

**King Philip Regional School Committee  
January 24, 2022 -Approved  
King Philip Regional High School – Library  
201 Franklin Street, Wrentham, MA 02093**

**Opening of Meeting:**

Mr. Knott, Chair, opened the meeting at 7:00pm.

**Recording of Meeting:**

This meeting was recorded by Wrentham Cable 8 and NorthTV.

**Roll Call of Members:**

**Members Present:**

<b>Norfolk:</b>	<b>Mr. Jim Lehan, Mr. Eric Harmon</b>
<b>Plainville:</b>	<b>Mr. Christopher Brenneis, Mr. Samad Khan, Mr. Bruce Cates</b>
<b>Wrentham:</b>	<b>Mr. Trevor Knott, Ms. Grey Almeida, Mr. Marc Waxman</b>

**Members Absent:**

<b>Norfolk:</b>	<b>Ms. Sarah Ward</b>
<b>Plainville:</b>	<b>Present</b>
<b>Wrentham:</b>	<b>Present</b>

**Public Comment:**

None

**CONSENT AGENDA:**

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

Mr. Knott noted that the draft Minutes of January 10, 2022, were not presented at this meeting.

- **A Motion was made by Mr. Cates, seconded by Mr. Brenneis, to approve the Consent Agenda. All in favor: Yes (7); No (0); Abstain (0). Motion carried 7-0-0**

**Communication:**

- HS Student Council Report – Ms. James, HS Student Council Representative, presented her report dated January 24, 2022
- Mr. Knott read into the Minutes a congratulatory letter from NAFEPA that Mr. Zinni has been chosen to receive the State Leadership Award.

**Delegations and Visitors:**

Mr. Zinni, Superintendent, Dr. Susan Gilson, Assistant Superintendent, Mr. Azer, Director of Finance, Dr. Mobley, HS Principal

**APPROVAL OF EXECUTIVE SESSION MINUTES:**

- **A Motion was made by Mr. Lehan, seconded by Mr. Brenneis, to approve the Executive Session Minutes dated January 10, 2022, as presented. All in favor: Yes (6); No (0); Abstain (1-Almeida). Motion carried 6-0-1**

## **REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT**

### **District Update:**

Mr. Zinni shared information on the following topics:

- Acknowledgement of the Student Council and KP Cares student groups and their advisors who have brought back a sense of normalcy by providing so many amazing initiatives. They help to make KP a warm and welcoming environment.
- Mr. Zinni presented data on the HS AP courses that are offered. KP offers 24 AP courses with the next highest of 21 at Milton and Sharon. The number of opportunities that KP offers our students is amongst the highest in the State. Mr. Zinni talked about early college and transitioning some of the AP courses to college credit.
- Mr. Zinni provided a review of the ALE (Authentic Learning Experiences) and provided a review of the creative learning opportunities to our students, including the TEDTalk.
- Dr. Mobley noted that the district will be seeking parent feedback on qualities that should lead towards our Vision for the KP graduate as well. We have been working on the Vision of a Graduate all year and are involving stakeholders.

### **New Covid-19 Testing Program Option for K-12 Schools.**

- During a Zoom Meeting with the DESE Commissioner on January 18 it was announced that tests would be made available to students and staff next week. Mrs. Pearl, Wellness Director has initiated a survey to families and staff if they want to opt in to obtain free test kits, regardless of vaccination status. Testing would be done at home.
- Test & Stay monitoring is still available within the District.
- Contact tracing will no longer be done at the District and KP is no longer obligated.

Discussion ensued on the wearing of masks. Mr. Zinni explained that it is strongly recommended but not required re the wearing of masks when the mask waiver is re-implemented. Mr. Zinni will check in with Board of Health nurses and based upon attendance trend, the mask waiver may be reimplemented at the HS and look into current data at the MS as we get closer to the 80%.

Discussion ensued on testing and the timing of reimplementing the mask waiver at the HS. It will be easier for us to transition back and forth to wearing masks rather than enforcement of wearing masks. DESE Mandate to wear masks expires on February 28 and could be extended based upon the positivity rate.

### **Digital Literacy Now Grant Award:**

Dr. Gilson has been working diligently on the Early College Initiative that was impressive and we appreciate her work on that. The award has yet to be granted but we are awaiting a decision.

Dr. Gilson also has been working on the Digital Literacy Now Grant and we are excited to announce that the District has been awarded this grant expenditure through June 2022. Further notification will be provided re the FY23 funding for this grant once it becomes active.

### **FY22 SEL & Mental Health Grant Award**



Congratulations to Ms. Pearl for her work for the District to be awarded over \$260,000 for the SEL & Mental Health Grant Award. This award will help to supplement salary positions to support behavioral and mental health and social emotional wellness within the district. This is a competitive grant.

