KING PHILIP REGIONAL SCHOOL COMMITTEE AGENDA
REGULAR SESSION
OCTOBER 19, 2026
KING PHILIP REGIONAL HIGH SCHOOL - MEDIA CENTER
201 FRANKLIN STREET WRENTHAM MA 02093
7:00PM

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. Colleen Terrill, Ms. Jill Brilhante, Ms. Kyle Santos, Mr. Michael Bois, Ms. Mallory Flynn, Ms. Michelle Kreuzer, Ms. Nicole Bottomley, Ms. Rachel Faris, Ms. Venessa Petit

4. STAFF RECOGNITIONS
MA Teacher of the Year Finalist-Mr. Cody Michael

5. 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

6. 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 5, 2026 **A.R.**
-Payment of Bills/Warrants
-Communications

7. STUDENT COUNCIL REPORT
Student Council Report: Ms. Mallory Flynn I.O.

8. REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT
Superintendent's Update I.O.
Assistant Superintendent Update I.O.
Director of Finance & Operations Update I.O.

9. UNFINISHED BUSINESS

10. NEW BUSINESS

Overnight Field Trip Request Marine Conservation in D.R. (Ms. Faris)	**A.R.**
School Improvement Plan 2026-2027 KP Regional Middle School	**A.R.**
School Improvement Plan 2026-2027 KP Regional High School	**A.R.**
The Education Cooperative & Bi-County Collaborative FY27 Quarter 1 Reports	I.O.
KP FY27 Quarter 1 Budget Update	I.O.
Creation of KPHS Student Activities Account - Marketing in Makerspace	**A.R.**
MCAS Presentation (Spring 2026)	I.O.

11. REPORTS FROM SUBCOMMITTEES

12. REPORTS FROM SCHOOL COMMITTEE MEMBERS

Norfolk School Committee Representative: Mr. Svalbe	I.O.
Plainville School Committee Representative: Ms. Kerrigan	I.O.
Wrentham School Committee Representative: Ms. Greaney	I.O.

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 5, 2026 -Draft
King Philip Regional High School – Library
201 Franklin Street, Wrentham, MA 02093
7:00 PM

CALL TO ORDER

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

ROLL CALL OF COMMITTEE MEMBERS

Members Present:

Norfolk:	**Mr. Jim Lehan, Mr. Eric Harmon, Mr. Peter Svalbe (arrived at 7:02 PM)**
Plainville:	**Mr. Bruce Cates, Ms. Shannan Kerrigan**
Wrentham:	**Ms. Cait Lanza, Ms. Veronica Gonzalez**

Members Absent:

Norfolk:	**Present**
Plainville:	**Ms. Michele Sharpe**
Wrentham:	**Ms. Erin Greaney**

DELEGATIONS and VISITORS

Dr. Rich Drolet, Ms. Jill Brilhante, Ms. Colleen Terrill, Ms. Kyle Santos, Mr. Michael Bois, Ms. Mallory Flynn, Mr. Tim O'Connor, Mr. James Dowd, 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 14, 2026
-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 14, 2026 as presented. All in favor: Yes (7) Mr. Lehan, Ms. Kerrigan, Mr. Svalbe, Ms. Gonzalez, Mr. Cates, Ms. Lanza, and Mr. Harmon; No (0); Abstain (0). Motion carried, 7-0-0.**

AGENDA

STUDENT COUNCIL REPORT

The October 5, 2026 KPHS Student Council Report was given by Ms. Mallory Flynn.
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

- Safety Training for Staff

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

ASSISTANT SUPERINTENDENT'S UPDATE

Ms. Terrill discussed the below topics

- Project Lead the Way (PLTW) and Math
- Throughline Learning
- RALIE
- Learning Walks
- DESE Graduation Recommendations

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

DIRECTOR OF FINANCE & OPERATIONS UPDATE

Ms. Brilhante reported that National Custodian Day was celebrated on Friday, October 2, 2026. The custodial staff and groundskeepers were recognized for their hard work and dedication with a meal provided in appreciation of their efforts.

The FY26 audit is underway, with auditors scheduled to be onsite in October to complete the audit. Ms. Brilhante will keep the Committee updated on the progress and completion of the audit.

Ms. Brilhante also reported that the FY26 End-of-Year Report was submitted to DESE last Wednesday. She is finalizing the Excess and Deficiency (E&D) report for submission to the Division of Local Services and hopes to complete it by the end of the week.

At the October 19 school committee meeting, Ms. Brilhante will present a first-quarter FY27 budget update, reviewing the first three months of the fiscal year and identifying areas to monitor as the year progresses. At the November 16 school committee meeting, she will review the FY26 year-end financial results.

OLD BUSINESS

None

NEW BUSINESS

Overnight Field Trip Request-KP DECA SCDC Boston Seaport 3/14/27-3/16/27

Mr. Dow provided an overview of the overnight field trip request to the DECA State Career Development Conference, scheduled for March 14–16, 2027, at the Convention Center in Boston's Seaport District. Students must qualify at the district conference in January to attend. He noted that approximately 170 Massachusetts schools have DECA chapters, with about 4,500 students expected to attend the state conference. With no further discussion, Mr. Lehan asked for a motion to approve the request.

- **A Motion was made by Mr. Harmon, seconded by Ms. Gonzalez, to approve the KP DECA SCDC overnight field trip request on March 14, 2027-March 16, 2027 located at the Convention Center in the Boston Seaport area. All in favor: Yes (7) Mr. Lehan, Mr. Harmon, Ms. Gonzalez, Ms. Kerrigan, Mr. Cates, Ms. Lanza, Mr. Svalbe; No (0); Abstain (0); Motion carried 7-0-0.**

Overnight Field Trip Request-KP DECA ICDC Anaheim, CA 4/16/27-4/21/27

Mr. Dow explained that students who place in the top eight in their respective categories at the state conference will advance to the International Career Development Conference, scheduled for April 16–21, 2027, at the Embassy Suites in Anaheim, California. He noted that King Philip has had excellent success at both the state and international conferences in the past.

Ms. Gonzalez asked whether the number of students attending varies each year. Mr. Dow explained that attendance depends on DECA membership. Mr. Cates inquired about the cost of the trip, which is estimated at approximately $1,500 per student. Mr. Dow noted that airfare was approximately $500–$600 the last time he checked. With no further discussion, Mr. Lehan asked for a motion to approve the field trip request.

- **A Motion was made by Mr. Harmon, seconded by Ms. Gonzalez, to approve the KP DECA ICDC overnight field trip request from April 16, 2027-April 21, 2027 located at the Embassy Suites in Anaheim, CA. All in favor: Yes (7) Mr. Lehan, Mr. Harmon, Ms. Gonzalez, Ms. Kerrigan, Mr. Cates, Ms. Lanza, Mr. Svalbe; No (0); Abstain (0); Motion carried 7-0-0.**

Overnight Field Trip Request-KPHS Model UN to attend BOSMUN Model UN Conference on February 5, 2027-February 7, 2027 in Boston, MA

Mr. O'Connor said this is a simulation of the United Nations. It teaches debate skills, public speaking, and cooperative thinking. He also noted that this is the fourth year for the conference, which will be held at the Marriott Copley Place in Boston. He anticipates approximately 15 students will attend. With no further discussion, Mr. Lehan asked for a motion to approve.

- **A Motion was made by Mr. Harmon, seconded by Ms. Gonzalez, to approve the overnight field trip request to BOSMUN Model UN Conference in Boston, MA on February 5, 2027-February 7, 2027. All in favor: Yes (7) Mr. Lehan, Mr. Harmon, Ms. Gonzalez, Ms. Kerrigan, Mr. Cates, Ms. Lanza, Mr. Svalbe; No (0); Abstain (0); Motion carried 7-0-0.**

MOA KPRSC and KPTA, Unit A Teachers

Mr. Lehan explained that members met during the last previous executive session to review a Memorandum of Agreement between KPRSC and KPTA, Unit A – Teachers. He asked if there were any questions. Hearing none, a motion was brought forward to approve the agreement.

- **A Motion was made by Mr. Harmon, seconded by Ms. Kerrigan, to approve the Memorandum of Agreement between the King Philip Regional School Committee and the King Philip Teachers Association, Unit A-Teachers effective September 1, 2026 to August 31, 2029 as presented. All in favor: Yes (7) Mr. Lehan, Mr. Harmon, Ms. Gonzalez, Ms. Kerrigan, Mr. Cates, Ms. Lanza, Mr. Svalbe; No (0); Abstain (0); Motion carried 7-0-0.**

Time-Out, Seclusion, and Physical Restraint of Students Policy (JKAA-Second Read)

Mr. Harmon explained that this was the second reading of the proposed Time-Out, Seclusion, and Physical Restraint of Students Policy (JKAA). He said that the revisions that were made were to align the

policy with current laws and regulations regarding the permitted and prohibited use of time-out, seclusion, and physical restraint. Seeing no comments from the Committee a motion was brought forward.

