instructional materials for our new science program and have an implementation plan finalized by Spring 2026.
Develop a plan for mid-year and/or end-of-year showcases where students present applied learning projects.	



## KPMS - School Improvement Plan 2025 - 2026

Focus Area: Family Involvement & Two-Way Communication (**District Goal #2 - Communication and Community**)

Goal #2: By June 2026, KPMS will strengthen family involvement and communication through intentional programming, events, and resources that foster collaboration and community engagement.

Key Action Steps:	Benchmarks
Host monthly themed coffee chats (morning and evening options).	Family survey participation will increase by 10% compared to the previous year.
Hold two Screenagers events (October: Social Media; February: Vaping/Substance Abuse Prevention).	At least seven family engagement events (such as <i>Screenagers</i> sessions or Coffee Chats) will be hosted during the school year to promote communication, collaboration, and connection.
Create a Parent Involvement Guide distributed at the start of the year.	Each quarter, families will be offered at least one opportunity to volunteer in school events or activities (e.g., breakfasts, dances, field trips, lunch monitoring).
Invite families to volunteer and support school events (breakfasts, dances, field trips, lunch monitoring).	
Provide social media education for families and students.	





## KPMS - School Improvement Plan 2025 - 2026

Focus Area: Student Achievement (**District Goal #1 - Teaching, Learning, and Leading for All**)

Goal #3: By June 2026, KPMS will improve student achievement in math, ELA, and science by strengthening interventions, monitoring progress, and addressing barriers to learning such as attendance.

Key Action Steps:	Benchmarks
Implement a pull-out math intervention program during the school day.	Increase percentage of students meeting or exceeding expectations on MCAS in ELA, math, and science by 5% compared to 2025 results.
Provide after-school MCAS preparation opportunities.	Increase Student Growth Percentiles (SGP) in math and ELA to 50 or higher on the MCAS.
Monitor school-wide participation in programs such as IXL (English) and Khan Learning Paths (Math).	At least 85% of identified students participate in intervention or tutoring programs.
Address attendance and chronic absenteeism by strengthening communication, including Tier 1 proactive updates to families.	Reduce chronic absenteeism by 2 percentage points from 2024–2025 levels.



## KPMS - School Improvement Plan 2025 - 2026

### Focus Area: Culture and Wellness (District Goal #4 - Culture and Wellness)

Goal #4: By June 2026, KPMS will enhance school culture and student wellness by integrating SEL, restorative practices, and proactive systems that connect engagement, belonging, and well-being.

Key Action Steps:	Benchmarks
Continue implementation of the Trails to Wellness curriculum with sample lessons delivered during S.A.T. or other classes.	85% of students report feeling connected and supported at school (student survey data).
Embed SEL strategies (CASEL's 3 Signature Practices) into classroom routines across content areas.	Behavioral incidents decrease by 10% compared to the 2024–2025 school year.
Expand use of restorative practices schoolwide.	At least 80% of teachers report integrating SEL strategies into classroom instruction.
Create a grading guidebook with clear expectations for all students, including multilingual learners.	Hold three or more Wellness events during the school year and achieve a <i>No Place for Hate</i> school designation.
Plan and implement Wellness Days (3–4 per year), integrating <i>No Place for Hate</i> activities, anti-bullying programming, and SEL practices.	Implement the three components of the Unified Champions School Program framework: Unified Sports, inclusive youth leadership, and whole-school engagement.
Develop and launch a Unified Champions School Program in partnership with Special Olympics	Host at least two parent education events focused on student mental health and wellness topics.
Provide parent education sessions on topics related to student wellness (e.g., suicidal ideation awareness, body image, and healthy coping strategies).	