**UNFINISHED BUSINESS:**

**Dress Code Policy (2<sup>nd</sup> reading)**

- **A Motion was made by Mr. Brenneis, seconded by Mr. Harmon to approve the Dress Code Policy, as presented. All in favor: Yes (7); No (0); Abstain (0). Motion carried 7-0-0**

**NEW BUSINESS:**

**2022/2023 Program of Studies: Dr. Mobley (1<sup>st</sup> Reading)**

In a memorandum dated January 4, 2022, Dr. Mobley outlined the changes to the 2022-2023 HS Program of Studies. This also includes a proposal of a MCC (Middlesex Community College) – KPRHS Partnership Pilot Program and the enrollment offerings. Grant related courses are also available due to the Digital Literacy Now Grant, previously discussed. Discussion ensued on the marketing aspect of these new programs. If approved, Dr. Mobley will plan to hold a number of town halls and information will be outlined on the District’s website on the rolling out of the new programs.

Mr. Zinni noted that the Program of Studies is presented this evening with Dr. Mobley present so that she may answer any questions. A second reading could be waived if the committee moves to approve as presented.

- **A Motion was made by Mr. Waxman, seconded by Mr. Lehan, to waive the 2<sup>nd</sup> reading of the 2022/2023 HS Program of Studies. All in favor. Yes (7); No (0); Abstain (0). Motion carried: 7-0-0.**
- **A Motion was made by Mr. Lehan, seconded by Mr. Brenneis, to approve the 2022/2023 HS Program of Studies, as presented. All in favor. Yes (7); No (0); Abstain (0). Motion carried: 7-0-0.**

**Acceptance of Donation:**

- **A Motion was made by Mr. Lehan, seconded by Mr. Cates, to accept the donation made by Leuders Environmental. All in favor. Yes (7); No (0); Abstain (0). Motion carried: 7-0-0.**

A thank you note will be sent on behalf of the School Committee.

**Unit A Memorandum of Agreement**

An agreement has been made with the teachers unit of the KPTA to run a program relative to the college courses. The stipend is paid for by the college per Mr. Zinni as they are employees of the college. The Association has approved this memorandum of agreement.

Mr. Brenneis has abstained from any discussion.

- **A Motion was made by Mr. Cates, to approve the MOA as written, seconded by Mr. Harmon. All in favor: Yes (6); No (0); Abstain (1-Brenneis). Motion carried 6-0-0**

**Job Description: Executive Assistant**

Mr. Zinni explained that two job descriptions are being presented for the position of Executive Assistant with a separation of duties and proposing two separate positions. One position will handle the HR tasks, licensure, seniority as

outlined. The second position will serve as assistant to the superintendent, assistant superintendent, and secretary to the school committee. The District has created two separate administrative assistant positions with an increase to the budget of \$20K for these two different positions. The Finance Subcommittee has approved these job descriptions with a separation of duties.

- **A Motion was made by Mr. Waxman to waive second reading, seconded by Mr. Lehan. All in favor: Yes (6); No (0); Abstain (1-Brenneis). Motion carried 6-0-0**
- **A Motion was made by Mr. Lehan, seconded by Mr. Waxman to approve the job descriptions as written. All in favor: Yes (6); No (0); Abstain (1-Brenneis). Motion carried 6-0-0**

**SUBCOMMITTEES:**

- Policy Subcommittee – A meeting is scheduled for January 27, 2022. The policies to be reviewed have been vetted by MASC or written by the attorney directly.
- Finance Subcommittee Meeting will be held on February 3, 2022, at 5pm
- Unit C Negotiations will be held on March 1, 2022, at 6pm.
- Unit D - TBD

**REPORTS FROM SCHOOL COMMITTEE MEMBERS:**

- Norfolk School Committee Representative: Ms. Ward – No update at this time.
- Plainville School Committee Representative: Mr. Brenneis – Cancelled last meeting.
- Wrentham School Committee Representative: Ms. Almeida – Review of Dr. Cameron’s goals; Test & Stay Program; At-home Testing; School Safety.

**LATE COMMUNICATIONS:**

None

**REPORTS OF SPECIAL COMMITTEES:**

None

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

- Mr. Waxman has been attending the DEI community meetings, which are excellent and strongly recommends others to attend as well. He also commended Ms. Pepple for the work she has done in facilitating these meetings.
- Mr. Knott will not be attending the February 7, 2022, school committee meeting/budget public hearing

**ADJOURNMENT:**

**At 8:50pm, a Motion was made by Mr. Cates, seconded by Ms. Almeida, to adjourn. All in favor: Yes (7); No (0); Abstain (0). Motion carried 7-0-0**

Mr. Knott, Chair, adjourned the meeting.

*Respectfully submitted,*

*Mrs. Elisa B. Witkus  
Secretary to the School Committee*

**Documents presented on January 24, 2022:**

Agenda, January 24, 2022

Executive Session Draft Minutes: January 10, 2022

HS Student Council Report

Job Description: Executive Assistant (1<sup>st</sup> Reading)



**KING PHILIP REGIONAL SCHOOL COMMITTEE  
AGENDA  
MONDAY, JANUARY 24, 2022 - 7:00PM  
KING PHILIP REGIONAL HIGH SCHOOL - LIBRARY**

**1. ROLL CALL OF COMMITTEE MEMBERS**

**2. DELEGATIONS AND VISITORS**

Mr. Zinni, Dr. Gilson, Dr. Mobley, Mr. Azer

**3. PUBLIC COMMENT:**

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

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

- Draft Minutes from January 10, 2022
- Payment of Bills/Warrants/ Budget Transfers
- Communication

**5. APPROVAL OF EXECUTIVE SESSION MINUTES**

Executive Session Minutes dated January 10, 2022

A.R.