- **A Motion was made by Ms. Gonzalez, seconded by Mr. Cates, to approve the updated policy JKAA, Time-Out, Seclusion, and Physical Restraint of Students as presented. All in favor: Yes (7) Mr. Lehan, Mr. Harmon, Ms. Gonzalez, Ms. Kerrigan, Mr. Cates, Ms. Lanza, Mr. Svalbe; No (0); Abstain (0); Motion carried 7-0-0.**

Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement Policy (PROTECT Act-ACL Second Read)

Mr. Harmon explained that the policy addresses civil immigration enforcement and aligns with the Massachusetts PROTECT Act. Mr. Cates asked whether this policy applies to ICE. Mr. Harmon noted that the PROTECT Act requires that civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds. Dr. Drolet noted that the PROTECT Act requires districts to adopt a policy and procedures consistent with the law. Seeing no further comments a motion was brought forward.

- **A Motion was made by Mr. Harmon, seconded by Ms. Kerrigan, to approve Policy ACL-Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement (PROTECT Act) as presented. All in favor: Yes (6) Mr. Lehan, Mr. Harmon, Ms. Gonzalez, Ms. Kerrigan, Ms. Lanza, Mr. Svalbe; No (1) Mr. Cates; Abstain (0); Motion carried 6-1-0.**

Disposal of Surplus Vehicles-School Grounds 2001 Chevy Silverado

Mr. Cates explained that the 2001 Chevy Silverado dump truck used by the King Philip Regional School District grounds crew needs to be decommissioned due to a nonfunctioning transmission, exhaust leaks that allow fumes into the cab, and extensive rust and deterioration. The vehicle is not roadworthy or safe to operate, and its last inspection sticker was issued in August 2023. Although the vehicle has no salvage value, it may have scrap value, of which funds would be deposited into the Facilities Revolving Account. Mr. Cates and Mr. Lehan will contact local fire departments to determine whether they may want this vehicle for training demonstrations, such as vehicle extrications (a list of product specifications are attached to these minutes). A vote is needed to authorize the vehicle's disposal.

- **A Motion was made by Mr. Cates, seconded by Mr. Harmon, to approve the disposal of a 2001 Chevy Silverado. All in favor: Yes (7) Mr. Lehan, Mr. Harmon, Ms. Gonzalez, Ms. Kerrigan, Mr. Cates, Ms. Lanza, Mr. Svalbe; No (0); Abstain (0). Motion carried 7-0-0.**

REPORTS FROM SUBCOMMITTEES

Finance Subcommittee

Ms. Lanza reported that the Finance Subcommittee discussed the disposal of the 2001 Chevy Silverado, a proposed $50,000 contribution to the OPEB Trust in the FY28 budget, and a review of facility rental fees.

Ms. Brilhante explained that the subcommittee discussed requests from nonprofit groups seeking in-kind field use or donations. She noted that these groups already receive reduced rental rates and that providing additional exceptions could limit rental revenue used to maintain the fields. Regarding OPEB, she emphasized the importance of contributing to the existing stabilization fund, particularly when pursuing bonding, and suggested using some of the district's E&D funds.

Mr. Lehan reported that the subcommittee discussed pursuing approval for a KP capital stabilization account with Wrentham and Plainville. Norfolk already approved the creation of the capital stabilizarion account in 2024 , and Dr. Drolet has requested that it be placed on the spring warrants for Wrentham and Plainville. The subcommittee discussed including a potential contribution in the budget to allow for a transfer if approved by the towns. If the creation of a capital stabilization account is not approved, the funds would remain in E&D. Mr. Cates noted that Plainville does not have a fall special town meeting, so the next opportunity would be in May 2027.

Policy Subcommittee

Mr. Harmon reported that the Policy Subcommittee discussed upcoming policy updates, including the administration of medication to students (JLCD) and potential revisions to residency requirements. The subcommittee is considering verifying residency in both Grade 7 and Grade 9 to ensure students continue to reside within the district. Further discussion will take place once draft policies are made available.

Mr. Harmon also reported that the subcommittee reviewed a parent's concern regarding attendance. Following Ms. Bottomley's newsletter clarifying attendance procedures, the subcommittee determined that the issue did not require a policy change at this time, but should be addressed through clearer language in the student handbooks. Students with verified absences may make up missed assignments, tests, and quizzes.

The development of a policy regarding the content and messaging of murals was discussed. Mr. Harmon said he looked for mural policies, and was unable to find any relevant policy for any Massachusetts school. Brookline had developed a proposed policy for "public art on the outside of buildings' that was ultimately not adopted. Mr. Harmon also stated policies that limit or allow certain expressions/symbols/etc. are inherently problematic due to what they limit or allow, and open up the school to litigation, as well as public outcry. MASC clearly states that in the absence of specific policy, the buildings are under the direction of the building owner (the Principal), overseen by the Superintendent. At this time, the development of a specific mural policy was tabled.

REPORTS FROM SCHOOL COMMITTEE MEMBERS

Norfolk School Committee Representative:

Mr. Svalbe reported that Dr. Allardi shared that the Freeman-Kennedy School was named a National Banner School by Special Olympics Unified Champion Schools in recognition of its commitment to inclusion, advocacy, and respect.

Plainville School Committee Representative:

Ms. Kerrigan reported that the School Committee approved the School Committee and Superintendent goals for the year, as well as the PROTECT Act policy.

Wrentham School Committee Representative:

No report.

LATE COMMUNICATIONS

None

REPORTS OF SPECIAL COMMITTEES
None

RECOMMENDATIONS OR QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS
None

ADJOURNMENT:
At 7:46 pm, a Motion was made by Mr. Harmon, seconded by Mr. Cates, to adjourn the meeting. All in favor by roll call vote: Yes (7); Mr. Svalbe, Mr. Lehan, Mr. Cates, Mr. Harmon, Ms. Gonzalez, Ms. Lanza, Ms. Kerrigan; No (0); Abstain (0). All in favor. Motion carried: 7-0-0.

Mr. Lehan, Chair, adjourned the meeting at 7:46 pm.

Respectfully submitted,

Mrs. Venessa Petit
Secretary to the School Committee

Documents presented on October 5, 2026
Agenda
Bills/Warrants
Draft Minutes from September 14, 2026
Student Council Report October 5, 2026
Superintendent's Update
Assistant Superintendent's Update
Overnight Field Trip Request-KP DECA SCDC 3/14/27-3/16/27 Boston, MA
Overnight Field Trip Request-KP DECA ICDC 4/16/27-4/21/27 Anaheim, CA
Overnight Field Trip Request-KP Model UN 2/5/27-2/7/27 Boston, MA
MOA KPRSC and KPTA, Unit A Teachers
Time-Out, Seclusion and Physical Restraint of Students Policy (JKAA-Second Read)
Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement Policy (PROTECT Act-Second Read)
Disposal of Surplus Vehicles-School Grounds 2001 Chevy Silverado

KING PHILIP REGIONAL SCHOOL DISTRICT
OVERNIGHT FIELD TRIP CHECKLIST

Date Submitted:	9/17/2026
School Organization	KPRHS students
Teacher/Advisor:	Rachel Faris farisr@kingphilip.org
Destination (City/State/Lodging)	Dominican Republic
Purpose of Field Trip	Service learning/educational tour
Mode of Transportation/Company	EF Educational Tours
Departure: date/time/arrival time/place	Saturday 4/15/2028 Boston Logan Airport → DR
Return: date/time/arrival time/place	DR → Boston Logan Saturday 4/22/2028
Lodging: (name and location)	hotel tbd - arranged by EF
Number of students	max. 24 students
Names of chaperones (*Please note: All Chaperones need to have current CORI on file with KPRSD**)	4 chaperones - Rachel Faris, Nicholas Glabicky, 2 TBD
Cost per student and indicate how the costs involved will be paid	$4,509 per student. paid by families, EF offers scholarships and fundraising support.
Has the trip occurred previously? If so, describe.	No, this trip has not occurred previously

Please see attached sample itinerary and other information provided by EF

*All CORI forms need to be completed in person at the Superintendent's office with a photo I.D. (Chaperones may be required to be fingerprinted per policy ADDA.)

* All travel requests must be received in the Superintendent's Office at least ten (10) days prior to a regular school committee meeting. Meeting dates are posted on the website.

*One request per form, please.

*You may attach any additional information you think will be relevant

*Even if there is no cost to the district or student, ALL costs of the trip (transportation, lodging, mileage, meals, etc.) should be listed under the const section.

Principal's Signature: _____ **Date:** 9-17-26

Approval: **Yes** ✓ **No** _____

Superintendent's Signature: _____ **Date:** 10/8/26

Approval: **Yes** X **No** _____

School Committee Signature: _____ **Date:** _____

Approval: **Yes** _____ **No** _____

EF / EDUCATIONAL TOURS



MARINE CONSERVATION IN THE DOMINICAN REPUBLIC

8 days

MEANINGFUL. SUSTAINABLE. UNFORGETTABLE.

