



**FAIRHAVEN SCHOOL COMMITTEE MINUTES**  
**March 13, 2024**

MEMBERS PRESENT: Colin Veitch, Brian Monroe, Donna McKenna, Erik Andersen, Stephanie Pickup, Nicole Pacheco

STAFF PRESENT: Superintendent Tara Kohler, School Business Manager Nicole Potter, Assistant Superintendent Mark Balestracci, Executive Assistant Sheri Souza

OTHERS PRESENT: Student Advisory Member Fin Reynolds

The meeting was called to order by Mr. Veitch at 6:31 pm.

***Delegations, Visitors, Etc.***

Andy Kulak, Principal Fairhaven High School (FHS), Jen Paulino, Parent Teacher Organization (PTO) member

***Approval of Minutes***

Motion to approve regular session minutes from February 7, 2024 made by Mr. Monroe, seconded by Ms. McKenna, approved unanimously (6-0).

***Report of the Student Advisory Committee:***

Mr. Reynolds spoke about recent FHS activities. He updated the committee on the Special Olympics, the start of Spring Sports, the Drama Club, and Mr. Fairhaven on March 23, 2024.

***Reports and Recommendations of the Superintendent:***

***FY25 Budget Presentation:***

Mrs. Kohler presented and reviewed the FY25 Fairhaven Public School District Draft Budget (Attachment A).

***Program of Studies:***

Mr. Kulak presented the 24-25 Program of Studies (Attachment B) to the Committee. He noted all the changes that were made to the program (Attachment C).

***Receive Update on the School Food Service Process:***

Mrs. Potter informed the Committee our food service contract is out for bid. The State has created a new template for school districts to follow and the process has very clear guidelines. The vendors are evaluated on the State's criteria. Two food service companies participated in our mandatory walk through. Responses to the requests for proposal (RFP) are due March 25, 2024. A committee will be put together with Principals and District Leadership to evaluate the bids. The new guidelines state that if both vendors are highly qualified, we have to go with the vendor that gives the District the highest return.

***Receive Update on Innovation Pathways:***

Mr. Balestracci applauded Mr. Kulak and Mrs. Marlene Sabeh, College & Career Coordinator, for their hard work and success on the Innovation Pathway Program, stating it's a tremendous opportunity for our students. They will get industry level credentials as well as go through a myriad of courses that will help prepare them for the workforce. It is a win-win for all involved. Mr. Balestracci stated our partnerships with Mass Hire of Greater New Bedford, their Workforce Board, as well as South Coast Credit Union have been phenomenal. Last week was the final interview process with DSC. They are going to recommend us for the full value of the grant, which is \$75,000 over three years. This will open doors for future pathways, and begin to create in house pathways as well. Mr. Balestracci also noted that if we do receive the grant, we will be the only school on the South Coast with this opportunity.

***Receive Update on FHS Phase I Process:***

Mrs. Potter stated the RFP for the architectural firm for the FHS Phase I Project went out last week. This gable project will disassemble one of the gables in order to improve the oxidation of the other and lower the cost of future work. The RFP committee will then review the proposals. Once the evaluations are done, the School Committee will have final approval. Once the architect is hired and the drawings are complete, the project will go out to bid.

***Receive Update on FHS Storage Facility:***

Mr. Balestracci updated the Committee on the progress of the storage facility at FHS. The foundation is completed. Greater New Bedford Regional Vocational Technical High School (GNBVT) will start the framing in April. This will be finished by the end of the school year. He noted GNBVT has been an excellent partner on this project. Mr. Balestracci is working with Mrs. Potter on the RFP and we will go out to bid for the roof and exterior when ready. He will supply another update in April.

***Receive Update on the Elizabeth Hastings Middle School (EHMS) Roof Project:***

Mrs. Potter stated there is a potential for water infiltration near the gym where the new roof meets the old, it is in need of weather stripping. To be proactive, Mrs. Potter will reach out for requests for qualifications from architectural firms to see what this entails and get an estimated cost. The new roof is not leaking.

***Upcoming Events:***

March 20, 2024 - Joint Budget Meeting with School Committee, Select Board, and Finance Committee, 6:30 pm

March 27, 2024 - School Committee Meeting, time change 5:30 pm

March 27, 2024 - Budget Hearing, 6:00 pm

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March 27, 2024 - School Committee Workshop, 6:30 pm

April 10, 2024 - School Committee Meeting, 6:30 pm

### ***Unfinished Business:***

#### *Acushnet School Committee Update:*

Mr. Veitch started by providing the Committee with some background information on the Town of Acushnet's School District. Acushnet does not have their own High School, they have an agreement with New Bedford High School and Fairhaven High School to tuition their students with transportation and a tuition agreement that runs 10 - 12 years at a time. Mr. Veitch stated we have two years left our current agreement with Acushnet. These agreements have been going on for decades. Acushnet also has the opportunity for their students to apply to Old Colony Regional Vocational Technical High School. Mr. Veitch noted there is also a totally separate program, School Choice, that Fairhaven does not opt into, but other local schools such as Dartmouth, and Old Rochester Regional (ORR) do. Mr. Veitch went on to say if a child from Fairhaven wants to utilize School Choice and go to a district such as Dartmouth, the District pays approximately \$5,000 per child, and the parent must supply transportation. Acushnet has a population of students that does School Choice in the district's around the area as well.

At a recent meeting, Mr. Veitch learned that Acushnet has chosen to start talking to ORR about entering into a tuition agreement with them. Mr. Veitch also stated at the meeting, Acushnet expressed concern about our program of studies, scheduling, AP courses, and they feel that there is a small population of children where needs aren't being met by Fairhaven therefore they would like to enter a tuition agreement with ORR. During the meeting with Acushnet it was reiterated that within our existing agreement, Acushnet is required to only have their students come to Fairhaven or New Bedford. Mr. Veitch stated Acushnet has requested we modify the existing agreement, and remove the word 'only' so they can then enter into an agreement with ORR now. Mr. Veitch noted that Acushnet would be paying double for the children who would want to go to ORR and they would also have to supply transportation. Mr. Veitch asked how many children they were referring to, Acushnet could not supply that number, they did not know how many kids were being refused or if they were even being refused by ORR, so he was not sure what the urgency was regarding the request. Mr. Veitch proposed they discuss the option of an agreement extension or a brand new agreement instead. Acushnet did not agree, they wanted our Committee to immediately vote on whether we should modify the existing agreement with them.

Mr. Veitch told the Committee that was the news he had at this time and he has brought it forward so the Committee can discuss this option. Mrs. Kohler reiterated it was going to cost Acushnet more money and transportation for them to go to ORR, Mr. Veitch noted it would be multiple hundreds of thousands of dollars in addition to what they are already paying. Mr. Andersen asked if this request was coming from the students. Mr. Veitch answered that they only met with the Chair of the School Committee, the Vice Chair, the Superintendent, the Student Services Director, and the Business Manager. Mr. Andersen asked if the Acushnet Select Board was involved as this is a hot financial item. Mr. Veitch stated from what he understands, the Town of Acushnet's budget and deficit is larger than Fairhaven's. Mr. Andersen is shocked they would be making these major financial decisions without the input of hire ups.

Mrs. Kohler added that she had asked Mr. Kulak if he was aware of any concerns from our parents or students from Acushnet regarding the issues brought up at the meeting. Mr. Kulak stated he was unaware of any issues. That being said, Mrs. Kohler was a bit taken aback by the whole situation. Mr. Veitch said he would have preferred more communication from Acushnet sooner. Mr. Monroe also stated he was taken aback. It is normal for students in high school and college, and as well as in life to not always get the courses, etc that they may want. He reiterated that when he was approached by an Acushnet School Committee member in the fall at a track event, they had mentioned they would be reaching out to Fairhaven regarding regionalization and that phone call never came. Mr. Monroe stated he believes requests of this nature should be formal from one Chair to another. He does not believe at the meeting that Acushnet asking to remove the wording 'now' is negotiating in good faith. It did not give Fairhaven time to digest what this would mean, and he does not see this as a positive for either party. Mrs. Kohler also stated she shared with the Superintendent of Acushnet Schools in December that we say no to School Choice because we maintain room for our Acushnet students, we welcome every one of them that want to come, there is no restriction, application, no nothing. If we start getting the message that Acushnet does not want to be here, we may have no choice but to open School Choice slots, which could go back to having a limit of slots for the Acushnet students. Mrs. Kohler noted neither Superintendent wants to have that type of relationship within the Districts. Mr. Monroe said with full assurance that he would not be making a motion to alter any agreement this evening. Mr. Andersen then stated he believes this is highly inappropriate and bad faith to ask this in the middle of year. Mrs. Pickup asked if the Acushnet families had been asked about this. She believes a decision should not be made until they have feedback from our Acushnet families. Mrs. Kohler agreed and noted that is a good point. Discussion ensued. Mr. Veitch said becoming a region would be a good choice and would be a good discussion.

A motion was made by Mr. Andersen, to direct Mrs. Kohler to draft a response to the Acushnet School Committee, seconded by Mrs. McKenna, approved (6-0).

Mrs. Kohler ended the discussion by saying she would like to keep a good relationship with Acushnet moving forward.

### ***New Business:***

A motion was made by Mr. Monroe to table the 24-25 School Year Calendar vote, seconded by Mr. Andersen, approved (6-0).

A motion was made by Mr. Monroe to approve the Father's Day Road Race Committee placing a summit marker on the EHMS grounds in honor of the 50th Anniversary, seconded by Mr. Andresen, approved (6-0).

A motion was made by Mr. Monroe, to accept an \$8,000 donation from EHMS PTO to the EHMS after school program, seconded by Ms. McKenna, approved (6-0).

A motion was made by Mr. Monroe, to accept a \$100 donation from Sandra Tillett for the FHS 23-24 Championship Football Team, seconded by Mr. Andersen, approved (6-0).

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A motion was made by Mr. Monroe, to accept a \$150 donation from Robin and Jeffrey Canastra for Superbowl Rings, seconded by Ms. Pickup, approved (6-0).

A motion was made by Mr. Monroe, to accept a \$250 donation from Sandra Tillett for FHS Girls Athletics, seconded by Ms. Pacheco, approved (6-0).

A motion was made by Mr. Monroe, to accept an \$1,450 donation from EHMS PTO for 6th grade end of the year activities, seconded by Mr. Andersen, approved (6-0).

A motion was made by Mr. Monroe, to accept an \$1,000 donation from EHMS PTO for 7th grade end of the year activities, seconded by Mr. Andersen, approved (6-0).

A motion was made by Mr. Monroe, to accept an \$1,000 donation from EHMS PTO for 8th grade end of the year activities, seconded by Mr. Andersen, approved (6-0).

### ***Questions from Individual Committee Members:***

Mr. Andersen thanked all that helped EHMS for the work on Rachel's Challenge on Wednesday. It was phenomenal.