**6. STUDENT COUNCIL REPORT**

Student Council Report: Miss James

I.O.

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

- District Update
- New COVID-19 Testing Program Option for K-12 Schools
- Digital Literacy Now Grant Award
- FY22 SEL & Mental Health Grant Award

I.O.  
I.O.  
I.O.  
I.O.

**8. UNFINISHED BUSINESS:**

Dress Code Policy (2<sup>nd</sup> reading)

A.R.

**9. NEW BUSINESS:**

2022/2023 HS Program of Studies: Dr. Mobley (1<sup>st</sup> reading)

Acceptance of Donation: Leuders Environmental, Inc.

Unit A – Memorandum of Agreement: Concurrent Enrollment Pilot Program 2022-2023

Job Description: Executive Assistant (1<sup>st</sup> reading)

I.O.  
A.R.  
A.R.  
I.O.

**10. SUBCOMMITTEES:**

Policy Subcommittee Meeting: Thursday, January 27, 2022 at 6:30pm (Remote Meeting)

Finance Subcommittee Meeting, Monday, January 31, 2022 at 7pm

Negotiations Subcommittee meeting dates to be determined for Units A, C and D (TBD)

I.O.  
I.O.  
I.O.

**11. REPORTS FROM SCHOOL COMMITTEE MEMBERS:**

- Norfolk School Committee Representative: Ms. Ward
- Plainville School Committee Representative: Mr. Brenneis
- Wrentham School Committee Representative: Ms. Almeida

I.O.  
I.O.  
I.O.

**12. LATE COMMUNICATIONS**

**13. REPORTS OF SPECIAL COMMITTEES**

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

A.R.

**15. ADJOURNMENT**

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.

2<sup>nd</sup> Reading  
1/24/22

## Dress Code

The King Philip Regional School District's student dress code policy supports equitable educational access that does not reinforce stereotypes. To ensure effective and equitable enforcement, this policy shall be enforced consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic level, or body type/size. The following guidelines apply to both the high school and middle school unless specifically noted.

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians. They have the right to determine how the student will dress provided the attire is not destructive to school property, complies with requirements for the health and safety of the entire school community, and does not cause disorder or disruption. The administration is authorized to take action and determine consequences in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent/guardian groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth here.

The school atmosphere should be conducive to accomplishing the important goals of education. Inappropriate dress and improper grooming are detrimental to positive academic achievement and social growth and may impact the health and safety of the student body. Therefore, all students are expected to attend school appropriately and reasonably dressed while maintaining proper hygiene. The following is a non-exclusive list of rules concerning appropriate school attire:

### Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent, and shoes.
- Shirts, pants, and dresses must have fabric in the front, back, and on the sides.
- Clothing must cover undergarments, waistbands, and bra straps.
- Fabric covering all private parts must not be of a see-through material.
- At King Philip Regional High School, hats and headwear are permitted as follows: Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student's face and ears to be visible to staff.
- At King Philip Regional Middle School, student are not permitted to wear caps, hats, hoods, or any other item considered to be headgear inside any school building, except for religious or medical reasons.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, shop environments, and other activities where unique hazards



- exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

#### Non-Allowable Dress & Grooming

Clothing that causes any disruption or disorder within the school, which may include:

- Clothing that depicts, advertises, or advocates the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing that depicts pornography, nudity, or sexual acts.
- Clothing that uses or depicts hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.
- Clothing that threatens the health or safety of any other student or staff, including the depiction of known gang identifiers.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

The administration reserves the right to determine what is and what is not appropriate in all cases and will determine consequences as described in the behavior section of this handbook. The administration may waive any restriction(s) in cases involving extenuating circumstances.

*KP's Policy*

**File: JICA - STUDENT DRESS CODE**


The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above

SOURCE: MASC

Approved: King Philip Regional School Committee - April 5, 2021

	<b>MEMO</b>	<b>King Philip Regional High School</b>
<b>TO:</b>	<b>Mr. Zinni &amp; KPRSC</b>	
<b>FROM:</b>	<b>Dr. Lisa C. Mobley</b>	
<b>DATE:</b>	<b>January 4, 2022</b>	
<b>RE:</b>	<b>Program of Studies KPHS FirstReading</b>	

**Proposal of a MCC-KPHS Partnership Pilot**

KPHS has been working with Middlesex Community College to form a partnership where our KPTA staff will offer courses where our students will be considered concurrently enrolled at KPHS and Middlesex Community College receiving credit towards graduation and college credit.

All concurrent courses will be offered to students in grades 11 & 12 for this pilot year.

Cost: Students will pay a reduced rate for college credits. The anticipated cost is below 330\$. Similar to athletics families may request financial assistance by demonstrating financial need. No student will be denied based on need.