Journey to the Dominican Republic to discover the wonders of marine life—and what you can do to help preserve it. Here, you'll learn about the effects of overfishing, tourism, and climate change on coral reefs throughout the Caribbean before joining the movement to support its restoration. Working together with community members, you'll collect fragments of naturally broken coral and transplant them back into the reef, doing your part to preserve this important ecosystem. As you foster meaningful relationships within the community, you'll celebrate customs and help continue conservation efforts for generations to come.

18 Estimated service hours

YOUR SERVICE PROJECT THEMES

We work with local nonprofits to better understand the needs of each community and then focus projects on those issues. Themes include:
- Environmental sustainability
- Responsible tourism
- Cultural immersion and diversity

MARINE CONSERVATION IN THE DOMINICAN REPUBLIC

8 days, estimated 18 service hours

What to expect on this Service Learning Tour

MEANINGFUL SERVICE

Working side by side with locals, you'll gain insight into the challenges they face and build lasting solutions to help empower the community.

Projects include:
- Learning about biology and restoration practices
- Attaching coral reef fragments to new sites
- Cleaning trash and debris from the shoreline

CULTURAL IMMERSION

Live just outside the communities you serve—celebrating customs and forming lasting connections with locals.

Activities include:
- Meeting with a community association to learn about the evolution of fishing and ecotourism
- Discussing the importance of environmental and marine conservation

LEADERSHIP DEVELOPMENT

Your Field Director takes your global service experience even further, developing and strengthening leadership skills through activities and workshops.

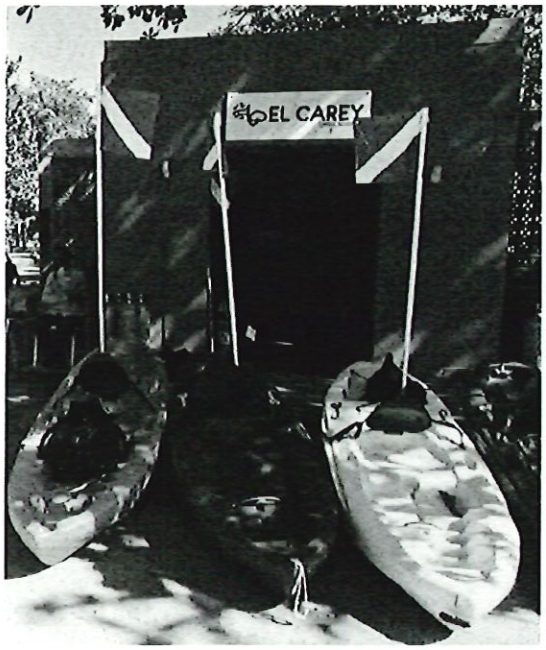
Exercises include:
- Investigating global issues, exploring social justice, and building leadership skills
- Contextualizing the day's events through thoughtful discussion and group dialogue
- Reflective journaling to deepen the service experience

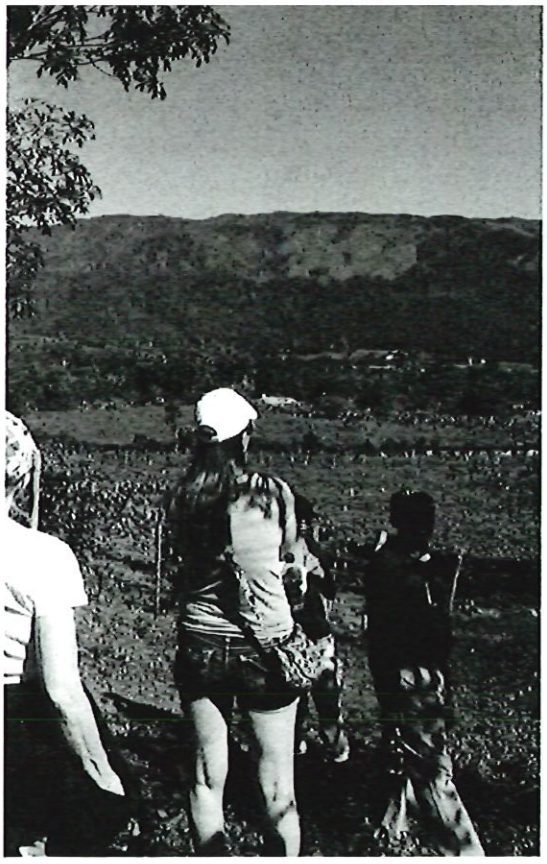












8-DAY ITINERARY

Day 1: Arrive in Santo Domingo
Meet your Field Director at the airport. After you arrive at your accommodations, settle in and meet your group for an orientation and safety overview.

Day 2: Service Project—Southeast Coast Coral Conservation
As communities evolve, so do their needs. That's why we work closely with nonprofits to better understand the local challenges. Since projects are determined closer to your actual tour date, here's a glimpse at what a typical day might look like:
- Transfer to Boca Chica.
- Meet EF's partner organization and learn how it is working to improve the state of coral reef in the Dominican Republic.
- Discuss coral reef biology and restoration practices.
- Practice snorkeling techniques as you learn how to identify local species of fish and gather scientific data within marine ecosystems.

Day 3: Southeast Coast
- Process scientific data gathered during a coral reef restoration campaign.
- Explore a mangrove ecosystem.

Day 4: Southeast Coast
- Meet a community association to learn about their transition from fishing to ecotourism as you explore the social dynamics of marine conservation.
- Explore a coral reef nursery and participate in local ecotourism activities, such as kayaking.
- Continue your coral reef restoration service project through activities that may include a mangrove restoration, waterfront cleanup, or data collection, depending on the community's needs at the time.

Day 5: Southeast Coast
- Continue your coral reef restoration project by studying a unique coral species.
- Participate in a meet and greet with marine biologists.
- Discover what a career in marine conservation could mean for you.

Day 6: Central Mountain Region
- Explore the importance of environmental conservation in the country's mountain region.
- Participate in a whitewater rafting excursion or learn about regional mountain ecosystems on a nature trail hike.

Day 7: Catalina Island
- Travel by boat to Catalina Island.
- Enjoy a relaxing day snorkeling and observing local coral reef, a beautiful example of successful conservation efforts within the Dominican Republic.

Day 8: Depart for home
Return to the airport and board your flight home.

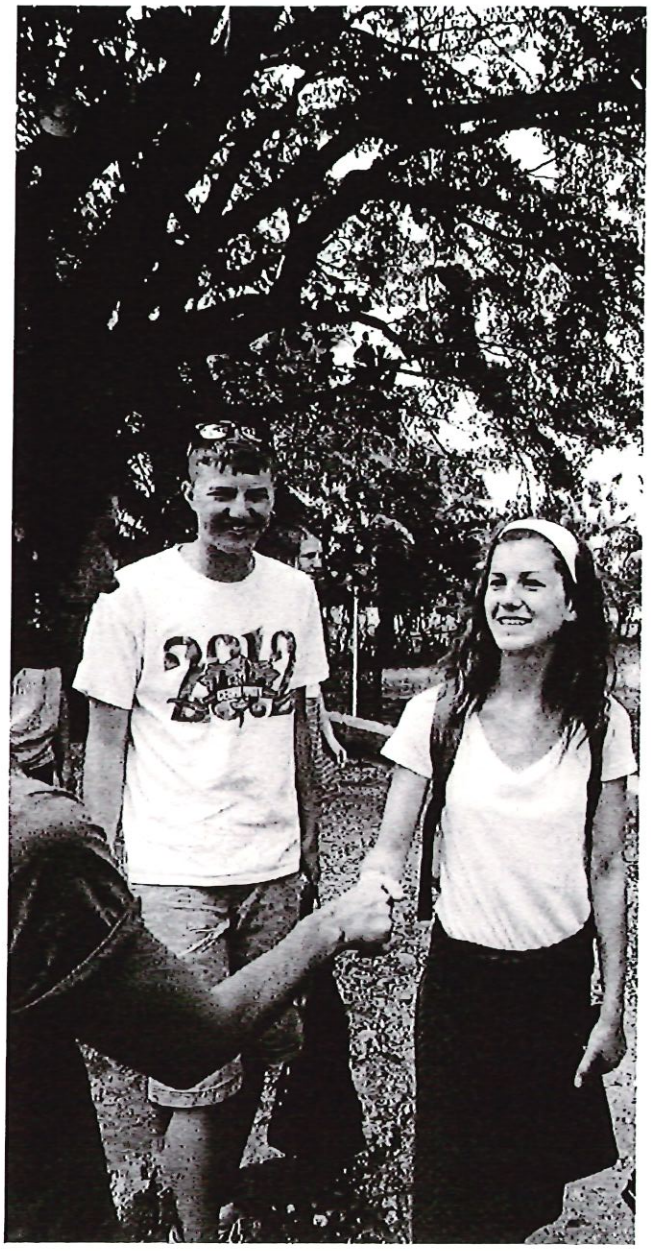


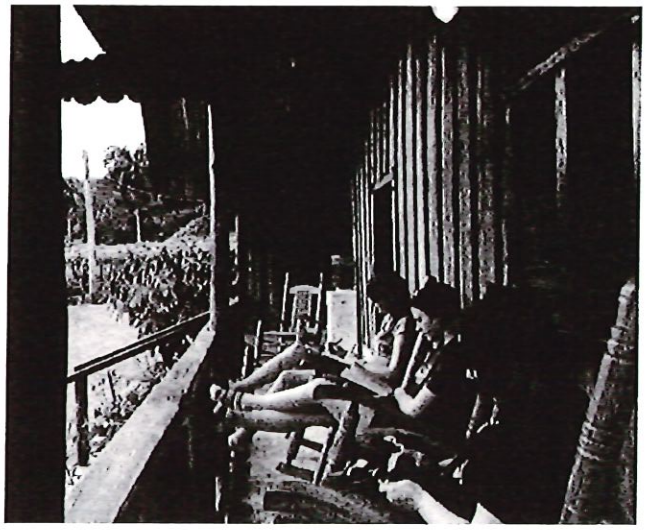
LOCAL INSIGHT AND SUPPORT

Your Field Director deepens your connection to the land, people, and indigenous culture. With local perspective on community challenges and skilled training in service leadership, they'll provide insight and global context as they:
- Lead skill-building workshops and meaningful group reflections
- Connect you with local nonprofits and nearby villages
- Facilitate group orientation and safety training
- Handle all on-tour details, from meals to transportation