Mrs. Pickup asked to confirm if the newcomers were no longer in the District. Mrs. Kohler confirmed they have been relocated. Mrs. Pickup asked if there is an After Action Report and if there is a Standard Operating Procedure (SOP) in place if we do get another influx of newcomers. Mrs. Kohler stated that they would follow the exact procedure they did last time, everyone involved did a phenomenal job. Mrs. Pickup stated she was then thinking if those involved should form a committee and debrief how this could have been done better, stating it happened, we survived, how do you think it can improve if it does happen again. Mrs. Kohler stated she would be happy to listen if anyone wants to say something in that regard, but the District has been told the State will continue to take a regional approach with newcomers, which likely will not be us. Mrs. Pickup went on to say people linked this to what is happening nationally and were really emotional about it. Mrs. Kohler acknowledged this and stated the State decision to regionalize them was to remedy some of what was happening. Mrs. Kohler believes we won't be seeing this happen again in our District and mentioned the Department of Education (DESE) does have a task force and this is now being handled differently. Mrs. Kohler also stated again that if anyone that was involved has feedback and wants to share, we will always take feedback, but will not be actively seeking it.

Mrs. McKenna thanked Mr. Andersen for encouraging her to go to Rachel's Challenge at EHMS. She also thanked Ms. Paulino and the PTO for all their fundraising efforts.

Mr. Veitch thanked the Financial Policy Review Board, specifically Mrs. Anne Carreiro, Assistant Town Administrator, Town Accountant for giving guidance on how the Town works and preferences on policies, as we work to change the policies from 2016 and updating them to meet the State's standards. Mr. Veitch applauded that the process has been professional and polite. Mr. Veitch stated that because it's budget season and the enormous gap that we've been faced with in expenses and revenues, he is expressing his appreciation for the Board of Public Works for doing something difficult, and extremely unpopular for the greater good of us all.

Motion to go into Executive Session to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigation position of the public body and chair so declares and to not return into open session made by Mr. Monroe, seconded by Ms. McKenna, roll call vote, approved (6-0).

Adjourned at 8:23 pm.

*Sheri Souza*  
Secretary to the School Committee  
Fairhaven Public Schools

Approved, March 27, 2024



# FAIRHAVEN PUBLIC SCHOOLS

*Integrity • Ambition • Perseverance*



## **FISCAL YEAR 2025 DRAFT BUDGET School Committee Budget July 1, 2024 – June 30, 2025**

### **School Committee Members:**

Colin Veitch, Chair  
Erik Andersen  
Stephanie Pickup

Brian Monroe, Vice Chair  
Donna McKenna  
Nicole Pacheco

### **Superintendent of Schools:**

Tara M. Kohler

**March 13, 2024**

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## Budget Approval Process and Contact Information

Capital Budget Project Requests	November 30, 2023
Budget Discussion: East Fairhaven Elementary School	December 4, 2023
Budget Discussion: Elizabeth Hastings Middle School	December 7, 2023
Budget Discussion: LeRoy L. Wood Elementary School	December 7, 2023
Budget Discussion: Fairhaven High School & Athletics	December 7, 2023
Budget Discussion: School Business Office	December 8, 2023
School Committee Meeting: FY25 Draft Budget Timeline	December 13, 2023
Budget Discussion: Town Hall	December 22, 2023
Budget Discussion: Student Services Department	January 2, 2024
Budget Discussion: LeRoy L. Wood Elementary School	January 9, 2024
School Committee Meeting: Draft Budget Presentation	January 10, 2024
School Committee Meeting: FY25 Budget Updates/Discussion	February 7, 2024
Budget Discussion: Town Hall	February 13, 2024
Budget Discussion: Town Hall	February 20, 2024
Budget Discussion: Town Hall	February 27, 2024
Budget Discussion: Town Hall	March 5, 2024
Budget Discussion: Town Hall	March 12, 2024
School Committee Meeting: Recommended FY25 School Budget	March 13, 2024
Budget Discussion: Town Hall	March 19, 2024
School Committee/Select Board/Finance Committee Joint Hearing	March 20, 2024
Budget Discussion: Town Hall	March 26, 2024
School Committee: Public Hearing	March 27, 2024
Budget Discussion: Town Hall	April 2, 2024
Budget Discussion: Town Hall	April 9, 2024
Budget Discussion: Town Hall	April 16, 2024
Budget Discussion: Town Hall	April 23, 2024
Budget Discussion: Town Hall	April 30, 2024
School Committee Meeting: Vote	Spring 2024
Annual Town Meeting	May 4, 2024

Copies of the budget document are available at the Fairhaven Public School's website ([www.fairhavenps.org](http://www.fairhavenps.org)). For additional information or clarification, please feel free to contact us for assistance at:



Fairhaven Public Schools Administrative Building  
Phone: 508-979-4000

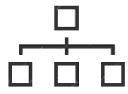


**FAIRHAVEN PUBLIC SCHOOLS**

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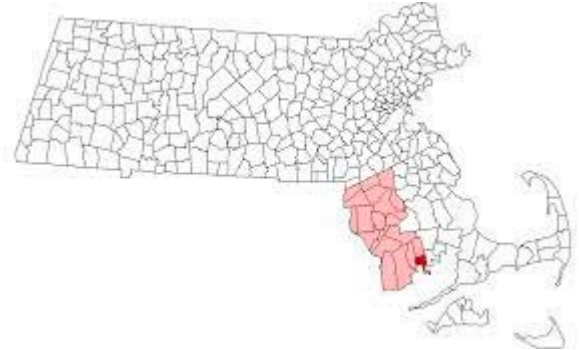
# Organizational Information Summary

## ORGANIZATIONAL SECTION



The organizational section of the budget is intended to provide the reader with an overview of the structure of the Fairhaven Public Schools as well as our core values and guiding principles. This section includes FPS governance, organizational structure and the budget design process.

### Town of Fairhaven



The Town of Fairhaven was settled in 1653 and incorporated in 1812. It is governed by the Selectmen - Representative Town Meeting form of government and is located in Southeastern Bristol County. Fairhaven is located approximately 50 miles south of Boston, Massachusetts and 35 miles east of Providence, Rhode Island.

Fairhaven encompasses 12.53 square miles of land including 1.7 miles of coastline and is bordered by the Towns of Acushnet, Mattapoisett, and the city of New Bedford. The Town of Fairhaven has a representative Town Meeting form of government with a five (5) member Select Board.

Fairhaven has a population of approximately 15,837. Based on 2022 data, the average assessed residential value is \$394,058 and the average median household income is \$86,676. The average single-family tax bill \$3,834.





**Legal Autonomy**

Fairhaven Public School District is a department of the Town of Fairhaven. As it is not an independent entity, the school district does not have the authority to levy taxes, issue bonds, or incur debt. Additionally, surplus funds in the general fund account as of June 30th are returned to the Town and may not be held as a positive fund balance.

**Information about Fairhaven Public School District**



Fairhaven Public Schools includes two (2) elementary schools, one (1) middle school, and one (1) high school. In Fairhaven, our elementary schools houses grade preK-5, our middle school houses grades 6-8, and our high school serves grades 9-12 for students in Fairhaven and Acushnet. Resident elementary students are assigned to their neighborhood school.

**FPS Enrollment as of October 1, 2023:**

School	Grades Served	Enrollment
East Fairhaven School	PreK-5	305 Students
LeRoy Wood School	PreK-5	435 Students
Elizabeth Hastings Middle School	6-8	428 Students
Fairhaven High School	9-12	591 Students
Subtotal Enrollment: 1,759 Students		
Out of District	Varied	16
Total Fairhaven Public Schools Enrollment: 1,775 Students		

**Elementary School**

Elementary School students generally attend the school in the district zone in which they live unless they are participating in a program outside of their home school or are reassigned due to redistricting. Each elementary school has one (1) principal, one (1) assistant principal, and one (1) adjustment counselor.

**Elizabeth Hastings Middle School**

Students from both the East Fairhaven and LeRoy Wood Schools transition to EHMS as they enter grade six (6). The middle school has one (1) principal, one (1) Assistant Principal, one (1) adjustment counselor, and two (2) guidance counselors.

**Fairhaven High School**

All Fairhaven students are eligible to attend Fairhaven High School. Additionally, students from Ford Middle School in Acushnet, MA have the opportunity to attend FHS as part of the Tuition Agreement between the Fairhaven and Acushnet School Districts. FHS has one (1) principal, two (2) assistant principals, two (2) guidance counselors, two (2) adjustment counselors, and one (1) Director of College and Career Readiness.

## Fairhaven School Committee



The School Committee is a legislative body comprised of six (6) members elected to three-year terms. All members serve without compensation. The School Committee has the authority to select and evaluate the superintendent, review and approve the budget, and establish goals and policies for the district consistent with the federal, state, and local laws as well as regulations set forth by the Department of Elementary and Secondary Education.



### **Members**

Mr. Colin Veitch, Chair  
Mr. Brian Monroe, Vice Chair  
Mrs. Donna McKenna, Member  
Mr. Erik Andersen, Member  
Mrs. Stephanie Pickup, Member  
Mrs. Nicole Pacheco, Member

### **Student Advisors to the School Committee**

Elizabeth DaCunha, Class of 2024  
Finley Reynolds, Class of 2025

School Committee Meetings are held on the second and fourth Wednesday of each month with the exception of singular meetings in the months of November, December, February, and April. Meetings are posted on the Town of Fairhaven website as well as on the Fairhaven Public Schools website under the "School Committee" tab. Meetings can be viewed via Zoom and Fairhaven Public Television.

## **Building Projects Underway: Fairhaven High School Phase I**

There is significant deterioration to the large gables on the east and west wings. The gables are suffering from water infiltration in numerous areas. There is also an ominous gap over the head of the third-floor windows, which appears to be caused by the oxidation of steel lintels inside the masonry wall. The building was constructed at a time when curtain wall systems were being invented and is a combination of masonry load-bearing walls with curtain-frame-like aspects. This phase has been proposed to deconstruct one of these gables to garner full comprehension of the wall build-up, the extent of deterioration, and a method for remediation.

In April of 2021, a lift survey was performed of the major exterior wall surfaces and accessible roof areas. The observations from that lift survey have been incorporated into the individual partial exterior elevation drawings that were originally created in the 2010-2011 Building Conditions Survey and updated for the 2016 5-Year Exterior Major Improvements Plan. These updated partial exterior elevation drawings have been included in this report.

These sheets should be used for referencing proposed repair work to existing stone and brick masonry only. In the original 2011 Master Plan, it was noted that the southeast and southwest gables were deteriorating due to the rusting and expansion of embedded steel. The district's architectural consultant proposes disassembling and rebuilding these two gables.