**Middlesex Community College Concurrent Enrollment Offerings  
Pilot 2022-2023**

**Calculus I  
Full Year**

**COURSE DESCRIPTION**

A review of functions including polynomial, rational, conic, and trigonometric functions, and their graphs; limits; continuity; derivatives of algebraic and transcendental functions, evaluating limits of indeterminate forms using L'Hopital's Rule; implicit differentiation; related rates; the Mean Value Theorem; applications such as velocity and acceleration; curve sketching; optimization problems; and differentials; Newton's Method and antiderivatives as time permits.



## **STUDENT LEARNING OUTCOMES**

- Evaluate limits graphically, numerically, & analytically for a wide variety of functions.
- Evaluate derivatives analytically for the elementary functions, including inverse trigonometric functions and implicit functions.
- Apply derivatives to applications such as the slope of a tangent line, velocity and acceleration, related rates, and optimization.
- Sketch and analyze functions and their graphs using the first and second derivatives.

### **English Composition I**

Semester I

## **COURSE DESCRIPTION**

English Composition 1 focuses on developing students' academic writing, close reading, and critical thinking skills. Using a writing process that includes pre-writing, drafting, instructor and peer feedback, and revision, students will produce written essays with arguable thesis statements and appropriate use of standard English. Students will produce a total of 18-24 pages of formal polished writing in three or more source-based essays.

## **STUDENT LEARNING OUTCOMES**

- Demonstrate comprehension and reflective reading skills, as well as the ability to annotate a text through a variety of methods
- Interpret, engage with, and analyze various texts
- Use a writing process that includes pre-writing, drafting, instructor and peer feedback, and revision to produce written essays with arguable thesis statements and appropriate use of standard English
- Quote, paraphrase, begin to synthesize source material, and document appropriately to maintain academic integrity
- Begin to recognize rhetorical strategies and to incorporate them appropriately in their writing
- Complete formal and/or informal writing and/or oral assignments that ask students to identify one or more of the following dimensions of an issue or topic: ethical, social, civic, multicultural, socio-economic.

### **English Composition II**

Semester II

## **COURSE DESCRIPTION**

Building on skills learned in English Composition 1, students will sharpen their academic writing, close reading, and critical thinking skills, as well as further develop research skills. Using a writing process that includes pre-writing, drafting, instructor and peer feedback, and revision, students will produce thesis-driven, evidence-based essays that employ appropriate rhetorical strategies. In English Composition 2, students will be introduced to at least two documentation styles and will produce a total of 18-24 pages of polished formal writing in three or more source based essays

## **STUDENT LEARNING OUTCOMES**

- Apply active and critical reading skills to the analysis and synthesis of a variety of college-level texts.
- Use a writing process that includes pre-writing, drafting, instructor and peer feedback, and revision to produce written essays with arguable thesis statements and appropriate use of standard English and rhetorical strategies for a defined audience.
- Implement research skills that include locating, evaluating, summarizing, quoting, paraphrasing, and synthesizing a variety of scholarly and popular sources and use appropriate documentation to maintain academic integrity.
- Use a minimum of two documentation styles.
- Complete formal and/or informal writing and/or oral assignments that ask students to identify one or more of the following dimensions of a written or visual text: global/multicultural perspectives; historical, political, economic and social trends; scientific and environmental developments; aesthetic appreciation and creativity

### **Holocaust Literature Semester**

#### **COURSE DESCRIPTION**

**Course Description:** This course introduces students to the events surrounding WWII and the Nazi era through the literature: memoirs, diaries, essays, poetry, and histories. Topics such as racism, anti-Semitism, persecution of members of the LGBTQ+ community, genocide, propaganda, heroism, and Post Traumatic Stress Disorder will be explored. Although generalities will be drawn, the focus will be on how the Holocaust affected individuals and families.

#### **STUDENT LEARNING OUTCOMES**

- Express literary concepts orally
- Create written documents that employ Standard English spelling, grammar, punctuation and capitalization
- Create analytical essays that develop a central point supported by textual and other evidence
- Evaluate literary texts, including major themes and connections to their lives
- Analyze cultural and global elements in Holocaust literature (setting, values, topics, themes, etc.)
- Articulate broadening awareness of similarities and differences between Holocaust-era German culture and their own

### **The Autobiographical Adventure: Our Lives as Stories Semester**

#### **COURSE DESCRIPTION**

**Course Description:** The study of autobiography and memoir is designed to help us make meaning of our lives. In this course, students will read great texts that both tell compelling stories and make meaning of those stories. Students will take ideas and techniques from those texts to inspire their own stories. Readings include selections from works such as Maya Angelou's *I Know Why the Caged Bird Sings*, Frank McCourt's *Angela's Ashes*, Mary Karr's *The Liars Club*, Luis J. Rodriguez's *La Vida Loca: Gang Days in LA*, James McBride's *The Color of Water*,



Nora Seton's *The Kitchen Congregation*, Ta-Nehisi Coates's *Between the World and Me*, and Steven King's *A Memoir on the Craft of Writing*. Students will research, develop and shape their own life stories and respond to the work of others in a workshop format.