Everything you get: 7 overnight stays; round-trip flights on major carriers; daily breakfast, lunch, and dinner in the Dominican Republic; local ground transportation; full-time Field Director; sustainable service project; service hours that count towards academic credit; sightseeing tours led by expert guides; entrance fees and excursions per the itinerary







Your partner in global education

EF EDUCATIONAL TOURS

For over 55 years, EF has worked with educators across the world to help millions of students become citizens of the world through one global mission: *Opening the World Through Education*. With more than 600 schools and offices in over 50 countries, our staff can respond in person wherever you are, 24 hours a day. We're also an accredited educational institution, offering students the option to earn high school and college credit.

ABOUT SERVICE LEARNING TOURS

On an EF Service Learning Tour, you and your students work side by side with locals on community-driven projects in Asia or the Americas. EF partners with established nonprofits and NGOs—such as the Mariposa Foundation and the Andean Alliance for Sustainable Development—to make sure your contributions are both meaningful and sustainable. Through hands on work and deep exposure to the local culture, students learn vital collaboration and problem-solving skills. They return inspired to make a difference at home, too.

START PLANNING

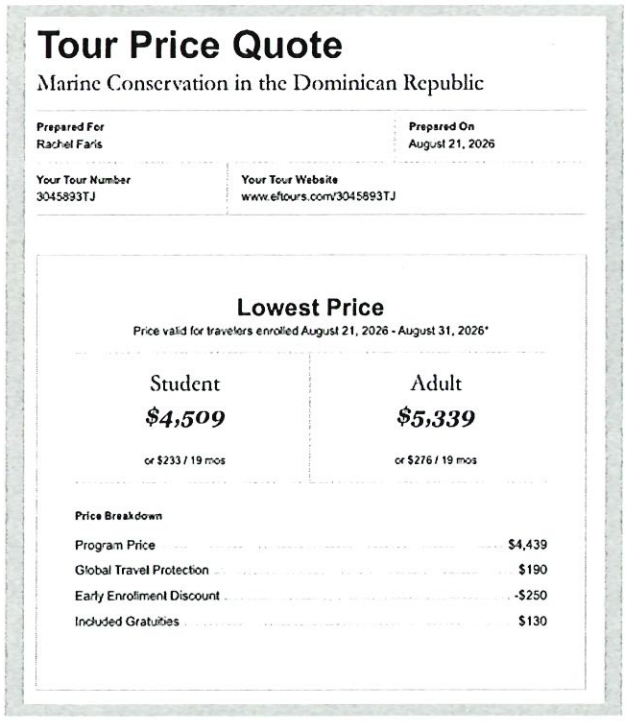
To enroll on this tour, ask your teacher for the tour number and visit eftours.com/enroll or call 800-665-5364

Travel logistics

Proposed tour for Rachel Faris in Spring 2028

Price of this tour
The tour program price covers a wide range of services that ensure students have an incredible travel experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, and logistical support once the group reaches their destination.

Full, flexible travel window: April 14-23, 2028
Requested travel dates: April 15-22, 2028



Tour Price Quote

Marine Conservation in the Dominican Republic

Prepared For	Prepared On
Rachel Faris	August 21, 2026

Your Tour Number	Your Tour Website
3045893TJ	www.eftours.com/3045893TJ

Lowest Price

Price valid for travelers enrolled August 21, 2026 - August 31, 2026*

Student	Adult
$4,509	$5,339
or $233 / 19 mos	or $276 / 19 mos

Price Breakdown

Program Price	$4,439
Global Travel Protection	$190
Early Enrollment Discount	-$250
Included Gratuities	$130

Travel logistics

Continued

Hotels

Every hotel we partner with must meet our strict standards for safety, quality, and cleanliness. Hotels are thoroughly vetted by our team and they're regularly inspected to ensure they continue to meet these standards. It's important to note that hotels abroad may have different amenities than travelers may be accustomed to in the United States. Below are expectations & examples of hotels travelers may encounter at your proposed destination:

Santo Domingo, Dominican Republic

While you are in the big cities in the Dominican Republic, you'll stay in chain hotels that are simple but clean and modern amenities. Be aware that tropical conditions in the Dominican Republic make insects and other small animals (such as ants, mosquitoes, lizards, spiders, and frogs) more prevalent. Please note that electrical voltage and outlets in the Dominican Republic are the same as in the U.S., so you will not need an adapter or converter.

Hodelpa Centro Plaza
https://www.hodelpa.com/en/centro-plaza
Address: Calle Hostos Esq. Calle El Conde, Colonial City, Santo Domingo

Jarabacoa, Dominican Republic

While you are in the big cities in the Dominican Republic, you'll stay in chain hotels that are simple but clean and modern amenities. Outside of the large cities you'll stay in smaller, family-run establishments or more rustic lodges. Be aware that tropical conditions in the Dominican Republic make insects and other small animals (such as ants, mosquitoes, lizards, spiders, and frogs) more prevalent. Please note that electrical voltage and outlets in the Dominican Republic are the same as in the U.S., so you will not need an adapter or converter.

Rancho Baiguate
www.ranchobaiguate.com
Address: Carretera, La Joya, Jarabacoa, Dominican Republic

Meals

Meals are chosen to provide a more immersive cultural experience, giving students the chance to sample traditional cuisine and experience local dining customs. Below are examples of dishes travelers may encounter at your proposed destination:

Dominican Republic: Sample Meals

Mashed plantains, rice and beans, fried/grilled fish with rice, salad, rice and beans

On tour, breakfast is typically simple and served at the hotel, either plated or buffet-style. Lunch usually gives travelers the opportunity to explore the local cuisine on their own. Dinners will be a mix of familiar dishes and local specialties, all served from a pre-set group menu.

King Philip Regional Middle School

School Improvement Plan 2026-2027

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

King Philip Regional School District Focus Areas and 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.

Middle School Beliefs

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 KPMS staff in fall 2021.

School Council Members

Principal/Co-Chair - Michelle Kreuzer
Teacher/Co-Chair - Sean Jones
Teacher - Melinda Parker
Parent - Emily Hatami
Parent - Krista Andberg
Member-at-large - Jill Hindley Lawrence

Goal 1 Student Centered Learning

District alignment: Focus Area 1 - Teaching, Learning, and Leading for All, through student engagement, relevant instruction, and aligned science curriculum.

By June 2027, KPMS will strengthen student engagement through relevant applied learning experiences and implementation of OpenSciEd, while maintaining academic rigor and access for all learners.

Action Steps and Benchmarks

Key action steps	Timeline	Benchmarks and evidence	Action Lead
Use our school developed student engagement tool and collaborative unit planning to connect learning to student identity and experience, transferable skills, and professional contexts.	Throughout year	Each academic content area pilots or refines at least one unit using the school-developed engagement tool and reviews student work and feedback. Work will be focused on building relevance while maintaining academic rigor and the curriculum's intended learning goals and teaching practices.	Applied Learning Leadership Team
Use the KPMS engagement continuum and common learning walk practices to develop a shared understanding of purposeful student engagement.	Fall and spring	Review available comparison data and establish a baseline. Complete fall and spring evidence reviews, including student perspectives. Set an engagement improvement target after baseline review.	Principal
Support year one of OpenSciEd curriculum implementation through professional learning, collaborative preparation, and review of student thinking.	Throughout year	Science teams follow the agreed year-one implementation sequence and review student work at least quarterly to identify instructional adjustments and needed support.	Principal/ Science Curriculum Team Leader

Goal 2 Teacher Strengths and Collaboration

District alignment: Focus Area 1, Teaching, Learning, and Leading for All, through improved instructional practices, innovation, and support for staff learning.

By June 2027, KPMS will strengthen shared instructional practice by celebrating teacher expertise and expanding purposeful peer collaboration and observation.