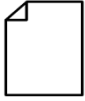
The southeast gable should be disassembled and explored first, prior to any work done on the southwest gable. An excerpt from the 2010-2011 report has been reproduced below, which summarizes the overall issues here. "In summary, the exterior of Fairhaven High School was constructed from materials carefully selected for their aesthetic appeal and durability. At the time of construction, however, there did not yet exist standardized time-tested details for incorporating steel elements into masonry construction. The designers and builders underestimated the degree that the steel would be adversely affected by water infiltration. The steel is set too far forward within the masonry, and it is only protected by a coat of shop paint. There are no flashings or waterproofing agents applied over the steel and there are no gaps between the steel and the masonry that would have minimized the impact of expansion due to the corrosion of the steel. These problems are typical for large masonry buildings constructed in the first decades of the 20th century. In the locations where the steel jacking is the most advanced, the required repairs will entail removing the masonry to gain access to the steel and then rebuilding it with new flashing detailing to protect the steel in the future. In locations where the steel jacking is not advanced, preventative steps are required to halt, or at least slow down, the rate of deterioration. These preventative measures will, at the minimum, entail repointing open mortar joints and repairing defective flashing, roof tiles, bricks, and window frames. Additional preventative measures, such as cathodic protection of the steel and the selective application of water repellents, should be evaluated. The displacement of the masonry due to the expansion of corroded steel is a localized problem that has resulted not only in the cracking of the bricks, limestone, and mortar joints located directly above and below the steel elements but also in the deterioration of the same materials in the walls that run perpendicular to the gables. The cracking in the perpendicular walls appears to be related to the pressure exerted on those walls by the displacement of the masonry at the upper portion of the gable." The southeast gable is the most noticeably impacted by the steel oxidation, or 'rust jacking,' and is the first candidate for disassembly, steel repairs, and reconstruction. The next priority is the small gable on the east side of the auditorium block. Given the significant investment in reconstruction, we recommend an experimental treatment of the southwest gable with cathodic protection – basically arresting further deterioration by setting up electric current in the steel beam, creating a galvanic reaction. The total estimated cost of Phase I priorities is \$2,274,000. Architectural Services Request for Qualifications is underway and set to be determined by the end of March 2024.

## **Building Projects Underway: LeRoy L. Wood School Playground Surface Replacement**

The playground surface is a critical component of any outdoor recreational space, providing a safe environment for children to play and explore. Over time, however, wear and tear can compromise its safety and functionality, necessitating replacement. Playground surface replacement involves removing the existing surface material, assessing the substrate, and installing a new surface that meets current safety standards and offers improved

durability. By investing in playground surface replacement, communities can enhance the safety, accessibility, and overall enjoyment of their outdoor recreational spaces, providing children with a vibrant and secure environment to play and thrive. A contract was awarded in December 2023 with construction beginning May 2024. The total cost of the project is: \$298,896. This project is being funded through the Bristol County Commissioner's ARPA funding.

## **Budget Architecture**



Historically, the Fairhaven budget process begins with the district's standard architecture that builds on Level Service needs with Strategic Plan and Other Critical Needs to reach a complete budget request to submit to the School Committee in approximately February on each year. Through careful financial planning, maximizing federal revenue sources, and maintaining spending restraints, the Town of Fairhaven and Fairhaven Public Schools are entering the fiscal year 2025 in a more challenging financial position than expected. We are mindful that the Town is still working on policies and projections for FY25.

A budget is an estimate of funds needed to cover planned expenses in a fiscal year. Staffing and special education are the two segments of the budget that can have significant variability between initial budget proposal and close out of the fiscal year. The district spends significant time and effort in recruiting candidates for each position. The actual salary for the hired individual may vary from the budgeted amount. Although there is turnover throughout the year in our teaching assistants and paraprofessional positions, most teacher positions are filled and salaries known by mid-August. Therefore, a re-set to the budget in the winter is appropriate. These budget changes include personnel changes (budget versus actual); and student needs, both in terms of general and special education. As part of this process, the district updates the budget across types of expenses (Salary and Other Compensation and Expenses) and across the four categories (Instruction, Administration, Operations, and Student Services). The FY'24 Adjusted Budget is the basis for building the FY'25 Voted Budget. The Fairhaven Public Schools District Administration will report any facility improvements or safety concerns to be considered funded before the end of the fiscal year.

Chapter 70 funding for FY24 brought in an additional \$600,000 and this year is expected to add an additional \$30/student. For FY25, we should be mindful that some changes could occur with Acushnet tuition.

**Comparable Community Data**



Fairhaven Public Schools has, like many other public schools, emphasized the use of data to drive decision-making.

*Per Pupil Expenditure (In-District Only):*

The Per Pupil Expenditure (PPE) is calculated for each district based on the submission of data contained in the End-of-Year (EOY) report. The table below is a comparison of PPE amounts for our comparable communities.

Topic Org Name	2022			Enrollment (2022-23 school year)			
	Region	\$/In-district per pupil	Relative District Wealth	Total Enrollment (2022-23)	EL %	Low Inc %	SWD %
Abington	Southeast	15,676	60.4%	2,138	11.0	34.4	17.8
Bourne	Southeast	21,395	117.0%	1,554	1.5	35.1	21.2
Carver	Southeast	17,793	54.8%	1,525	2.2	31.0	18.9
Fairhaven	Southeast	15,680	63.1%	1,826	1.4	39.0	18.1
State		19,554		913,735	12.1	42.3	19.4
Swansea	Southeast	15,016	61.6%	1,988	0.6	28.6	14.4
Westport	Southeast	17,581	115.8%	1,446	1.7	34.5	20.4

As indicated in the above table, the Per Pupil Expenditure for Fairhaven ranks in the bottom third of our comparable communities ranking above only the Swansea and Abington Public School Districts. The Per-Pupil costs are driven by staff salaries; programs and course offerings; successful in-district special education programs; and collaboration with the Town on joint services.

Additional Comparable Community Data can be found in other data resources including:

- Massachusetts Department of Elementary and Secondary Education (MA DESE)
  - Spending Comparisons: <https://www.doe.mass.edu/finance/statistics/>
  - Chapter 70 Funding: <https://www.doe.mass.edu/finance/chapter70/default.html>
  - Circuit Breaker: <https://www.doe.mass.edu/finance/circuitbreaker/default.html>
  - Accountability Data: <https://www.doe.mass.edu/DataAccountability.html>

## District Leadership



The Administrative Center Team includes the Superintendent, Assistant Superintendent, Business Manager, and a Director of Student Services.



**Superintendent:**

Tara M. Kohler

[tkohler@fairhavenps.net](mailto:tkohler@fairhavenps.net)

**Assistant Superintendent:**

Mark L. Balestracci

[mbalestracci@fairhavenps.net](mailto:mbalestracci@fairhavenps.net)

**Business Manager:**

Nicole V. Potter

[npotter@fairhavenps.net](mailto:npotter@fairhavenps.net)

**Director of Student Services:**

Tanya L. Dawson

[tdawson@fairhavenps.net](mailto:tdawson@fairhavenps.net)

## Compliance Statement

The Fairhaven Public School system does not and shall not discriminate on the basis of race, color, religion, creed, gender identity, age, national origin, ancestry, ethnicity, disability, pregnancy/parenting status, marital status, sexual orientation, homelessness, veteran or military status, or political affiliation in any of its programs, activities, employment practices, provision of and access to programs and services, as well as selection of volunteers, vendors and employers recruiting at the Fairhaven Public Schools. The following person has been designated as the District Contact: Tanya Dawson, Director of Student Services; 508-979-4000.

AP/ Coordinator of Teaching & Learning  
Assistant Director of Student Services

Tracy Higgins  
Nicole McNeil

*Department Leads:*

English Language Arts  
Mathematics  
Science  
Special Education  
History

Dr. Stephen Boucher  
Scott Francis  
Dr. David Welty  
Angela Allaire  
Rob Gesualdo

*Department Coaches:*

English Language Learners  
Fine Arts  
Health & Physical Education  
Music  
World Language

Melissa Duarte  
Christine Neville  
Christopher Foster  
Molly McNulty  
Kevin Beaulieu

*Directors:*

Information Technology Director for the  
Fairhaven Public School District & Town of Fairhaven

Steven Rosa

## School Leadership



In addition to the Central Office Administration team, the District Leadership team includes Principals, Assistant Principals, Department Leads and Coaches. Below is a listing of the District Leaders:

### Fairhaven High School



**Principal:** Mr. Andrew Kulak  
**Assistant Principal:** Ms. Nicole Giannandrea  
**Assistant Principal:** Mr. Andrew Davey

### Elizabeth Hastings Middle School



**Principal:** Mr. Kyle Alves  
**Assistant Principal:** Mr. Jeremy Kennefick



**East Fairhaven School**



**Principal:** Mrs. Wendy Weidenfeller  
**Assistant Principal:** Mrs. Amy Silva

**LeRoy Wood School**



**Principal:** Mrs. Pamela Pacheco  
**Assistant Principal:** Mr. Derek Galvam



FAIRHAVEN PUBLIC SCHOOLS  
*Integrity • Ambition • Perseverance*

## District Budget

## **Theory of Action for Budget Development**

**If the Fairhaven Public School District strategically allocates its human and financial resources to support high level learning for all, creating safe and supportive learning environments, and provides a professional community centered around a common mission, then our students will graduate from high school ready for college or career opportunities.**

Our budget is developed with the educational programs of the district as a top priority. Our administrative team conducts a full-scale analysis of data and utilizes that information to develop our Goals for District Improvement. It allows us to take a critical look at all available resources and sets a clear path for what we must do. Programs that fall into alignment with the District Improvement Plan may be expanded or enhanced; while programs that do not, may be reduced or eliminated. Our budget process, in alignment with our District Improvement process, serves as a reflection of our core values and beliefs for student learning.

## **Blueprint for District Improvement**

A core value within the mission of the Fairhaven Public Schools is to ensure high level learning for all children. The essential components necessary for the achievement of high level learning for all children is a highly effective teacher that delivers instruction within an optimal class size setting. Our educational program is our formal process to ensure high-levels of learning for all children. The school department budget is a policy statement that drives the educational program. It is the tool that provides the support and resources to our mission. We have begun the work of Planning for Success to have a 3-5 year roadmap for our District.

## **Profile of a Learner**

**The Fairhaven Public School District in partnership with our school community provides opportunities for all of our students to become independent, productive, and successful contributors to a global society. The Fairhaven Public Schools, in collaboration with the Fairhaven Community, has developed a district-wide Profile of a Learner. The Profile of a Learner consists of five key characteristics that all FPS graduates will be able to demonstrate proficiency in.**

**The Five Characteristics or “5 C’s” of our FPS Profile of a Learner are:**

- Collaboration**
- Communication**
- Creativity**
- Critical Thinking**
- Civic Participation**

## Core Values

The implementation of our district's vision for all of our graduates states our shared beliefs regarding the purpose of our schools, the role of our adults, and the fundamental principles and practices around teaching and learning.