### **STUDENT LEARNING OUTCOMES**

- Write personal memoir pieces using techniques of fiction
- Complete longer polished memoir pieces that are written and rewritten based on feedback from peers and instructors using standard grammar, spelling, punctuation and incorporating memoir writing techniques
- Analyze the memoir reading selections in terms of the writing techniques of the authors. Evaluate writing techniques expressed in the reading assignments and clarify how these techniques do or do not relate to the student's own writing
- Analyze and evaluate the writing of peers in order to give helpful feedback on how to improve the effectiveness of learned writing techniques
- Use personal experiences in their writing that lead to self-knowledge and empathy
- Provide helpful feedback and appropriate critiques on the effectiveness of each other's application of memoir writing techniques

### **History of World Civilization after 1500**

Full Year

### **COURSE DESCRIPTION**

This course analyzes the historical factors that led to the development of the modern world by examining cross-cultural interactions and globalizing patterns since 1500. Course topics include imperialism, capitalism, slavery, scientific and technological changes, industrialization, nationalism, racism, war, and globalization.

### **STUDENT LEARNING OUTCOMES**

- Identify and analyze western and non-western societies and cultures, and their human and physical geography, with a significant emphasis on non-western regions.
- Demonstrate an understanding of the processes of state-building, colonization, and decolonization
- Assess the development and exchange of science, technology, religion, and intellectual thought
- Use critical thinking to evaluate historical sources and scholarship
- Explain how evidence is analyzed and used to construct historical knowledge



**American Government**  
Full Year

**COURSE DESCRIPTION**

An analysis of the political and governmental system of the United States, the principles upon which it is founded, and the institutions and systems which comprise and influence it. Selected social and political issues relevant to the American experience will be covered.

**STUDENT LEARNING OUTCOMES**

- Analyze the organization, powers, and operations of the three branches of government.
- Identify the historical and philosophical origins of the American government.
- Recognize and analyze the evolution of the American government.
- Identify the origins and changing relationship between the federal government and the states.
- Describe and appraise the relationship between the federal government and the American people in regard to their civil liberties and civil rights, as well as their access to public benefits and services.

**Proposed New additions to the 2022-2023 Program of Studies**

**Exploring Social Issues through ELA --Semester**

This elective course is for students with an interest in critically thinking, reading, and writing about topics related to social issues within society such as inequity, discrimination, implicit bias, power, and prejudice, through social, cultural, legal, institutional, and economic lenses. Students will engage in the analysis of multiple sources from diverse voices related to each of these topics including nonfiction-based texts, documentaries, and multimedia sources that will facilitate discussion and reflection from a historical and contemporary perspective. As a result of this course, students will be able to think critically and independently while understanding the complexities of the world they inhabit. Course assessments will center on class discussions and participation, multimedia projects, and short reflective writing pieces.

- Offered to students in grades 11-12
- No Prerequisite

**AP Computer Science Principles --Full Year**

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Teachers have the flexibility to choose a programming language(s) that is most appropriate for their students to use in the classroom.

(<https://apcentral.collegeboard.org/pdf/ap-computer-science-principles-course-and-exam-description.pdf>)

- Offered to students in grades 9-12
- Prerequisites:: Coordinate Planes, Algebra

**NeuroMaker Hand 1 - STEM & AI --Semester**

The STEM and AI course will explore programming, engineering design, and artificial intelligence in the context of the NeuroMaker Hand. Each course module mirrors one focus of the creation of the BrainRobotics prosthetic hand. The course culminates with students creating and submitting an original project for the NeuroMaker Challenge (<https://neuromakerstem.com/neuromaker-challenge/>).

<https://neuromakerstem.com/user-portal/nmhand-portal/nmhand-curriculum-materials/>

- Offered to students in grades 9-12
- No Prerequisite

### **NeuroMaker Hand 2 - 3D Printing--Semester**

Within the 3D printing module, students discover 3D printing by matching design projects with the needs of Biomedical Engineering. Students investigate the core concepts of 3D printing with real-life examples, scope out the needs of printing specialized pieces for the human hand, follow along with design tutorials to model attachments onto their NeuroMaker Hand, and finally print out the pieces necessary to wear their NeuroMaker Hand as a real prosthetic. Students are guided in their design process by using real engineering processes from the Southampton Hand Assessment Protocol, the same test passed by the real BrainRobotics Hand! The course culminates with students creating and submitting an original project for the NeuroMaker Challenge

(<https://neuromakerstem.com/neuromaker-challenge/>)

<https://neuromakerstem.com/user-portal/nmhand-portal/nmhand-curriculum-materials/nmhand-3d-printing-exploration/>

- Offered to students in 9-12
- Prerequisite: IntroCS/Python or APCSP or NeuroMaker 1

### **iCREAT II - Embedded Computing / Cyber Security Semester or Full Year**

This interdisciplinary project-based course is a continuation of topics covered in iCREAT I to design, develop, and implement a complete programmable robotic system using a systematic approach. Students will apply networking and security concepts to implement communication between computing devices. 3D design and manufacturing techniques will be used to complete the project. This course will run in a studio-like setting using an active learning method of instruction. Problem-based projects, small group discussions, and team collaboration will facilitate the development of critical thinking and logical reasoning skills, creative thinking, and communication skills. Students are encouraged to take advantage of available career exploration and mentoring opportunities.