Action Steps and Benchmarks

Key action steps	Timeline	Benchmarks and evidence	Action Lead
Identify and celebrate teachers' instructional strengths through staff sharing, examples of practice, and invitations to host peers.	Fall and ongoing	Create an initial record of staff interests and strengths and provide at least one opportunity each semester for teachers to share a practice or example of student learning.	Principal
Establish a manageable, nonevaluative peer observation process with a teacher-selected focus, a brief observation, and reflection.	Fall planning; winter and spring	Pilot at least one peer observation cycle each semester after the process is established. Track participation and gather teacher feedback; set a broader participation target after reviewing access and scheduling.	Principal
Use existing team and department time to apply learning from colleagues to build relevance and student engagement, social emotional learning, positive behavior interventions and supports, or selected Vision of a Learner competencies (see Goal 3).	Throughout year	Participating teachers document an instructional adjustment and reflect on its effect using student work, student feedback, or observation evidence. Share useful examples at midyear and year-end.	Curriculum Team Leaders

Goal 3 Vision of a Learner

District alignment: Focus Area 1, Teaching, Learning, and Leading for All, through curriculum integration; Focus Area 4, Culture and Wellness, through competencies supporting social, emotional, and personal growth.

By June 2027, KPMS will build staff and student familiarity with the Vision of a Learner, select an initial competency focus, and begin connecting that focus to classroom learning and My Career and Academic Plan (MyCAP).

Action Steps and Benchmarks

Key action steps	Timeline	Benchmarks and evidence	Action Lead
Use the Teaching and Learning committee to build understanding of the five competencies and recommend a manageable initial focus.	Fall and winter	Review Vision of a Learn competencies: Effective Communicator, Innovative Thinker, Resilient Learner, Global Contributor, and Wellness Advocate. Select one or two initial competencies and identify existing practices that support them.	Teaching and Learning Committee
Develop student-friendly "I can" statements and pilot integration of the selected competencies in units, learning tasks, and student reflection.	Winter and spring	Participating academic content areas produce initial statements and collect at least one example of student work or reflection showing the selected competencies. Use teacher and student feedback to refine implementation.	Curriculum Team Leaders
Include counselors in committee work to connect the selected competencies with My Career and Academic Plan activities and student goal-setting.	Winter and spring	Develop and pilot at least one connection between classroom learning, a selected competency, and MyCAP. Review student understanding and recommend next steps for FY28.	School Counselors

Goal 4 Student Achievement and Attendance

District alignment: Focus Area 1, Teaching, Learning, and Leading for All, through responsive instruction and student support; Focus Area 2, Communication and Community, through attendance partnerships; Focus Area 4, Culture and Wellness, through belonging and wellness.

By June 2027, KPMS will improve student achievement and growth through responsive instruction and targeted support, while working toward a proposed 95% schoolwide attendance rate.

Action Steps and Benchmarks

Key action steps	Timeline	Benchmarks and evidence	Action Lead
Review 2026 MCAS achievement and growth alongside NWEA MAP Growth and classroom evidence to identify priority learning needs and instructional responses.	Fall; quarterly reviews	Monitor the FY27 MCAS achievement and growth targets on the following page. Use classroom and NWEA MAP Growth evidence for progress reviews during the year; evaluate MCAS outcomes when spring 2027 results are released.	Principal/ Curriculum Team Leaders (Math, ELA, Social Studies, Science)
Strengthen identification of students whose needs for support emerge during the year through scheduled review of classroom assessments, work, teacher input, and intervention evidence. Record interventions in Open Architects.	At least quarterly	Use Student Success Team and grade level team reviews to identify needs between NWEA MAP Growth benchmark administrations in September and June. Each new support plan identifies the need, intervention, responsible staff, and review date. Evaluate response within an agreed review cycle.	Assistant Principals/ Student Success Team
Review attendance weekly and coordinate tiered outreach and problem-solving with families, counselors, administrators, and the Student Success Team. Record interventions in Open Architects.	Weekly; quarterly reviews	Proposed target: reach at least 95% schoolwide attendance in 2026–2027, up from 94.3% in FY26 (a 0.7 percentage point increase). Monitor chronic absenteeism and attendance patterns across student groups, and document outreach and support when students reach established absence thresholds (e.g. 5, 10 absences).	Assistant Principals

MCAS Achievement and Growth Targets

Measure	FY27 target
ELA achievement	At least 51% meeting or exceeding expectations across grades 7 and 8.
Mathematics achievement	At least 58% meeting or exceeding expectations across grades 7 and 8.
Grade 8 science achievement*	At least two percentage points above the 2026 baseline to 46% meeting or exceeding expectations; 48% as a stretch target.
Grade 8 civics achievement	At least 50% meeting or exceeding expectations.
ELA and mathematics growth	Schoolwide Average Student Growth Percentile (SGP) of at least 45 in each subject.
Students with disabilities & High Needs growth	For each group, an increase of at least five points in Average SGP in each subject compared with its 2026 baseline.

*Support science progress through OpenSciEd professional learning, collaborative planning, and quarterly review of student work. Review ELA, mathematics, and civics learning evidence through department and team planning, and use targeted supports for identified needs.

King Philip Regional High School

School Improvement Plan 2026-2027

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

King Philip Regional School District Focus Areas and 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 and Chair - Nicole Bottomley
Teacher - Lisa Halloway
Teacher - Keith Fletcher
Teacher - Elisa Cavanaugh
Parent - TBD
Parent - TBD
Parent - TBD
Member-at-large - Jill Hindley Lawrence
Member-at-large - Dawn Martin

Student: Angelia Karavasileidis
Student: Taliah Westbrook
Student: Mallory Flynn
Student: Matigan Roach
Student: Rorie Hefron
Student: Evelyn Miles
Student: Hiya Valia
Student: Celia Varey
Student: Riley Corner

Goal 1 Bringing the Vision of a Graduate to Life

District alignment: Focus Area 1 - Teaching, Learning, and Leading for All, through rigorous and relevant instruction, purposeful student engagement, applied learning, student ownership, and integration of the Vision of a Graduate.

By June 2027, KPRHS will deepen implementation of the Vision of a Graduate by strengthening instructional practices that engage students in rigorous, relevant learning; increasing student understanding of the five competencies; and creating intentional opportunities for students to apply, demonstrate, and reflect on them through classroom learning, applied-learning projects, extracurricular activities, and schoolwide experiences.

Action Steps and Benchmarks

Key action steps	Timeline	Benchmarks and evidence	Action Lead
Introduce the five competencies and student-friendly look-fors directly to students, using discipline-specific examples to connect them to rigorous academic work, classroom participation, and schoolwide experiences.	Fall and ongoing	Students receive a common introduction to the competencies. Departments use visual and instructional connections, and the school collects examples of students applying the competencies in academic work and reflection.	Principal and Department Leaders
Create opportunities for students to reflect on and articulate growth in the competencies using evidence from assignments, projects, feedback, revision, counseling activities, MyCAP, course selection, and postsecondary planning.	Winter and spring	Pilot reflection opportunities and collect student work or reflections showing how students connect the competencies to academic growth, school experiences, and future goals.	Department Leaders and School Counselors
Use the One8 RALIE Leveling Up cohort to strengthen existing classroom projects through relevant applied-learning practices while maintaining rigorous course standards and intended learning outcomes.	October through spring	The KPRHS RALIE team revises and implements selected projects, reviews student engagement, work, reflection, and demonstrated learning, and shares instructional practices and outcomes with colleagues.	RALIE Team
Integrate Vision of a Graduate language into classroom learning and schoolwide recognition, and use student work, feedback, and implementation evidence to guide continued instructional expansion.	Throughout year with June review	Highlight student work and accomplishments across academic and extracurricular settings. Review student and staff feedback, RALIE evidence, and examples of learning to identify effective practices and priorities for 2027-2028.	Principal RALIE Team and Department Leaders

Goal 2 Improving Attendance/Reducing Chronic Absenteeism

District alignment: Focus Areas 1 and 2 - Teaching, Learning, and Leading for All and Communication and Community, through protection of instructional time, academic engagement, accessible family communication, early identification, and coordinated intervention.

By June 2027, KPRHS will build upon the attendance systems established during 2025-2026 to reduce chronic absenteeism, excessive tardiness, dismissals, and missed instructional time so that more students are consistently present, engaged in learning, and making academic progress. The school will use improved data analysis, timely family communication, and coordinated academic and student supports.