1. We strive to provide a **safe and supportive learning** environment and the **climate, conditions, and culture** so that all students have the opportunity to achieve the stated vision of our graduates.
2. We strive to promote the proper **mindsets** to our students so that they may excel in life. The cornerstones of which are **ambition, perseverance, and integrity**.
3. We strive to provide an **educational program** delivered by a consistent **system of teaching and learning** supported by a **continuum of student services** so that all students are ready for the next grade, school, college, career, and life.
4. We strive to place the people, structures, and systems in position to provide the **resources and to support** the vision of our graduates.
5. We strive to **forge strategic partnerships** that promote collaborative planning to identify and advance opportunities for cooperation between town departments, neighboring municipalities, and community organizations, to examine possible areas of collaboration and partnership so as to improve efficiency and effectiveness of the services that we provide.
6. We strive to give students **opportunities to explore College and Career Options** throughout their experience in the Fairhaven Public School District and to create pathways that ensure their readiness to be successful upon graduation from High School.

## Safe and Supportive Environment

- A physically safe environment for learners and adults.
- Policies and processes that ensure the safety of learners and adults.
- A safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
- Policies and protocols that define and support respectful treatment of all members of the school community.

## **Climate Conditions, and Culture**

- Decisions that are made in the best interest of students.
- Decisions that are based upon the integrity of the institution and not on the special interest of the individual.
- Our educators are our greatest assets.
- Our educators are highly effective with a mindset for growth.
- Our educators are responsible for all learners and all learning.
- Our educators possess a spirit of continuous improvement.
- Our educators constructively utilize the time and structures provided for ongoing formal and informal collaboration.
- Our district supports our educators in maintaining expertise in their content area and in content-specific instructional practices.
- Our district values our educators as collaborative problem solvers, curriculum creators, and co-learners.
- Our district promotes intellectual risk taking and personal and professional growth.

## **College and Career Readiness**

- Our district supports all students in the exploration and identification of college and/or career pathways.
- Our district provides students with important access to programs and information to ensure they are well-educated on their options post-high school.
- Our district provides training and resources for students, staff and families to ensure equity and access to the college and career process/experience.
- Our district provides real-world experiential learning opportunities for FPS students during the school day.
- Our district builds and fosters strong relationships with our local businesses and community partners.

## **Student Engagement**

- Our district is committed to providing unique and innovative course offerings and programs that are reflective of highly engaging learning opportunities for all students.
- Our district values student voice and feedback to support decision-making.
- Our district continually reflects on the programs offered to students and families in order to ensure that we are providing the best and most engaging educational experience for all students.
- Our district builds and supports partnerships throughout the local and state communities to provide real-world, authentic, and engaging learning experiences inside our classrooms and beyond.

## **Communication**

- Our district values clear, open, and transparent communication with all stakeholders.
- Our district priorities are clearly communicated to town departments and all stakeholders.
- Our district has a clear vision that is communicated to all stakeholders.
- Our district values feedback for continuous improvement and seeks it through a variety of modalities.

## BUDGET BY STATE CODES

The school department budget is presented in compliance with the state classification system. This classification system enables the Commissioner to determine each school district's actual net school spending in the prior year and the estimated net school spending in the current year from information contained in the End-of-Year Pupil and Financial Report. Each school district shall report the following expenditures in the annual Department of Education End-of-Year Pupil and Financial Report in accordance with G.L. c. 72, s.3.

The following State Codes are utilized in the FY25 Budget Proposal:

**1000 ADMINISTRATION:** Activities which have as their purpose the general direction, execution, and control of the affairs of the school district that are system wide and not confined to one school, subject, or narrow phase of school activity.

**2000 INSTRUCTIONAL SERVICES:** Instructional activities involving the teaching of students, supervising of staff, and developing and utilizing curriculum materials and related services.

**3000 OTHER SCHOOL SERVICES:** Services other than instructional provided for students.

**4000 OPERATION and MAINTENANCE OF PLANT:** Housekeeping activities relating to the physical plant and maintenance activities for grounds, buildings, and equipment.

**5000 FIXED CHARGES:** Retirement and insurance programs, rental of land and buildings, debt service for current loans, and other recurring items, which are not generally provided for under another function.

**9000 PROGRAMS WITH OTHER SCHOOL DISTRICTS:** Transfers of payments to other school districts or to non-public schools for services provided to students residing in the sending city or town.

The state code classification system specifies the criteria for reporting functional categories of expenditures and gives the specific items, which should be reported under these categories. Thus, the following presentation of our FY25 Fairhaven Public School District Budget is presented in compliance with the state classification system. We present our budget that is in alignment with the annual Department of Education End-of-Year Pupil and Financial Report in accordance with G.L. c. 72, s.3.

## **BUDGET DEVELOPMENT PROCESS**

The FY25 budget is presented utilizing the cost centers of District Leadership and Operations, Teaching and Learning (the Elementary Educational Program, the Secondary Educational Program), and Student Services. Each cost center is presented by utilizing the previously described state code system and its corresponding definition provided by the Department of Education.

The services needed to deliver the educational program to our students are presented in the salary portion of each cost center. The operational portion of each cost center shows the actual expenditures of the previous three years, the budgeted figure for the current year, and the requested figure for FY25.

The figures presented in the salary portion are presented based upon the educational program. Each component of the educational program is broken down by school, department/area, the number of personnel in each area, and the total amount of the expenditure to deliver that specific component of the salary budget. The level service projections of contractual obligations for all collective bargaining units for each current employee determines the increase to the FY25 budget figure. We itemize the base salary of each and every employee taking into consideration any step increases, lane changes, stipends, known retirements, early retirement incentives and longevity, and any other contractual obligations.

To develop the operational portion of the budget, we continue to use a zero-based philosophy, not a percentage-based increase. In October, teachers are asked to submit their budget requests to their building principal. In November, District Administration meet with building principals and present them with blank templates regarding dues and fees, supplies and materials, new equipment, replacement of equipment, teaching and instructional materials, textbooks and workbooks, and staffing requests. The operational budget development requires building principals to inventory existing items and provision for needed resources for our teachers and students.

Principals and other department heads present their requests to District Administration for consideration in the FY25 budget. District Administration ensures programmatic and educational equity in all budget decisions. The District Administration's job is to present the School Committee with a comprehensive budget request reflective of the District's core values and beliefs.

This FY25 preliminary budget recommendation from the administration to the school committee begins with the overall salary budget summary and the overall operational budget summary. The details of each cost center and educational program requests are summarize throughout the document.



**OPERATIONAL BUDGET**

State Code		FY21 Actual	FY22 Actual	FY23 Actual	FY24 Budgeted	FY25 Budgeted
1000	<b>District Leadership &amp; Administration</b>	<b>129,713</b>	<b>218,806</b>	<b>277,278</b>	<b>201,700</b>	<b>246,200</b>
2210	School Leadership	29,376	34,642	42,519	58,125	65,225
2250	Tech/Maintenance Agreements	5,351	0	2,780	6,200	28,975
2357	Professional Development	26,295	62,782	42,349	79,823	82,951
2410	Textbooks	44,287	37,924	99,559	54,905	56,802
2430	Instructional Equip./General Supplies	97,479	174,140	204,340	159,708	188,363
2440	Other Instructional Services (Tutoring)	99,418	96,088	92,086	84,450	89,780
2450	Instructional Technology	309,490	470,370	454,956	248,308	353,549
2710	Guidance and Adjustment	543	329	0	18,605	18,000
2800	Psychological Services	18,643	13,617	12,740	9,000	9,000
	<b>TOTAL INSTRUCTION</b>	<b>630,882</b>	<b>889,892</b>	<b>951,329</b>	<b>719,124</b>	<b>892,645</b>
3200	Medical Health Services	3,280	11,082	18,195	9,441	9,866
3300	Transportation Services	1,236,807	1,642,392	1,713,425	2,134,943	2,092,506
3500	Athletics/Student Activities	173,082	233,894	226,408	303,894	383,691
3400	Food Service	165,487	42,952	0	1,200	1,200
3600	School Security	209	115,354	3,291	2,000	35,000
	<b>TOTAL STUDENT SERVICES</b>	<b>1,578,865</b>	<b>2,045,674</b>	<b>1,961,319</b>	<b>2,451,478</b>	<b>2,522,263</b>
4110	Custodial Services	1,715	1,600	1,726	1,500	1,500
4120	Heating of Buildings	219,933	218,094	247,399	228,000	240,000
4130	Utility Services	357,100	354,147	266,360	397,750	402,260
4200	Maintenance	647,389	895,111	991,286	311,025	321,925
4225	Building Security Equipment	21,765	2,280	3,657	29,582	30,882
4400	Networking and Telecommunications	2,171	12,648	1,840	2,500	2,500
	<b>TOTAL MAINTENANCE</b>	<b>1,250,073</b>	<b>1,483,880</b>	<b>1,512,268</b>	<b>970,357</b>	<b>999,067</b>
5260	<b>Non-Employee Insurance</b>	<b>3,390</b>	<b>3,390</b>	<b>3,390</b>	<b>3,390</b>	<b>3,390</b>
5300	<b>Lease Agreements</b>	<b>49,185</b>	<b>51,943</b>	<b>46,352</b>	<b>49,900</b>	<b>28,950</b>
7100	<b>Capital Expenditures</b>	<b>727,161</b>	<b>155,068</b>	<b>126,868</b>	<b>0</b>	<b>0</b>
9000	<b>Out of District Tuitions</b>	<b>1,177,789</b>	<b>1,067,477</b>	<b>1,207,809</b>	<b>1,057,447</b>	<b>1,545,753</b>
	<b>TOTAL REQUEST</b>		<b>22,179,843</b>	<b>22,910,638</b>	<b>23,953,641</b>	<b>25,149,917</b>
	<b>REDUCTION*</b>				<b>-200,000</b>	
					<b>23,753,641</b>	
	<b>INCREASE</b>					<b>1,396,276</b>
	<b>PERCENTAGE INCREASE</b>					<b>5.88%</b>
	<b>*Override Failed to Support</b>					<b>As of 3/13/24</b>