(<https://www.massbay.edu/iCREAT>)

- Offered to students in Grades 10-12
- Prereq: IntroCS/Python or APCSP or NeuroMaker 1

*Note: iCREAT I is implemented as part of Intro to Robotics Engineering as of the 2021-2022 school year.*

### **Computational Thinking and Problem Solving--Full Year**

Computational Thinking and Problem-Solving (CTPS) is designed to be a yearlong class in computational thinking and creative problem solving, preparing students to advance to the AP Computer Science Principles, and includes career and technical education information technology coursework. The course has a strong focus on skills (problem-solving, critical thinking, collaboration, resilience, communication) and on solving complex problems. In addition, the course utilizes teamwork, reflection and metacognition, writing and presentation skills, and cohort building skills important to student development.

- Offered to students in Grades 9-12
- No prerequisites



### INTRODUCTION TO MARKETING--Full Year

Introduction to Marketing includes competency-based coursework and assessment in advertising, sports management, entrepreneurship, and business. Emphasis is on being proficient in areas such as marketing research, promotional planning, and business-to-business relationships. Students will be assessed through the completion of business/marketing role-play scenarios at the conclusion of the course. Students will be encouraged to utilize real business models as examples of how to create and sustain their business ideas and proposals.

Honors students will be required to further their studies through enrollment in *DECA's Principles of Business Administration Events*. Students interested in taking this course should meet with the Marketing teacher to obtain a course recommendation.

- Offered to students in Grades 9-11
- No prerequisites

### Printmaking--Semester

Printmaking is an art form that goes back thousands of years and was employed by the early Mesopotamians, the Chinese, and Egyptians. Printmaking is the process of transferring an image from a block, plate, or other matrices to paper or textile material in order to make a designated number of the same image. In this class, students will carve, cut stencils and create plates to be printed using a printing press and by hand. The course allows students to dive into the history, materials, and process of relief printmaking. Learning the purpose of different tools, students would reach specific objectives using linoleum as a carving surface for their designs. Each project will prompt students to think conceptually about developing content for their work with the sequence of projects moving more towards a synthesis of conceptual and technical skills. Students will engage in group critiques of their work, learning and gaining insight from each other. This class encourages experimentation of new materials as well as problem-solving through the practice of trial and error.

- Offered to students in Grades 11-12
- Prerequisites--Foundations of Art, Drawing, and Painting
- May be repeated

### Digital Photography--Semester

Digital Photography is an introduction to the digital camera as an art-making tool designed for students at the beginning level. The course will use digital photography to help students learn and apply the basic elements of art and the principles of design. This course will also provide students with opportunities to extend their knowledge and skills in the field of photography and the use of Adobe Photoshop and Lightroom. Digital Photography will familiarize the student with digital photographic equipment, materials, methods, and processes. Visual problem-solving skills are explored through the use of the computer as the main tool for creative expression and communication. Cellphone photography and editing with a variety of phone applications will be infused into the curriculum. Students create their own blog sites as a place to exhibit their projects and portfolio work. Self-promotion of student photography is encouraged and beginning social media marketing is introduced. Students can earn certifications in the field of digital photography.

- Offered to students in Grades 9-12
- No prerequisites



- May be repeated

### Ukulele--Semester

The Ukulele course covers the basics of the instrument and an application of essential music fundamentals. Students will learn the basics of playing Ukulele at the beginning level through studying music notation, chord symbols, and peer modeling. A brief history of the Ukelele along with a study of its respective musical styles will also be covered in this course.

- Offered to students in Grades 9-11  
 No prerequisites

### Technical Theater--Semester

The course is a semester-long exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Topics covered will include design research and principles; scene shop organization; painting and construction techniques; equipment use and maintenance; principles and application of sound, lighting, and computer technology; the use of special effects; costume and makeup considerations and selection; publicity and business management; theatre safety; and the function of technical stage personnel in production work. The technical theatre course will incorporate academic study and hands-on application of knowledge and skills.

- Offered to students in Grades 9-11  
 No prerequisites  
 May be repeated

### Educational and Career Exploration Seminar--Semester

This course will introduce students to the main components of identifying their post-secondary goals and building a plan to achieve them. Through self-assessment, students will explore their individual work interests, personality type, marketable skills, and personal values. This course will empower students in mapping out their academic path at King Philip Regional High School, post-secondary education, and career development based on research used to formulate a real-world perspective on current jobs and the requirements needed to achieve them.

KIP

- Offered to students in Grades 9-10  
 No prerequisites

KIP

MEMORANDUM

TO: School Committee  
FROM: Mr. Paul Zinni, C.A.G.S.  
DATE: January 19, 2022  
SUBJECT: Acceptance of Donation

---

Recommendation:  
To accept the donation from Lueders Environmental, Inc. in the amount of \$75.00 in support of our schools.