Action Steps and Benchmarks

Key action steps	Timeline	Benchmarks and evidence	Action Lead
Use Open Architects and established intervention thresholds to monitor attendance and missed instructional time, and review patterns alongside available academic and engagement information to identify students needing early support.	Fall launch weekly monitoring and quarterly reviews	Establish a 2025-2026 baseline and review schoolwide, grade-level, subgroup, and individual patterns after each quarter. Document connections to academic progress and adjustments to intervention strategies.	Principal and Assistant Principals
Use ParentSquare and personalized outreach to provide clear, timely, accessible, and multilingual communication about attendance and the effect of missed instructional time on learning and course progress.	Fall and then ongoing	Implement notifications and explanatory resources. Track outreach when students approach thresholds and gather family feedback on attendance barriers, communication, and needed academic supports.	Assistant Principals and Attendance Team
Strengthen tiered academic and student supports, including the pilot organization of Assistant Principal responsibilities for attendance tracking, communication, re-engagement, and coordination of missed learning.	Throughout year	Document supports and review response to intervention at midyear and year-end. Demonstrate improvement in chronic absenteeism, tardiness, dismissals, and/or missed instructional time, and review student academic progress.	Assistant Principals Counselors and Student Support Staff
Increase student understanding of the relationship between consistent attendance, active participation in learning, academic progress, relationships, and future opportunities.	Throughout year with spring feedback	Incorporate attendance into counseling and academic planning, gather student and family perspectives on barriers, and document inclusive recognition, engagement, and support strategies.	Attendance Team and School Counselors

Goal 3 Find Your KP Strengthening Belonging and Shared Identity

District alignment: Focus Areas 1 and 4 - Teaching, Learning, and Leading for All and Culture and Wellness, through academic and co-curricular engagement, student connection, leadership, belonging, and active participation.

By June 2027, KPRHS will strengthen a unified school culture in which students experience identity, belonging, pride, and connection that support active participation in learning and school life. Through Find Your KP, students will discover academic and career pathways, activities, leadership opportunities, support systems, and relationships that increase engagement and ownership of their high school experience.

Action Steps and Benchmarks

Key action steps	Timeline	Benchmarks and evidence	Action Lead
Launch the all-school Find Your KP Student Life and Pathways Expo and provide follow-up opportunities connecting students with activities, athletics, academic programs, career pathways, leadership, and support resources.	September and ongoing	Hold the Expo for grades 9-12, gather feedback, and use yearlong follow-up to increase student awareness of and connection to academic and co-curricular opportunities.	Principal and Student Activities Leaders
Use Find Your KP throughout the year to increase visibility of clubs, electives, academic pathways, leadership opportunities, student supports, and ways students can engage in learning and contribute to the community.	Throughout year	Feature opportunities regularly and provide follow-up experiences that help students act on academic interests and connections identified through the Expo and other programming.	Principal Counseling and Student Activities Leaders
Expand student voice and leadership through the Captain's Council and collaborative initiatives involving clubs, academic programs, performing arts, athletics, and service.	Fall and throughout year	Launch the Captain's Council, establish leadership priorities, and document student-led or cross-group initiatives promoting school pride, inclusion, positive leadership, and active participation.	Athletic Director and Student Leadership Advisors
Use the 2025 MetroWest Adolescent Health Survey and additional student feedback to identify strengths and opportunities related to belonging, connectedness, academic engagement, support, and wellness.	Fall review spring and June evaluation	Review relevant findings, participation and engagement information, and student feedback. Evaluate Find Your KP initiatives and recommend priorities for 2027-2028.	Principal and Student Support Team

Goal 4 College Career and Life Readiness

District alignment: Focus Areas 1 and 4 - Teaching, Learning, and Leading for All and Culture and Wellness, through rigorous and relevant coursework, coherent career pathways, applied learning, community partnerships, and postsecondary readiness.

By June 2027, KPRHS will strengthen student engagement and academic preparation for college, career, and life by expanding rigorous and relevant programs of study, applied-learning experiences, and connections between coursework and future opportunities. This work will include strengthening the Business and Finance Innovation Career Pathway, developing a Healthcare and Social Assistance pathway, expanding Project Lead the Way, increasing access to internships and career-connected learning, and building sustainable community partnerships.

Action Steps and Benchmarks

Key action steps	Timeline	Benchmarks and evidence	Action Lead
Use the Career and Community Engagement Coordinator to coordinate communication, partnerships, internships, career events, and academically connected career-learning experiences.	Fall and throughout year	Establish priorities and systems for communicating opportunities and maintaining employer, higher education, workforce, alumni, and community partnerships. Track participation and connections to student interests and coursework.	Career and Community Engagement Coordinator
Review and strengthen the Business and Finance Innovation Career Pathway as a rigorous, coherent program of study based on its first year of implementation.	Fall and ongoing	Review enrollment, course completion, student work and feedback, course sequencing, work-based learning, and partner input. Identify improvements to instruction, recruitment, communication, partnerships, and student experiences.	Business and Finance ICP Team
Complete planning for a rigorous and accessible Healthcare and Social Assistance Innovation Career Pathway that integrates academic content, technical knowledge, and applied learning.	Fall through February	Complete Parts A and B of the grant and define the pathway vision, coherent course sequence, academic and technical expectations, work-based learning, partnerships, credentials, equitable access, and student supports.	Healthcare and Social Assistance ICP Planning Team

Goal 4 College Career and Life Readiness (Continued)

Action Steps and Benchmarks

Key action steps	Timeline	Benchmarks and evidence	Action Lead
Support PLTW Engineering Essentials as a rigorous project-based course and explore Biomedical Science programming connected to the Healthcare and Social Assistance pathway.	Throughout year	Review Engineering Essentials participation, engagement, student learning, and course outcomes. Determine next steps for Biomedical Science and curricular connections to core subjects, pathways, internships, postsecondary programs, and workforce needs.	Principal Department Leaders and PLTW Teachers
Increase access to internships and other career-connected experiences and require students to connect those experiences to academic coursework, MyCAP, the Vision of a Graduate, and future goals.	Throughout year with spring and June review	Expand placements and related experiences. Review access, completion, student reflection, evidence of learning, and outcomes to establish instructional and program priorities for 2027-2028.	Career and Community Engagement Coordinator and School Counselors

Emily J. Parks
Executive Director

Dan Shovak
Director of Finance & Operations

the education COOPERATIVE

Zachary Abrams
Director of Student Services

Daniel Mayer
Director of Professional
Learning & Leadership

To: TEC Board of Directors

From: Emily Parks, Executive Director

Date: October 5, 2026

Re: Updates from TEC

- The 2026-2027 school year began with **113 students enrolled**, slightly higher than last year's starting enrollment of 112. We anticipate that enrollment will increase over the course of the fall.

- At the September TEC BOD meeting, the treasurer presented the FY26 end-of-year report. TEC closed FY26 with total revenue of $13.63 million, an increase of $1.39 million (11.3%) over FY2025. Growth was driven primarily by tuition and therapy revenue, which increased 13.6% as a result of tuition adjustments, higher enrollment, and increased bill-back services. Average enrollment across TEC programs increased by 6.2 students (5.7%), with growth at TEC High School, TEC Phoenix Academy, and TEC Academy Lower. The TEC Student Data Privacy Alliance also continued its significant growth, generating $1.53 million in revenue, a 28.5% increase over the prior year. These gains helped offset decreases in sponsorship, sublease, and national cooperative purchasing revenue.

  FY26 expenses increased 5.9% to $13.54 million, largely reflecting additional staffing needed to support program growth, salary increases, higher health insurance costs, and increased contractual expenses.

  TEC finished FY26 with **positive net income of $90,504.** Looking ahead, rising salary and health insurance costs, combined with a significant loss of revenue from the conclusion of the TECCA sponsorship, will require continued careful alignment of expenses with enrollment and revenue. Overall, however, TEC ended the year in a stable financial position.

- It was a busy summer at TEC! 89 of our students participated in Extended School Year (ESY) programming, continuing their learning and support throughout the summer months. At the same time, 92 educators from TEC member districts and beyond participated in a new slate of asynchronous, teacher-led professional development courses. Through TEC's partnership with Worcester State University, participants also had the opportunity to earn graduate credit for their work.

TEC educators were busy preparing for the new school year as well. Last spring, TEC received a **$50,000 grant from DESE** to support implementation of the new Time-Out and Seclusion regulation. While our practices were already largely aligned with the updated requirements, the funding allowed us to provide additional summer training for adjustment counselors, teachers, administrators, and paraprofessionals focused on proactive and preventive strategies. This included training in Mass General's Think:Kids approach as well as advanced Safety-Care (QBS) training, helping staff return in the fall with additional tools to support students safely and effectively.

Quarterly Report

Q1: July 1, 2026 - September 30, 2026

Carolyn J. Lyons
Executive Director
Bi-County Collaborative

111 Robbins Road
Walpole, MA 02081
www.bicounty.org

EXECUTIVE DIRECTOR'S UPDATE

Schedule of Quarterly Reports 2026-2027

Q1: October 1, 2026

Q2: January 1, 2027

Q3: April 1, 2027

Q4: June 30, 2027

Executive Director's Annual Goals, Approved at September 10, 2026 Joint Board of Directors/Operating Committee Meeting

Goal 1: Effective Entry and Direction Setting. *By late spring, the collaborative will have broad agreement from key stakeholder groups about (a) the collaborative's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.*

Key Actions

1. By December 31, 2026, draft a written Entry Plan to be shared with the Board of Directors and Operating Committee and presented to the Board of Directors at the January 2027 Board of Directors' Meeting that (a) synthesizes evidence collected from stakeholders and other sources, (b) identifies strengths of the collaborative and the most critical areas for improvement that require further inquiry, and (c) identifies next steps.
2. By June 30, 2027, engage in a multi-session strategic planning process that culminates in a complete draft of the Strategy for Continuous Improvement for 2027-2032. This draft will be shared with the Board of Directors and Operating Committee on or before June 30, 2027.
3. By the September 2027 Board of Directors' Meeting, present a finalized Strategy for Continuous Improvement identifying key strategies with goals to improve student learning, strengthen collaborative systems of support, and measures to assess progress.