**SALARY BUDGET**

STATE CODE		FY 2025 REQUESTED
	<b>DISTRICT LEADERSHIP AND OPERATIONS</b>	
1000	District Leadership and Administration	723,273
	<b>TOTAL</b>	<b>723,273</b>
	<b>TEACHING AND LEARNING</b>	
2210	Building Leadership/Secretarial	1,403,279
2305	<b>TEACHERS CLASSROOM</b>	
	Kindergarten	595,494
	Primary Grades 1-2	1,206,411
	Intermediate Grades 3-5	1,807,205
	Intermediate Grade 6	377,253
	Specialists (Art, Music, Phys Ed, Inst. Tech)	641,983
	English 6 - 12	876,640
	Social Studies/History 6 - 12	978,720
	World Language 6 - 12	349,648
	Mathematics 6 - 12	1,010,112
	Science and Technology 6 - 12	1,105,145
	Art 6 - 12	415,515
	Music 6 - 12	319,158
	Health and Physical Education 6 - 12	512,253
	Media/Instructional Technology/Library	54,283
	English Language Learner	272,227
	Sick Leave	47,100
	Teacher Classroom Total	10,569,147
	<b>TOTAL</b>	<b>11,972,426</b>
	<b>STUDENT SERVICES</b>	
2120	Curriculum Directors/Supervisory	259,694
2305/2330	<b>PROGRAM</b>	
	Pre-School	336,753
	Inclusion/Reading	1,150,031
	Sub Sperate Classrooms	664,253
	Child Specific Student Support	159,823
2320	Speech Therapists/OT/BCBA	361,062
	Sped Program Total	2,671,922
2330	K-2 WIN Program	TITLE I
2330	STEP Program	20,478
	Program Total	20,478
2440	Tutorial/Instructional Services	57,000
2710	Guidance Counselors/School to Career	464,779
2800	Psychological Services/Social Workers	659,008
	Counseling Services Total	1,180,787
	<b>TOTAL STUDENT SERVICES</b>	<b>4,132,881</b>
2325	<b>SUBSTITUTE TEACHERS</b>	<b>305,000</b>
3100	<b>FAMILY ENGAGEMENT CENTER</b>	<b>62,424</b>
3200	<b>MEDICAL HEALTH SERVICES</b>	<b>324,993</b>
	<b>INSTRUCTIONAL LEADERSHIP</b>	
2120	Curriculum Directors/Supervisory	53,796
3510	Athletics	188,104
3520	Student Activities	80,002
	<b>TOTAL</b>	<b>321,902</b>
	<b>SECURITY</b>	
3400	Cafeteria Monitors	38,151
3600	School Security	39,424
5550	Crossing Guards	22,320
	<b>TOTAL</b>	<b>99,895</b>
4110	Custodial Services	645,404
4220	Maintenance of Buildings	244,821
4400	Technology	78,630
	<b>TOTAL</b>	<b>968,855</b>
	<b>FY 2025 Salary Budget</b>	<b>18,911,649 +/-</b>

**DISTRICT LEADERSHIP**

District and school leadership includes the School Committee, Office of the Superintendent of Schools, the Director of Student Services, and the Building Principals. District and School Leadership demonstrate effectiveness by having an established and effective team with the same set of expectations for all principals and;

- Designating administrators and/or staff with primary responsibility for conducting a continuous improvement planning cycle in the district, including monitoring progress with implementation and tracking effectiveness of planned activities
- District and School Leadership demonstrate effectiveness by exercising educational and operational leadership among administrators and program directors and;
- Facilitating teacher leadership, collaboration, supervision as well as an evaluation of school practices

**1000 DISTRICT LEADERSHIP AND ADMINISTRATION - SALARY**

- Salaries for School Committee Stipends, Superintendent/Assistant Superintendent and office personnel
- Salaries for Business and Finance and other District-Wide Administration, and office personnel

AREA	STAFF CATEGORY	FTE	SALARY
ADMIN	SCHOOL COMMITTEE	STIPEND	
ADMIN	OFFICE OF THE SUPERINTENDENT	4	
ADMIN	DISTRICT OPERATIONS	3.5	
	<b>TOTAL LEADERSHIP &amp; ADMINISTRATION</b>	<b>7.5</b>	<b>723,273</b>

**1000 - DISTRICT LEADERSHIP AND ADMINISTRATION - OPERATIONAL**

State Code	Line	Description
1110	SCHOOL COMMITTEE	Meeting costs; equipment; travel
1210	SUPERINTENDENT	Expenses of Superintendent and office
1220	ASSISTANT SUPERINTENDENT	Expenses of the Assistant Superintendent and office
1410	BUSINESS AND FINANCE	Expenses for Business and Finance office
1430	LEGAL FEES	School Committee representation for collective bargaining and other litigation
1450	INFORMATION MANAGEMENT/TECH	Expenses for District Information Management and Technology

STATE	DISTRICT LEADERSHIP & ADMINISTRATION	FY21	FY22	FY23	FY24	FY25
CODE		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
1110	SCHOOL COMMITTEE	5,604	5,890	6,203	6,000	6,000
1210	SUPERINTENDENT	18,305	39,182	53,602	18,100	18,100
1220	ASSISTANT SUPERINTENDENT	8,822	7,549	30,065	7,200	7,200
1410	BUSINESS AND FINANCE	39,818	54,162	11,287	4,400	4,400
1430	LEGAL FEES	34,715	89,349	109,403	70,000	100,000
1450	INFORMATION MANAGEMENT/TECH	22,449	22,674	66,718	96,000	110,500
	<b>TOTAL LEADERSHIP &amp; ADMINISTRATION</b>	<b>129,713</b>	<b>218,806</b>	<b>277,278</b>	<b>201,700</b>	<b>246,200</b>

### **Educational Program**

The Fairhaven Public School Educational Program ensures equity and access to a full range of educational programs and services for all learners.

The Fairhaven Public School Educational Program provides knowledge, skills, and understandings in core academic areas of student learning to all of our students.

### **Knowledge, skills, and understandings**

- Communicate literal, interpretive, and critical understandings in clear expository, narrative, and descriptive writing.
- Write effective persuasive essays by taking a clear position, supporting that position with accurate and relevant information, organizing ideas logically and effectively, and expressing ideas with clarity and fluency.
- Speak clearly and concisely, communicating effectively and accurately in meaningful conversation, so as to defend a position and exchange information.
- Add, subtract, multiply, divide and use numbers in calculation, or educational exercises.
- Understand important mathematical concepts and procedures, and engage in complex mathematical tasks and methods to solve problems.
- Have a knowledge base in the biological, earth, and physical sciences, understanding unifying themes in the science, and applying the scientific principles and methods through research, investigations, and inquiry-based activities.
- Have a fundamental knowledge of a language other than English and understand and respect the diversity of languages and cultures.
- The Fairhaven Public School Educational Program values increasing student membership in co-curricular opportunities to create a sense of belonging in all students.

### **System of Teaching and Learning**

- The Fairhaven Public School District's System of Teaching and Learning maximizes the allocation of structured learning time for students with highly effective educators.
- The Fairhaven Public School District's System of Teaching and Learning provides a vertically articulated curriculum and a corresponding cycle for review and renewal that are aligned with the state standards.
- The Fairhaven Public School District's System of Teaching and Learning delivers instructional practices that are designed to meet the learning needs of each student.
- The Fairhaven Public School District's System of Teaching and Learning implements quality assessments and a focused assessment protocol that informs classroom instruction and curriculum renewal, and are able to predict outcomes for statewide criterion referenced indicators.

- The Fairhaven Public School District's System of Teaching and Learning examines evidence of student learning and well-being to improve the cycle of curriculum, instruction, assessment practices and programs and services.

The essential conditions necessary for the achievement of high-level learning for all children is a highly effective teacher that delivers instruction within an optimal class size setting.

**2210 - INSTRUCTIONAL LEADERSHIP - SALARY**

- Salaries for principal(s) and school office staff.

SCHOOL	STAFF CATEGORY	FTE	SALARY
FHS	PRINCIPAL	1	
FHS	PRINCIPAL - VICE	2	
FHS	SECRETARY	4	
	<b>TOTAL FHS LEADERSHIP</b>	<b>7</b>	<b>498,142</b>
EHMS	PRINCIPAL	1	
EHMS	PRINCIPAL - VICE	1	
EHMS	SECRETARY	2	
	<b>TOTAL EHMS LEADERSHIP</b>	<b>4</b>	<b>298,678</b>
EAST	PRINCIPAL	1	
EAST	PRINCIPAL - VICE	1	
EAST	SECRETARY	2	
	<b>TOTAL EAST LEADERSHIP</b>	<b>4</b>	<b>305,960</b>
WOOD	PRINCIPAL	1	
WOOD	PRINCIPAL - VICE	1	
WOOD	SECRETARY	2	
WOOD	<b>TOTAL WOOD LEADERSHIP</b>	<b>4</b>	<b>300,499</b>
	<b>TOTAL - SCHOOL LEADERSHIP BUILDING</b>	<b>19</b>	<b>1,403,279</b>

**2200 - INSTRUCTIONAL LEADERSHIP - OPERATIONAL**

State Code	Line	Description
2110	CURRICULUM DIRECTORS SUPERVISORY	Expenditures for Curriculum Directors and Department Heads by program including Director of Student Services.
2210	SCHOOL LEADERSHIP	Expenditures, salaries, and expenses for School Leadership personnel including principal and school office staff.
2250	ADMIN. TECHNOLOGY	Expenditures for non-instructional building technology including hardware and software.

STATE	DISTRICT LEADERSHIP & ADMINISTRATION	FY21	FY22	FY23	FY24	FY25
CODE	INSTRUCTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
2110	DIRECTOR/SUPERVISORY	5,151	6,478	6,783	11,050	14,375
2210	SCHOOL LEADERSHIP	24,225	28,164	35,736	47,075	50,850
		<b>29,376</b>	<b>34,642</b>	<b>42,519</b>	<b>58,125</b>	<b>65,225</b>
2250	TECH MAINT AGREEMENT	5,351	0	2,780	6,200	28,975

## **ELEMENTARY EDUCATIONAL PROGRAM (K-5)**

All elementary school students are provided the following essential components that comprise the educational program:

Provide sufficient instructional time for all students in the Core Academic Areas for Student Learning (English Language Arts, Mathematics, Science and Social Studies).

A highly effective teacher that delivers instruction within an optimal class size setting.

Each grade level is positioned side door to side door by rabbit run grade level. This allows for team teaching, differentiating instruction, and intervention blocks of time based upon level of student need as determined by student achievement data.

All Primary Grade Level Classrooms (PreK-2) are located within the same floor or level. All Intermediate Grade Level Classrooms (3 – 5) are located within the same floor or level. This structure allows for a smooth transition of effort in order to provide services to all children.

The ability to collaborate and have collegial discourse is provided via a common planning time. Each year's learning targets are derived from the previous year's targets, providing continuity among grade levels. Teachers are located in the same area in order to assure effective curricular coordination between and among all grade level teachers within the school.