# LUEDERS

ENVIRONMENTAL, INC.

December 13, 2021

King Philip RSD  
Dr. Paul Zinni  
18 Kin Street  
Norfolk, MA 02056

Dear Dr. Zinni,

In appreciation of the many clients, we are privileged to service in Norfolk – Wrentham - Plainville, we are pleased to make this donation to the school department. Lueders Environmental is a Lawn, Tree & Shrub care company specializing in science based environmentally sound approaches and attentive customer service.

Contributing to your school department is a way we can give back to the Norfolk – Wrentham – Plainville community for considering us the company of choice. I always hope that in supporting education, other companies will join us. Please use these funds in any way you consider appropriate.

Sincerely,

Michael Lueders  
President

MEL/cll  
Enclosure

*Rec'd  
12/20/21  
P.2.*



**MEMORANDUM OF AGREEMENT BETWEEN  
THE KING PHILIP REGIONAL SCHOOL COMMITTEE AND THE KING PHILIP TEACHERS ASSOCIATION**

This **MEMORANDUM OF AGREEMENT** is entered into by and between the King Philip Regional School District (hereinafter "the District") and the King Philip Teachers Association (hereinafter "the Association" and jointly "the Parties").

**WHEREAS**, the Parties have concluded negotiations on a Concurrent Enrollment Pilot Program for the 2022-2023 school year, and,

**WHEREAS**, the Parties agree that the collective bargaining agreements between the Parties shall continue in full force and effect except as expressly modified by this Memorandum of Agreement,

**NOW, THEREFORE**, the Parties have negotiated pursuant to Chapter 150E and hereby agree as follows:

1. Concurrent Enrollment course assignments shall be made with mutual consent between the Unit A member and the District.
2. No Unit A member shall be laid off, nonrenewed, or displaced due to the offering of Concurrent Enrollment courses.
3. Classroom observations and evaluations of Unit A members assigned to Concurrent Enrollment courses shall be conducted according to the collective bargaining agreement and evaluation protocol. Observations conducted by the College shall not be included in the Unit A members evaluative rating. Unit A members may use observations conducted by the College as evidence to support their evaluation protocol standards.
4. The District shall provide coverage for Unit A members, at a mutually agreed upon time during the workday, for any meetings between the Unit A member and the College's liaison, dean, mentor, or other staff.
5. The District shall offer paid curriculum development time for Concurrent Enrollment courses, as needed.
6. Electronic communication between Unit A members and students enrolled in Concurrent Enrollment courses shall be conducted through the District email system.
7. Electronic communication between Unit A members and the staff for the College's Concurrent Enrollment program shall be conducted through the District email system.
8. Unit A members shall only use the College's grading system to report final course grades.
9. A stipend of \$350.00 will be provided to the concurrent enrollment teacher for each section that has 15 or more students enrolled or for up to 15 students enrolled throughout several sections.

This Agreement cannot be modified, except by a written instrument agreed upon and signed by both Parties. The Parties agree to re-evaluate the Pilot Program throughout the 2022-2023 school year and make mutually agreed upon changes, as needed.

This Memorandum of Agreement is hereby signed and dated by the parties' duly authorized representatives.

\_\_\_\_\_  
For the Committee

\_\_\_\_\_  
For the Association

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

1st Reading  
1/24/22

## King Philip Regional School District

### Position Description

Position Title: Administrative Assistant to the Superintendent and School Committee  
Department: District Office  
Reports To: Superintendent, Assistant Superintendent and School Committee  
Prepared By: Dr. Susan Gilson Date: January 18, 2022  
Approved By: School Committee Date:

**SUMMARY:** Assists superintendent, assistant superintendent, and school committee members in the day to day operations, planning, organization and control of an efficient school system that provides the maximum benefits to the students, teachers, administrators and citizens of the three towns in the district. Acts as liaison between district and community, superintendent, assistant superintendent, parents, and superintendent, assistant superintendent and staff.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** . *Other duties may be assigned.*

- Serve as a confidential employee of the district.
- Process correspondence, letters, memos, and other forms for the superintendent/assistant superintendent. Prepares routine correspondence.
- Prepare and manage the calendar of the superintendent, including scheduling of meetings, conferences with administrators, school personnel, parents, visitors and citizens and community organizations.
- Prepare and distribute the annual Back-to-School Press Kit for media representatives, schools, and community.
- Prepare and distribute the "No School" cancellation procedure.
- Prepare and distribute agendas and material for administrative and other meetings.
- Prepare and distribute the annual school calendar and any other calendars required by the superintendent.
- Interface with district parents, community and legislative leaders and the press regarding district and school committee issues.
- Direct and coordinate the distribution of material to students for non-school groups for out-of-school activities, community events, such as Boy Scouts, Girls Scouts, YMCA, etc.
- Attend and provide confidential reports of any hearings as may be required by the superintendent.
- Prepare Department of Education Annual School Attending and Census Reports.
- Coordinate and submit the Individual School and District Reports required by the Department of Education.
- Coordinate and submit the school district's portion of the annual reports for the three towns.
- Assist in the preparation of the budget for the office of the superintendent.