Goal 2: (Student Learning Goal) Engagement of Students using High Quality Instructional Materials and Alignment of Teaching Practices through Professional Development Structures and Professional Learning Communities.

Using the structures in place through work with TNTP and the PRISM grant, the collaborative will use all professional structures to move the work of HQIM and aligned teaching practices from ELA to all content areas. Reshaping all existing support structures will lead to building capacity of instructional leaders to document observed evidence of student ownership and intentional learning targets all collaborative programming.

Key Actions

1. Recalibrate the Leadership Team, Curriculum Council, and ILT (Instructional Leadership Team) to build capacity for instructional leaders to monitor and shape the work of aligned teaching practices.
2. Create CPT (Common Planning Time) opportunities and expectations and monitor practices to ensure focus is maintained on student ownership and intentional learning targets.
3. Utilizing the model of the literacy implementation plan, create draft implementation plans across all curricular areas to be used and adopted by half-day professional learning groups.

Goal 3: (Professional Practice) Massachusetts Organization of Educational Collaboratives (MOEC) Leadership Academy and MOEC Engagement. *Develop skills in fiscal and compliance regulations, educational collaborative leadership, and building relationships with member districts through programming by completing the MOEC Leadership Academy For New and Aspiring Collaborative Leaders.*

Key Actions

1. Attend four day-long sessions (process).
2. Complete all assignments, readings, projects as assigned (process).
3. Attend MOEC job alike sessions as scheduled (process).
4. Attend MOEC Board Meetings during the 26-27 school year (process).
5. Attend SCRO (Southeast Collaborative Regional Organization) meetings during the 26-27 school year.

School Year Overview

During the 2026-2027 school year, the Bi-County Collaborative (BICO) will embark on a year-long process of listening, learning, and data collection as we formulate our Entry Plan of Findings. The Entry Plan process will consist of individual meetings with key stakeholders, small group meetings and focus groups across all of BICO programming, and finally listening sessions with families, students, and community members. The Entry Plan process will culminate in an Entry Plan of Findings by December 31, 2026.

The Entry Plan of Findings is then used to formulate a new Strategy for Continuous Improvement, or Strategic Plan, that will span the next five years. Effective long-range planning is the key to BICO's effectiveness, vitality, and financial health. Starting in early 2027, a team will be assembled that will include a cross-section of BICO teachers and staff, members of the Board of Directors and Operating Committee, parents/caregivers and students where appropriate, and community partners. Together the team will assess BICO's vision, set goals and strategic initiatives, and calibrate the strategy to ensure BICO's goals are strategic, measurable, attainable, realistic, time-bound, inclusive, and equitable.

Finally, engagement with educators across BICO will involve several areas of focus for the 2026-2027 school year. These initiatives include school safety practices (both within BICO and our host districts), the promotion and development of support staff on their path to educator licensure, and alignment of our instructional practices across our programming. While no one area of focus is more important than the other, it is imperative that the BICO Leadership Team develop a system of addressing multiple target areas while providing high quality programming for our students. The development of such leadership and long-term planning will be a significant focus of the 2026-2027 school year.

PROGRAMS AND SERVICES

Extended School Year (ESY) - July 6, 2026 - August 6, 2026

BICO welcomed 72 students over the summer in our Extended School Year (ESY) programming. Our ESY program operates out of four separate locations with students from 15 programs: Johnson School in Walpole, Jackson School in Plainville, DiPietro School in Bellingham, and Memorial School in Bellingham.

To view the highlights from the summer of 2026 and some of our summer activities and opportunities, please view the ESY activities presentation here. *ESY Activities*

12 Month Programs

Our model offers continuous learning across our 12-month programs, including the summer of 2026. In our Life Roles Transition Center, students and staff renewed and reimagined our courtyard space at Johnson School which included weeding, cleaning, and new outdoor rugs. Our space is now completely accessible through the use of a portable ramp. Our elementary programs (Elementary and Preschool Developmental Learning Programs) included weekly outdoor play in a make-your-own "splash pad" and walking community based trips to the Mansfield Common and Mansfield Memorial Park.



2026-2027 School Year

New this year is an expanded list of professional development offerings to member and non-member districts. We want to partner with you in your professional learning endeavors and provide high quality professional development opportunities for a variety of educators. *Professional Development 2026-2027*. Please direct all inquiries to Ann Buckley, Professional Development & Curriculum Coordinator, at abuckley@bicounty.org.

CHANGES IN PROGRAMMING

Summit Elementary Learning Center (SELC)	*NEW* Opened September 2026 Johnson School, Walpole, MA
Secondary Therapeutic Alternative Program (STAP 2)	Expansion of STAP, Opened September 2026 Johnson School, Walpole, MA
Specialized Elementary Alternative Program (SEAP)	Moved Location as of September 2026 Anna Ware Jackson School, Plainville, MA
Adult Transition Program (ATP)	Remains Closed due to no enrollment

ENROLLMENT AND OPENINGS

Current Enrollment	154 Students as of September 30, 2026
Enrollment Targets	156 Students as of September 30, 2026 167 Students as of January 30, 2027 178 Students as of June 1, 2027
Openings in Programs	All BICO Programs are accepting referrals

FINANCIAL UPDATE

Close of FY26

As presented at the Joint Board of Directors and Operating Committee Meeting on September 10, 2026, the Bi-County Collaborative closed FY26 in a loss of $850,000. This significant loss is

attributable to declining enrollment, unanticipated increases in the cost of unemployment as well as benefits, and the failure to meet assumptions upon which the FY26 budget had been built. The FY26 budget was predicated on enrollment for the year ending in 191 students. Unfortunately, though enrollment climbed over the 25-26 school year, enrollment ended in June with 169 students. While efforts were made to reduce spending and cut costs, such reductions did not include staff reductions and were not significant enough to cover the lack of tuition revenue.

Start of FY27

This posture meant that immediate shifts were needed as we approached the start of a new fiscal year. Program expansion and growth took center stage during the summer as BICO opened an elementary classroom at Johnson (SELC), an expansion of STAP programming at Johnson (STAP2), and a location change to allow for greater enrollment in our autism programming (SEAP).

Enrollment assumptions had already been reduced for FY27 to avoid the fiscal deficit from FY26 but enrollment numbers and staffing levels will be highly scrutinized during the 2026-2027 school year with the action plan including potential staff cuts to avoid any deficit for FY27.

Monthly updates will be provided during the 2026-2027 school year regarding enrollments and staffing levels as the Bi-County Collaborative focuses on expanded enrollment and greater revenue in the year to come.

RELATED RESOURCES



Bi-County Collaborative 2026-2027 Calendar

Collaborative News

Approved Physical Restraint

Approved PROTECT Act Policy

STUDENT SPOTLIGHT



Harmony Across Programs: Adaptive Music with Mr. Matt

Big smiles and great beats! Students from Mansfield and LRTC Walpole jumped right into adaptive music class with our new teacher, Mr. Matt. We're so excited to see all the amazing music this year will bring!



Student Artist



September is Childhood Cancer Awareness Month

Childhood cancer affects so many families, including one of our own. To show support for Lucy's family and raise awareness for Childhood Cancer Awareness Month, the Student Council asked all staff and students to wear YELLOW on Tuesday September 29th. Lucy C is a BICO Student from Stoughton who is enrolled in the STAP 2 Program at Johnson School in Mrs.Messier's class. Lucy was 8-years-old when her 3-year-old baby sister, Teddie, was diagnosed with brain cancer. It has been a long journey, but Teddie is now in remission and doing great! Their family started Teddie's Tribe to raise awareness and make a difference. Please join us in wearing yellow to show your support! You can learn more about their story here: Teddie's Tribe.



King Philip Regional School District

TO: KP Finance Subcommittee
FROM: Jill Brilhante, Director of Finance & Operations
DATE: October 19, 2026
SUBJECT: FY27 Budget Update – Q1

Attached is the FY27 First Quarter Budget Report, which provides an overview of district expenditures and financial commitments through September 30, 2026.

FY27 Budget Adjustment

The FY27 budget has been increased by $157,675 to incorporate additional Chapter 70 funding, as approved by the School Committee at its September 14, 2026, meeting. This adjustment reflects an increase in the per-pupil amount from $75 to $160. The additional funding has been incorporated into the revised FY27 budget presented in this report. In response to increased energy costs, I allocated the additional budget funding to the district's gas and electricity accounts to help address anticipated utility expenses.

Salary Lines

Salary expenditures are generally tracking as anticipated for the first quarter, and the overall salary budget remains consistent with projected annual increases. A comparison of the FY26 and FY27 instructional salary accounts reflects an increase of approximately 3.64%, which is in line with expected contractual and step adjustments.