All teachers in grades K-5 have scheduled planning periods per day. The advantages of this common time allows teachers to share their best practices; examine standards students are required to master; collaborate to provide students with accurate, timely, and specific feedback; plan effective units and lessons; examine student work; solve common problems of teaching; and consult with special education, and or ELL staff regarding the delivery of inclusion and support services. Planning periods are provided to classroom teachers when their students participate in the Specialty areas of Art, Music, Physical Education and Innovation classes.

## East Fairhaven School

### Contact Information:

Principal: Wendy Weidenfeller

Secretary: Donna Charpentier

Address: 2 New Boston Road  
Fairhaven, MA 02719

Phone: (508) 979-4058



### Overview:

The East Fairhaven School provides a safe, inclusive, and welcoming environment for all learners and families. EFS boasts a strong culture of collaboration with families and within the community. Guided by our core values, the East Fairhaven School embodies its school motto, "This is important. We can do it. You Won't give up on us." EFS provides a learning environment that prioritizes the "whole" learner and focuses on both the academic as well as the social and emotional needs of students. All families are encouraged to participate in their student's education and learning experience at the East Fairhaven School.

### Recent Accomplishments:

- Provided 20 weeks of after-school Enrichment Programming for grades K-5
- Performed in the top 60th percentile on MCAS
- Implemented the DESSA (Devereaux Students Strengths Assessment) Universal Screener Tool
- Book Character Parade
- Veterans Day Assembly
- Monthly Cross-Grade Level Buddy Projects
- Canned Food Drive
- All School Thanksgiving Meal
- Winter Holiday Concert
- PTO Lip Sync Showcase
- PTO Bingo for Books
- PTO Spaghetti Dinner and Experience Raffle
- Science Fair
- Spring Concert
- SOLE Sisters and Band of Brothers



## LeRoy Wood School

### Contact Information:

**Principal:** Pamela Pacheco

**Secretary:** Erin Messier

**Address:** 60 Sconticut Neck Road  
Fairhaven, MA 02719

**Phone:** (508) 979-4073



### Overview:

The LeRoy Wood School provides a safe, inclusive, and welcoming environment for all learners and families. The Wood School boasts a strong culture of collaboration with families and within the community. LWS provides a learning environment that prioritizes the “whole” learner and focuses on both the academic as well as the social and emotional needs of students. All families are encouraged to participate in their student’s education and learning experience at the LeRoy Wood School.

### Recent Accomplishments:

- Performed in the 75th percentile for 2023 MCAS Assessment
- Provided 20 weeks of after-school Enrichment Programming for grades K-5
- Implemented the DESSA (Devereaux Students Strengths Assessment) Universal Screener Tool
- Kindness Week
- Holiday Paint Night
- All School Thanksgiving Meal
- Winter Holiday Concert
- Spirit Week

**2305 - CLASSROOM TEACHERS - SALARY**

- Expenditures for salaries of certified teachers.

**KINDERGARTEN**

SCHOOL	STAFF CATEGORY	FTE	SALARY
EAST	KINDERGARTEN TEACHERS	3	
WOOD	KINDERGARTEN TEACHERS	4	
	<b>TOTAL KINDERGARTEN TEACHERS</b>	<b>7</b>	<b>595,494</b>

**PRIMARY GRADES 1-2**

SCHOOL	STAFF CATEGORY	FTE	SALARY
EAST	FIRST GRADE TEACHERS	3	
EAST	SECOND GRADE TEACHERS	3	
	<b>TOTAL EAST PRIMARY TEACHERS</b>	<b>6</b>	
WOOD	FIRST GRADE TEACHERS	4	
WOOD	SECOND GRADE TEACHERS	4	
	<b>TOTAL WOOD PRIMARY TEACHERS</b>	<b>8</b>	
	<b>TOTAL PRIMARY TEACHERS</b>	<b>14</b>	<b>1,206,411</b>

**INTERMEDIATE GRADES 3-5**

SCHOOL	STAFF CATEGORY	FTE	SALARY
EAST	THIRD GRADE TEACHERS	3	
EAST	FOURTH GRADE TEACHERS	3	
EAST	FIFTH GRADE TEACHERS	3	
	<b>TOTAL EAST INTERMEDIATE TEACHERS</b>	<b>9</b>	<b>762,596</b>
WOOD	THIRD GRADE TEACHERS	4	
WOOD	FOURTH GRADE TEACHERS	4	
WOOD	FIFTH GRADE TEACHERS	4	
	<b>TOTAL WOOD INTERMEDIATE TEACHERS</b>	<b>12</b>	<b>1,044,609</b>
	<b>TOTAL INTERMEDIATE TEACHERS</b>	<b>21</b>	<b>1,807,205</b>

**ELEMENTARY SPECIALTY AREA TEACHERS**

SCHOOL	STAFF CATEGORY	FTE	SALARY
EAST	ART TEACHER	1	
WOOD	ART TEACHER	1	
	<b>TOTAL ART TEACHERS</b>	<b>2</b>	<b>168,934</b>
EAST	MUSIC TEACHER	1	
WOOD	MUSIC TEACHER	1	
	<b>TOTAL MUSIC TEACHERS</b>	<b>2</b>	<b>112,216</b>
EAST	PHYSICAL EDUCATION TEACHER	1	
WOOD	PHYSICAL EDUCATION TEACHER	1	
	<b>TOTAL PHYSICAL EDUCATION TEACHERS</b>	<b>2</b>	<b>182,579</b>
EAST	INNOVATION SPECIALIST	1	
WOOD	INNOVATION SPECIALIST	1	
	<b>TOTAL INNOVATION SPECIALIST</b>	<b>2</b>	<b>178,254</b>
	<b>TOTAL SPECIALTY AREA</b>	<b>8</b>	<b>641,983</b>

**K-5 Literacy Initiative**

At Fairhaven Public Schools, we believe that strong early literacy skills lead to future literacy success. Our K-5 teachers and staff began implementing flexible literacy groups in the fall of 2019. We call these flexible literacy groups, What I Need-WIN time. We are excited for the opportunities this model provides for students to work with our teachers to accelerate their growth as readers and writers.

**What is flexible grouping?**

Flexible grouping is a term that describes a variety of ways to group students for the purpose of delivering specific instruction to maximize growth for individual learners. Our entire team of teachers, assistants, and small group interventionists collaborate to implement flexible grouping as part of our overall literacy instruction.

**How are flexible groups determined?**

In the beginning of the year, we administer reading assessments to gather up-to-date literacy information on each student to form our groups. The information is reviewed by our assessment team to place students in the appropriate group based on the results. Each group experience provides specific instructional strategies designed to improve each student’s literacy skills.

**What does it look like?**

Students begin in their homeroom classroom with a whole group activity to activate their brains for learning. Students then transition to their WIN Groups, which may be in a different classroom, to work with a teacher or staff member on targeted literacy skills. WIN Groups include all students. In addition to WIN time, students spend approximately 70 minutes of whole group and small group instruction with their homeroom teacher.

**How is progress monitored?**

Each teacher monitors the progress of individual students during daily center-based activities. Students will be reassessed at the end of the WIN intervention cycle (6-8 weeks), and may be re-grouped accordingly. Even if the student works with a different teacher during centers, the information about his or her progress will be shared with homeroom teachers throughout the 6-8 week time period.

**How is this funded?**

The Student Opportunity Act (SOA) was created to help close learning gaps. Fairhaven has prioritized literacy programs and improving class size goals. This increase in funding comes in the form of an increase to our Chapter 70 funding.

**LITERACY PARAPROFESSIONALS**

- *Salaries for Paraprofessionals supporting Literacy.*

SCHOOL	STAFF CATEGORY	FTE	SALARY
DISTRICT	K-2 PARAPROFESSIONALS	4	
DISTRICT	INTERVENTIONIST	2	
DISTRICT	ASST PRINCIPAL FOR TEACHING & LEARNING	1	
	<b>TOTAL</b>	<b>7</b>	<b>281,506</b>
	GRANT OFFSET	<b>TITLE I (7)</b>	<b>281,506</b>
	<b>TOWN BUDGET AMOUNT</b>	<b>0</b>	<b>0</b>

**SECONDARY EDUCATIONAL PROGRAM (6 – 12)**

The recommended program of study that Massachusetts high school students need in order to be prepared for college and a career consists of units. A *unit* represents a full academic year of study or its equivalent in a core academic area.

The Educational Program at the Secondary Level (6 – 12) provides sufficient instructional time in the Core Academic Areas for Student Learning (English Language Arts, Mathematics, Science and Technology, History/Social Science, and World Language). A highly effective teacher delivers this subject matter within a class size that adheres to the district’s class size goals. In addition to core academic areas, there are also exploratory/elective programs available at all grade levels.

SUBJECT	UNITS	DESCRIPTION
ENGLISH LANGUAGE ARTS	4	English 9-12; may include AP in Sophomore, Junior and/or Senior year
MATHEMATICS	4	This Academic Pathway should conclude with the completion of Geometry through Algebra II; may include AP in Junior and/or Senior year
SCIENCE	3	The Board of Higher Education admissions standards require three (two lab-based) physical and natural science units; may include AP in Sophomore, Junior, and/or Senior year
HISTORY/SOCIAL STUDIES	3	The Academic Pathway should conclude with World History and US History I and II; may include AP in Freshman, Sophomore, Junior and/or Senior year
WORLD LANGUAGE	2	Two units of the same language.

**Academic Pathways (Grades 6 – 12)**

The following is an example of the implementation of an Academic Pathway in the area of History/Social Science at the secondary level:

***What is the flow of coursework beginning with the end in mind based upon completion of the History/Social Science Program of Studies?***

- History/Social Science 3 Units
- The Academic Pathway should conclude with World History and US History I and II
- Each course will flow from the accomplishment of grade or course specific benchmarks within a content area and looking backwards to ensure success.

**When does the academic pathway begin?**

- Academic Pathways are organized into sequenced units of study that serve as the detailed road map ensuring that all students achieve the desired outcome.
- The Academic Pathway for History/Social Science shows the sequence of study for coursework in Grades 6 – 12:
  - Grade 6 Geography, Grade 7 Ancient Civilizations, Grade 8 World History, Grade 9 World History, Grade 10 US History, and Grade 11 US History.

## **Elizabeth Hastings Middle School**

### **Contact Information:**

**Principal:** Kyle Alves  
**Secretary:** Theresa Sinko  
**Address:** 30 School Street  
Fairhaven, MA 02719  
**Phone:** (508) 979-4063



### **Overview:**

The Elizabeth Hastings Middle School provides a safe, inclusive, and welcoming environment for all learners and families. EHMS boasts a strong culture of collaboration with families and within the community. Guided by our core values, the Elizabeth Hastings Middle School strives to foster and maintain a culture of kindness, respect, inclusivity, and achievement. EHMS provides a learning environment that prioritizes the “whole” learner and focuses on both the academic as well as the social and emotional needs of students. All families are encouraged to participate in their student’s education and learning experience at the Elizabeth Hastings Middle School.