- Prepare charts, tables, graphs, supportive material for budget presentations by the superintendent.
- Prepares all collective bargaining proposals for the school committee and is present to take notes at negotiations when requested by the superintendent.
- Prepares school committee agenda package and posts all public meeting notices for the school committee and subcommittees per *Open Meeting Laws*.
- Serves as the administrative assistant to the school committee.
- Coordinates the professional development program with supervision of assistant superintendent to include communications from the assistant superintendent, assignment of professional development points, attendance sheet collection from professional development sessions, and other duties as assigned.
- Serves as the Notary public for the district.
- Works with the assistant superintendent and Teacher Leaders, Mentoring Committee to disburse all resources and materials associated with the mentoring program.
- Serves as the home school education contact for the district.

**SUPERVISORY RESPONSIBILITIES:** None

Position Title: Administrative Assistant to the Superintendent and School Committee

*QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCE:**

Minimum of an Associate's Degree plus three to five years in general office work and/or training; or equivalent combination of education and experience.

**LANGUAGE SKILLS:**

Ability to read, analyze, interpret documents such as procedure manuals, safety rules, operating and maintenance instructions. Ability to write reports and job related correspondence. Ability to speak effectively with administrators, teaching and other staff, parents and students.

**MATHEMATICAL SKILLS:**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to develop and interpret graphs, tables, and charts.

**REASONING ABILITY:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS AND ABILITIES:**

Ability to use word processing and spreadsheet tools as well as the ability to type at least 55 words per minute. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication. Have a thorough knowledge of the use of technology as a means to understand and analyze data that is associated with content area.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand and talk or hear. The employee frequently is required to walk. The employee must occasionally lift and/or move up to 10 pounds, for example, school supplies and books. Specific vision abilities required by this job include close vision such as to read handwritten or typed material and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*



1st Reading  
1/24/22

## King Philip Regional School District

### Position Description

Position Title: Administrative Assistant to the Superintendent and Human Resource Department  
Department: District Office  
Reports To: Superintendent, Director of Finance and Operations  
Prepared By: Dr. Susan Gilson Date: January 18, 2022  
Approved By: School Committee Date:

**SUMMARY:** Assists superintendent and human resource department in the day to day operations, planning, organization and control of an efficient school system that provides the maximum benefits to the students, teachers, administrators and citizens of the three towns in the district. Acts as liaison between district and community, superintendent and parents, and superintendent and staff.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** . *Other duties may be assigned.*

- Serve as a confidential employee of the district.
- Prepare correspondence, forms, manuals, schedules, contracts, and reports for the human resources and other department staff members.
- Prepare recruitment and new-hire packets
- Process and receive criminal history record information on applicants and volunteers, references, and other application materials.
- Compile pertinent data as needed when preparing various state, and local reports,
- Initiate and maintain physical and computerized departmental files for all employees and applicants including verification of completeness of files.
- Responsible for the online application process, including verifying completeness of files, sending acknowledgement cards, and notifying those not selected for employment.
- Assist with the purging of inactive HR records
- Process requests for official district records, including maintaining log of requests for records.
- Organize recruiting trips for the district and participates in recruiting fairs at universities and other organizations.
- Coordinate annual distribution of the employee handbook.
- Perform routine bookkeeping tasks for the department.
- Prepare and process purchase orders for human resources, student services and volunteer coordinator.
- Answer and respond to incoming calls, take reliable messages, and routes to appropriate staff.
- Greet visitors and assist employees and applicants with completing applications and required paperwork.
- Prepare ID badges for district employees and substitutes.
- Organize retirement recognition activities.



- Receive, sort, and distribute mail and other documents to department staff as needed.
- Maintain confidentiality of information.
- Comply with federal and state laws, as well as local board policies, procedures, and rules.
- Other duties as assigned.

**SUPERVISORY RESPONSIBILITIES:** None

Position Title: Administrative Assistant to the Superintendent and Human Resource Department

*QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION and/or EXPERIENCE:**

Minimum of an Associate's Degree plus three to five years in general office work and/or training; or equivalent combination of education and experience.

**LANGUAGE SKILLS:**

Ability to read, analyze, interpret documents such as procedure manuals, safety rules, operating and maintenance instructions. Ability to write reports and job related correspondence. Ability to speak effectively with administrators, teaching and other staff, parents and students.

**MATHEMATICAL SKILLS:**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to develop and interpret graphs, tables, and charts.

**REASONING ABILITY:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**OTHER SKILLS AND ABILITIES:**

Ability to use word processing and spreadsheet tools as well as the ability to type at least 55 words per minute. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication. Have a thorough knowledge of the use of technology as a means to understand and analyze data that is associated with content area.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable

accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand and talk or hear. The employee frequently is required to walk. The employee must occasionally lift and/or move up to 10 pounds, for example, school supplies and books. Specific vision abilities required by this job include close vision such as to read handwritten or typed material and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*