Some individual salary accounts show variances resulting from how positions and funding sources were allocated during the FY27 budget process. I am reviewing these accounts to ensure that salary expenditures and encumbrances are appropriately reflected within their designated funding sources. Until this review is complete, certain accounts may show negative available balances that do not necessarily indicate an overall salary budget shortfall.

Available salary balances also include funding for daily substitutes, professional development and co-curricular stipends that will be paid later in the year, as well as savings associated with currently vacant positions.

Based on the first quarter review, I do not anticipate any immediate concerns with the overall salary budget.

Expense Lines

Non-salary expenditures are generally following anticipated spending patterns for this stage of the fiscal year. While some accounts reflect annual commitments or timing differences, there are no significant districtwide concerns identified at this time. Individual accounts will continue to be reviewed throughout the year.

1000 – District Leadership Expense

Funds remaining in this category are primarily associated with administrative services and obligations that are paid at various points during the year. These include legal and audit services, professional memberships, contractual support, and upcoming software renewals.

2000 – Instructional Expense

Instructional spending remains consistent with the normal progression of the school year. A portion of the available funding is reserved for classroom supplies, instructional resources, professional development, and other educational needs that will be purchased or utilized in subsequent quarters.

3000 – Student Services Expense

Balances in this category reflect the timing of transportation services, student activities, and co-curricular program expenses. Certain costs, including advisor stipends and program-related purchases, are expected to occur later in the school year. Transportation commitments will continue to be monitored as the year progresses.

4000 – Plant Operations and Maintenance Expense

Expenditures within this series are influenced by seasonal operating needs, scheduled maintenance, and repairs to district facilities, vehicles, and equipment. Remaining balances provide for anticipated maintenance and operational expenses during the remainder of the fiscal year. Given the increase in energy costs, the gas and electricity budgets have been increased using the additional Chapter 70 funding approved in September. Utility expenditures will continue to be monitored as the year progresses.

5000 – Fixed Costs Expense

This category includes employee benefits and district insurance obligations. Spending levels may vary from quarter to quarter depending on billing cycles, participation, and the timing of annual payments. These accounts will continue to be reviewed to assess projected costs and potential year-end balances.

Request to Transfer Funds

No budget transfers are being requested at this time. I will continue to monitor account activity and bring forward any necessary adjustments as the fiscal year progresses.

2027 Budget Q1 Budget Report

SALARY ACCOUNTS FOR: PERIOD ENDING **9.30.26**	Budget	TRANSFERS	Adjusted BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT Expended
1000 DISTRICT LEADERSHIP AND ADMINISTRATION	1,034,427		1,034,427	241,403	787,012	6,012	99%
2000 INSTRUCTION	20,960,103		20,960,103	2,068,632	18,157,394	734,077	96%
3000 STUDENT SERVICES	479,430		479,430	38,265	380,451	60,714	87%
4000 OPERATIONS and MAINTENANCE OF PLANT	1,373,985		1,373,985	318,871	1,016,871	38,243	97.2%
5000 FIXED CHARGES	25,000		25,000	347	2,541	22,111	11.6%
TOTALS	**23,872,945**	**-**	**23,872,945**	**2,667,518**	**20,344,269**	**861,158**	**96.4%**

EXPENSE ACCOUNTS FOR: PERIOD ENDING **9.30.26**	Budget	TRANSFERS	Adjusted BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT Exp/Enc
1000 DISTRICT LEADERSHIP AND ADMINISTRATION	298,477		298,477	163,355	69,363	65,759	78%
2000 INSTRUCTION	1,688,683		1,688,683	406,112	431,798	850,773	50%
3000 STUDENT SERVICES	3,910,014		3,910,014	263,685	2,624,244	1,022,085	74%
4000 OPERATIONS and MAINTENANCE OF PLANT	2,532,057		2,532,057	369,386	1,386,915	775,756	69%
5000 FIXED CHARGES	8,651,477		8,651,477	2,773,317	311,712	5,566,449	36%
8000 DEBT SERVICE	-		-	-	-	-	-
9000 PROGRAMS W/OTHER SYSTEMS (doesn't inc. CB & IDEA Offsets)	2,388,446		2,388,446	611,255	2,509,205	(732,014)	131%
TOTALS	**19,469,154**	**-**	**19,469,154**	**4,587,111**	**7,333,235**	**7,548,808**	**61%**
***Totals subject to rounding							
TOTAL ALL ACCOUNTS	**43,342,099**	**-**	**43,342,099**	**7,254,629**	**27,677,505**	**8,409,965**	**81%**

King Philip Regional School District

JB Salary Expenditure Report (Summary by Function)

From Date: 7/1/2026 To Date: 9/30/2026

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
00.0.1000.00.000.00000		$1,034,427.00	$241,402.61	$241,402.61	$793,024.39	$787,011.97	$6,012.42	0.58%
	Func: ADMINISTRATION - 1000	$1,034,427.00	$241,402.61	$241,402.61	$793,024.39	$787,011.97	$6,012.42	0.58%
00.0.2000.00.000.00000		$20,960,103.05	$2,068,632.15	$2,068,632.15	$18,891,470.90	$18,157,394.07	$734,076.83	3.50%
	Func: INSTRUCTIONAL SERVICES - 2000	$20,960,103.05	$2,068,632.15	$2,068,632.15	$18,891,470.90	$18,157,394.07	$734,076.83	3.50%
00.0.3000.00.000.00000		$479,430.00	$38,265.14	$38,265.14	$441,164.86	$380,450.96	$60,713.90	12.66%
	Func: OTHER SCHOOL SERVICES - 3000	$479,430.00	$38,265.14	$38,265.14	$441,164.86	$380,450.96	$60,713.90	12.66%
00.0.4000.00.000.00000		$1,373,985.00	$318,870.68	$318,870.68	$1,055,114.32	$1,016,870.88	$38,243.44	2.78%
	Func: OPERATION OF PLANT/MAINTENANCE - 4000	$1,373,985.00	$318,870.68	$318,870.68	$1,055,114.32	$1,016,870.88	$38,243.44	2.78%
00.0.5000.00.000.00000		$25,000.00	$347.36	$347.36	$24,652.64	$2,541.49	$22,111.15	88.44%
	Func: FIXED CHARGES - 5000	$25,000.00	$347.36	$347.36	$24,652.64	$2,541.49	$22,111.15	88.44%
	Grand Total:	$23,872,945.05	$2,667,517.94	$2,667,517.94	$21,205,427.11	$20,344,269.37	$861,157.74	3.61%

End of Report

King Philip Regional School District

JB Non-Salary Expenditures Rpt. (Summary by Cat.)

From Date: 7/1/2026 To Date: 9/30/2026

Fiscal Year: 2026-2027

☐ Subtotal by Collapse Mask ☐ Include pre encumbrance ☐ Print accounts with zero balance ☑ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance ☐ Include All Encumbrances

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
00.0.1000.00.000.00000		$298,477.00	$163,355.38	$163,355.38	$135,121.62	$69,362.56	$65,759.06	22.03%
	Func: ADMINISTRATION - 1000	$298,477.00	$163,355.38	$163,355.38	$135,121.62	$69,362.56	$65,759.06	22.03%
00.0.2000.00.000.00000		$1,688,682.55	$406,112.23	$406,112.23	$1,282,570.32	$431,797.54	$850,772.78	50.38%
	Func: INSTRUCTIONAL SERVICES - 2000	$1,688,682.55	$406,112.23	$406,112.23	$1,282,570.32	$431,797.54	$850,772.78	50.38%
00.0.3000.00.000.00000		$3,910,014.00	$263,685.25	$263,685.25	$3,646,328.75	$2,624,243.54	$1,022,085.21	26.14%
	Func: OTHER SCHOOL SERVICES - 3000	$3,910,014.00	$263,685.25	$263,685.25	$3,646,328.75	$2,624,243.54	$1,022,085.21	26.14%
00.0.4000.00.000.00000		$2,532,057.00	$369,386.48	$369,386.48	$2,162,670.52	$1,386,914.66	$775,755.86	30.64%
	Func: OPERATION OF PLANT/MAINTENANCE - 4000	$2,532,057.00	$369,386.48	$369,386.48	$2,162,670.52	$1,386,914.66	$775,755.86	30.64%
00.0.5000.00.000.00000		$8,651,477.30	$2,773,317.01	$2,773,317.01	$5,878,160.29	$311,711.73	$5,566,448.56	64.34%
	Func: FIXED CHARGES - 5000	$8,651,477.30	$2,773,317.01	$2,773,317.01	$5,878,160.29	$311,711.73	$5,566,448.56	64.34%
00.0.9000.00.000.00000		$2,388,446.00	$611,254.68	$611,254.68	$1,777,191.32	$2,509,205.20	($732,013.88)	-30.65%
	Func: PROGRAMS W/ OTHER SYSTEMS - 9000	$2,388,446.00	$611,254.68	$611,254.68	$1,777,191.32	$2,509,205.20	($732,013.88)	-30.65%
	Grand Total:	$19,469,153.85	$4,587,111.03	$4,587,111.03	$14,882,042.82	$7,333,235.23	$7,548,807.59	38.77%

End of Report