### **Recent Accomplishments:**

- EHMS was named a Unified Champion School by the Massachusetts Special Olympics for its Unified athletics program
- Implemented new support programming for students needed both intervention and/or enrichment during the school day
- Provided Middle School Athletics program for Spring Season (flag football and co-ed volleyball)
- Provided 20 weeks of after school enrichment programming for students in grades 6-8
- All students participated in Rachel’s Challenge presentation
- FHS Girls Up club sponsored a STEM program for all grade 8 students
- College and Career Programing Implemented for students in grades 6-8, including the MefaPathway program
- Implemented the DESSA (Deveraux Students Strengths Assessment) Universal Screener Tool

## Fairhaven High School

### Contact Information:

**Principal:** Andrew Kulak

**Secretary:** Tina Lafountain

**Address:** 12 Huttleston Avenue  
Fairhaven, MA 02719

**Phone:** (508) 979-4063



### Overview:

The Fairhaven High School provides a safe, inclusive, and welcoming environment for all learners and families. FHS boasts a strong culture of collaboration with families and within the community. Guided by our core values, the Fairhaven High School strives to foster and maintain a culture of kindness, respect, inclusivity, innovation, and achievement. FHS provides a learning environment that prioritizes the “whole” learner and focuses on both the academic as well as the social and emotional needs of students. All families are encouraged to participate in their student’s education and learning experience at the Fairhaven High School.

### Recent Accomplishments:

- CollegeBoard Advanced Placement Honor Roll for increased access and participation in AP Programs
- Recognized as Unified Champion School by the Massachusetts Special Olympics for unified athletics
- Recipient of MyCAP (My Career and Academic Planning Grant) to support student college and career programming
- FHS Football team won the Division VI MIAA Super Bowl Championship
- Provided 20 weeks of after school enrichment programming for students in grades 9-12
- Participated in the MyCAP planning grant
- Provided a new Innovation Pathway model for students in the area of Business
- Implemented the DESSA (Deveraux Students Strengths Assessment) Universal Screener Tool

**2305 - CLASSROOM TEACHERS - SALARY**

• Expenditures for salaries of certified teachers.

**SIXTH GRADE**

SCHOOL	STAFF CATEGORY	FTE	SALARY
EHMS	SIXTH GRADE TEACHERS	6	
	<b>TOWN BUDGET REQUEST</b>	<b>6</b>	<b>377,253</b>

**ENGLISH LANGUAGE ARTS**

SCHOOL	STAFF CATEGORY	FTE	SALARY
FHS	ENGLISH TEACHERS	7	
EHMS	ENGLISH TEACHERS	4	
	<b>TOTAL ENGLISH TEACHERS</b>	<b>11</b>	<b>876,640</b>

**HISTORY/SOCIAL STUDIES**

SCHOOL	STAFF CATEGORY	FTE	SALARY
FHS	HISTORY TEACHERS	8	
EHMS	HISTORY TEACHERS	4	
	<b>TOTAL HISTORY TEACHERS</b>	<b>12</b>	<b>978,720</b>

**WORLD LANGUAGE**

SCHOOL	STAFF CATEGORY	FTE	SALARY
FHS	WORLD LANGUAGE TEACHERS	4	
	<b>TOTAL WORLD LANGUAGE TEACHERS</b>	<b>4</b>	<b>349,648</b>

**MATHEMATICS**

SCHOOL	STAFF CATEGORY	FTE	SALARY
FHS	MATHEMATICS TEACHERS	8	
EHMS	MATHEMATICS TEACHERS	4	
	<b>TOTAL MATHEMATICS TEACHERS</b>	<b>12</b>	<b>1,010,112</b>

**SCIENCE/TECHNOLOGY**

SCHOOL	STAFF CATEGORY	FTE	SALARY
FHS	SCIENCE TEACHERS	9	
EHMS	SCIENCE TEACHERS	5	
	<b>TOTAL SCIENCE TEACHERS</b>	<b>14</b>	<b>1,105,145</b>

**VISUAL ARTS**

SCHOOL	STAFF CATEGORY	FTE	SALARY
FHS	ART TEACHERS	4	
EHMS	ART TEACHER	1	
	<b>TOTAL ART TEACHERS</b>	<b>5</b>	<b>415,515</b>



**MUSIC**

SCHOOL	STAFF CATEGORY	FTE	SALARY
DISTRICT	MUSIC TEACHER	1	
FHS	MUSIC TEACHERS	2	
EHMS	MUSIC TEACHER	1	
	<b>TOTAL MUSIC TEACHERS</b>	<b>4</b>	<b>319,158</b>

**HEALTH/PHYSICAL EDUCATION**

SCHOOL	STAFF CATEGORY	FTE	SALARY
FHS	PHYSICAL EDUCATION TEACHERS	2	
FHS	HEALTH TEACHER	1	
EHMS	PHYSICAL EDUCATION TEACHERS	2	
EHMS	HEALTH TEACHER	1	
	<b>TOTAL PE/HEALTH TEACHERS</b>	<b>6</b>	<b>512,253</b>

**LIBRARY/MEDIA**

SCHOOL	STAFF CATEGORY	FTE	SALARY
FHS	MEDIA PRODUCTION	1	
FHS	LIBRARY/MEDIA CENTER/ELA	1	
EHMS	MEDIA PRODUCTION	1	
	<b>TOTAL LIBRARY/MEDIA TEACHER</b>	<b>3</b>	<b>169,497</b>
	GRANT OFFSET	COMCAST (2)	115,214
	<b>TOWN BUDGET REQUEST</b>	<b>1</b>	<b>54,283</b>

**ENGLISH LANGUAGE LEARNER**

SCHOOL	STAFF CATEGORY	FTE	SALARY
DISTRICT	ENGLISH LANGUAGE LEARNER TEACHERS	3	272,227

**INSTRUCTION - OPERATIONAL**

State Code	Line	Description
2356	PROFESSIONAL DEVELOPMENT (INSTRUCTIONAL STAFF)	Expenditures for teachers and instructional support staff to participate in professional development, both inside and outside the district, including stipends, reimbursements to take courses, registration fees, and cost of publications.
2358	PROFESSIONAL DEVELOPMENT (OUTSIDE PROVIDERS)	Expenditures for vendors who provide professional development to instructional staff.
2410	ACADEMIC TEXTBOOKS	Expenditures for Textbooks and Related Software/Media/Materials including consumable workbooks, materials, and accessories, provided as an integrated package as well as printed manuals used to support direct instructional activities.
2415	OTHER INSTRUCTIONAL MATERIALS (LIBRARIES)	Expenditures of Other Instruction Materials including books and other materials excluding textbooks, for use in school libraries or classroom libraries.
2420	INSTRUCTIONAL EQUIPMENT	Expenditures for Instructional Equipment science lab equipment irrespective of unit cost. Also includes lease/purchase of equipment used to produce instructional material.
2430	GENERAL CLASSROOM SUPPLIES	Expenditures for paper, pens, pencils, crayons, chalk, paint, toner printer cartridges, calculators, etc.

STATE CODE	INSTRUCTION	FY21 ACTUAL	FY22 ACTUAL	FY23 ACTUAL	FY24 BUDGET	FY25 BUDGET
2356	PD INSTRUCTIONAL	22,648	25,614	28,947	57,750	57,750
2358	PD PROVIDERS	3,647	37,168	13,402	22,073	25,201
		<b>26,295</b>	<b>62,782</b>	<b>42,349</b>	<b>79,823</b>	<b>82,951</b>
2410	ACADEMIC TEXTBOOKS	43,405	36,293	99,040	51,605	53,652
2415	OTHER INSTRUCT MATL.	882	1,631	519	3,300	3,150
		<b>44,287</b>	<b>37,924</b>	<b>99,559</b>	<b>54,905</b>	<b>56,802</b>
2420	INSTRUCTIONAL EQUIPMENT	15,593	13,262	50,804	15,953	21,453
2430	CLASSROOM SUPPLIES	81,886	160,878	153,536	143,755	166,910
		<b>97,479</b>	<b>174,140</b>	<b>204,340</b>	<b>159,708</b>	<b>188,363</b>

**2451 - INSTRUCTIONAL TECHNOLOGY - OPERATIONAL**

State Code	Line	Description
2451	CLASSROOM INSTRUCTIONAL TECHNOLOGY	Expenditures such as computers, servers, networks, scanners, digital cameras, etc. used in the classroom or computer laboratories.
2453	OTHER INSTRUCTIONAL HARDWARE	Expenditures for Other Instructional Hardware including computers, servers, networks, scanners, digital cameras, etc. used in school libraries and media centers.
2455	INSTRUCTIONAL SOFTWARE	Expenditures for Instructional Software including the cost of programs and licenses.

STATE		FY21	FY22	FY23	FY24	FY25
CODE	TECHNOLOGY	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
2451	INSTRUCTIONAL HARDWARE	181,041	337,123	253,258	169,140	228,155
2453	INSTRUCTIONAL OTHER	0	5255	41586	800	800
2455	INSTRUCTIONAL SOFTWARE	128,449	127,992	160,112	78,368	124,594
		<b>309,490</b>	<b>470,370</b>	<b>454,956</b>	<b>248,308</b>	<b>353,549</b>

STATE		FY21	FY22	FY23	FY23	FY25
CODE	EQUIPMENT LEASE	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
5300	COPIER LEASES	49,185	51,943	46,352	49,900	28,950

## Special Education/Student Services

### Background

Special Education is a federally mandated program for students with disabilities and is regulated through the Individuals with Disabilities Education Act (IDEA), a federal law, and Massachusetts regulation 603 CMR 28.0. Eligible students ages 3-22 receive specialized educational services that meet the legal standards of a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE). Each student receiving specialized instruction has an Individualized Educational Program (IEP) that identifies the type of disability as well as the types of services and specially designed instruction the individual student requires to make effective progress within the general education setting. IEPs are developed by a team process and are legally binding documents that must be fully adhered to by both the school and student/family.

### Special Education Population by Year:

School Year	2020-2021	2021-2022	2022-2023	2023-2024
District % of Students on an IEP	18.7 %	18.9%	19.4%	18.5%

FPS provides multiple “in district” programs to support meeting the needs of our students with disabilities. FPS provides the following programs:

- Learning Center (LC) Pre-K-2 at the East Fairhaven School
- Learning Center (LC) Grades K-5 Social and Emotional Needs)
- Empowered Program (EP) at Elizabeth Hastings Middle School
- Empowered Program (EP) at Fairhaven High School
- EHMS Skills Program
- FHS Skills Program

FPS has tuition agreements with outside placements for students with needs that are unable to be met through district-based programming. Our partners include:

- Southeastern Massachusetts Educational Collaborative (SMEC)

**STUDENT SERVICES**

Fairhaven Public Schools strives to ensure all students receive the appropriate support to achieve their academic, social and emotional success. Fairhaven Public Schools provides students with disabilities specially designed education services to support the development of the student's individual educational potential in the least restrictive environment. In Fairhaven, we deliver services with fidelity and have highly qualified personnel working with our students.

Our students are provided individualized services that meet their personal, social, emotional, academic, and college and career needs. Students that receive specialized services include but are not limited to those identified as English Language Learners and students with 504 Accommodation Plans. Our students are provided with a continuum of services so that their needs are met. We are proud of the continuum of student services that is defined for our district.

**2120 - CURRICULUM DIRECTORS SUPERVISORY – SALARY**

- Salaries for Department Heads at the district level
- Salaries for Director of Special Education and other managers responsible for delivery of student instruction programs at district level and office staff
- Expenditures for salaries of certified teachers.

SCHOOL	STAFF CATEGORY	FTE	SALARY
SPED DISTRICT	DIRECTOR OF STUDENT SERVICES	1	
SPED DISTRICT	ASST. DIR. STUDENT SERVICES/COORDINATOR OF STUDENT SERVICES	1	
SPED DISTRICT	SECRETARY	1	
SPED DISTRICT	SECRETARY	1	
	<b>TOTAL SUPERVISORY</b>	<b>4</b>	<b>296,925</b>
	GRANT OFFSET	(IDEA) 1	37,231
	<b>TOWN BUDGET REQUEST</b>	<b>3</b>	<b>259,694</b>

**STUDENT SERVICES - OPERATIONAL**

State Code	Line	Description
2440	OTHER INSTRUCTIONAL SERVICES	Expenditures for Other Instructional Services including field trips and distance learning.
2710	GUIDANCE AND SCHOOL ADJUSTMENT COUNSELORS (SACS)	Expenses related to Guidance Counselors and School Adjustment Counselors
2720	TESTING & ASSESSMENT	Expenses and materials used for testing and assessing students.
2800	PSYCHOLOGICAL SERVICES	Expenses for psychological evaluation, counseling, and other services provided by a licensed mental health professional (Psychologists, LICSWs)

STATE		FY21	FY22	FY23	FY24	FY25
CODE	STUDENT SERVICES	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
2440	OTHER INSTRUCTIONAL SERVICES	99,418	96,088	92,086	84,450	89,780
2710	GUIDANCE AND SACS	543	329	0	4,305	3,700
2720	TESTING AND ASSESSMENT	0	0	0	14,300	14,300
2800	PSYCHOLOGICAL SERVICES	18,643	13,617	12,740	9,000	9,000
		<b>118,604</b>	<b>110,034</b>	<b>104,826</b>	<b>112,055</b>	<b>116,780</b>

**EARLY CHILDHOOD/PRESCHOOL PROGRAM**

There are three (3) early childhood preschool special education classrooms servicing the district. There are two (2) inclusion preschool classrooms and one (1) substantially separate early childhood preschool classroom. Three certified preschool teachers and four paraprofessionals (one is ABA trained) are needed to service this program.

The capacity of each inclusion preschool is fifteen (15) students; seven (7) special education students and eight (8) peer partner students. The capacity of the substantially separate preschool classroom is nine (9) students.

**PRESCHOOL PROGRAM - SALARY**

- *Salaries for Teachers and Paraprofessionals working in the Early Childhood/Preschool Program.*

SCHOOL	STAFF CATEGORY	FTE	SALARY
ELEMENTARY	PRESCHOOL TEACHERS	3	
ELEMENTARY	PARAPROFESSIONALS - PRESCHOOL	3	
ELEMENTARY	PARAPROFESSIONAL - PRESCHOOL	1	SPED EC GRANT
	<b>TOTAL PRESCHOOL PROGRAM</b>	<b>7</b>	<b>360,649</b>
	GRANT OFFSET	EC (1)	23,896
	<b>TOWN BUDGET REQUEST</b>	<b>6</b>	<b>336,753</b>

**SPECIAL EDUCATION INCLUSION PROGRAM**

For students whose IEP’s prescribe services through an Inclusion model (Full or partial), special education services are delivered primarily by certified, licensed special education teachers. A collaborative partnership between a certified special education teacher and a highly qualified special education paraprofessional provides consultative, collaborative, and co-teaching services to identified and assigned grade level students.

At the elementary level, four (4) inclusion teachers with the assistance of counterpart special education paraprofessionals serve the needs of all identified elementary students requiring inclusive services.

At the secondary level, eight (8) certified, special education teachers and (9) counterpart special education paraprofessionals serve the needs of all identified middle school and high school students requiring inclusive services.

Special education teachers identified for inclusion will be provided with a dedicated partner paraprofessional. This team of two will deliver all inclusion services to all identified students on an Individual Education Plan. All identified highly effective special education personnel must be utilized primarily to deliver direct services to identified special education students only. We will prioritize the scheduling of special education teachers and the identified special education paraprofessionals needed to deliver direct services to identified special education students only. The partner paraprofessional shall be utilized solely for the purpose of special education inclusion services. The special education inclusion teacher will develop a weekly service schedule in collaboration with their partner paraprofessional.

Resource and Pull-Out Special Education Services: In addition, for specific services addressed in a partial inclusive setting, resource and pull-out special education services are also supported and delivered based on a student’s identified need by assigned certified, special education personnel identified above. This service also supports students requiring a substantially separate ELA and/or substantially separate Math section. Groupings are non-categorical and based on the needs of each individual student.

Specialized Instructional Support Class: Additionally, At EHMS, as part of their daily schedule to service identified students, certified, Special Education teachers provide Instructional Support Class (ISC) sections in grades 6 - 8. Paraprofessional services support the small group, differentiated instruction as needed.

At FHS, as part of their daily schedule to support identified students, certified, Special Education teachers provide Instructional Support Class (ISC) sections in grades 9 - 12. Paraprofessional services support the small group, differentiated instruction as needed.

**PHONETIC BASED READING SERVICES**

Currently Phonetic Based Reading Services are provided to identified students in grades K-8. As part of the district’s powerful teaching and learning practices, Fairhaven Public Schools maintains a focus on Literacy grades K-2. By the end of grade 2 and beyond, students with an identified disability may require phonetic based reading services to support their focus on literacy, language, and reading skills across all content areas. Currently, there are four (4) Special education teachers at the elementary and middle school who are certified and trained in phonetic based reading approaches. Program guidelines and requirements regarding service delivery include homogenous student groupings (by what level students are at) with either daily small group instruction or individual instruction. For maximum results and progress, service delivery must be provided consistently upon identification of the student's need. Students receiving this remediation service should move through the specialized program within 3 years of starting the program. Phonetic Based Reading will be provided as prescribed to identified students.

Ramp up to Literacy: At the end of Grade 8, students are assessed on their I-Ready scores. The bottom stanine of students are identified and enrolled into a grade 9 Ramp up to Literacy section at FHS, taught by a certified ELA teacher and a certified Special Education Teacher. In Grade 10, the same roster of Grade 9 Ramp up to Literacy students stay together to receive their Grade 10 Bridge, Inclusion ELA class delivered by the same two teachers.

**INCLUSION AND PHONETIC BASED READING PROGRAM - SALARY**

SCHOOL	STAFF CATEGORY	FTE	SALARY	
EAST	INCLUSION TEACHERS	2		
EAST	PARAPROFESSIONALS	3		
WOOD	INCLUSION TEACHERS	2		
WOOD	PARAPROFESSIONALS	3		
EHMS	INCLUSION TEACHERS	3		
EHMS	PARAPROFESSIONALS	3		
FHS	INCLUSION TEACHERS	4		
FHS	PARAPROFESSIONALS	4		
	<b>TOTAL INCLUSION PROGRAM</b>	<b>24</b>		<b>1,296,442</b>
	GRANT OFFSET	(IDEA) 2		146,411
	<b>TOWN BUDGET REQUEST</b>	<b>22</b>		<b>1,150,031</b>

**SPECIAL EDUCATION CHILD SPECIFIC SUPPORT**

Child Specific Paraprofessionals provide student support services that are needed for specific students identified by their IEP as requiring intensive, on- going adult support throughout the day at all levels (PreK-12).

**CHILD SPECIFIC SUPPORT - SALARY**

- *Salaries Paraprofessionals working as Child Specific supports.*

SCHOOL	STAFF CATEGORY	FTE	SALARY
EAST	PARAPROFESSIONALS	2	
EHMS	PARAPROFESSIONALS	1	
FHS	PARAPROFESSIONALS	3	
	<b>TOTAL PARAPROFESSIONALS</b>	<b>6</b>	<b>159,823</b>

**SPECIAL EDUCATION SUBSTANTIALLY SEPARATE PROGRAMS**

**SUBSTANTIALLY SEPARATE PROGRAM**

There are two (2) substantially separate ASD/Cognitive classrooms in the district. Two Special Education certified Teachers, holding an Autism Endorsement, service these substantially separate programs. The programs are currently located in two classrooms (K-2; 3-5) at the East Fairhaven School. There is one ABA Assistant, RBT certified, for the program, and two ABA trained paraprofessionals in each (4 total) room required to support the students in this program in addition to a float para between the classrooms for ABA services.

Related service staff including: BCBA, Speech and Language Pathologist, Occupational Therapist/COTA, Physical Therapist/PTA, Teacher of the Deaf, Teacher of the Visually Impaired, and School Adjustment Counselor (LICSW) support the students of this program and provide consultative services to the program staff. The projected number of students for capacity within this program is 12-14 students in each classroom.

**SUBSTANTIALLY SEPARATE PROGRAM - SALARY**

- *Salaries Paraprofessionals working in the Autism/Cognitive Program.*

SCHOOL	STAFF CATEGORY	FTE	SALARY
EAST	RESOURCE TEACHER	2	
ELEMENTARY	RESOURCE PARAPROFESSIONALS	6	
	<b>TOTAL RESOURCE PROGRAMS</b>	<b>8</b>	<b>354,973</b>
	GRANT OFFSET	IDEA (1)	51,698
	<b>TOWN BUDGET REQUEST</b>	<b>7</b>	<b>303,275</b>



**SUBSTANTIALLY SEPARATE PROGRAM**

There were two (2) substantially separate behavioral based/social emotional classrooms in the district for over a decade. Due to not receiving an override in FY24, we had to apply for a waiver and only service one classroom. This budget is reinstating the two (2) classrooms as follows. Two Special Education certified teachers service this substantially separate behavioral based/social emotional program. This program would return to be located at the Leroy Wood School. There is one Behavioral Assistant, RBT certified, for the program, and two ABA trained paraprofessionals in each room (4 total) required to support the students in this program.

Related service staff including: BCBA, School Adjustment Counselor (LICSW, LMHC), Speech and Language Pathologist, and Occupational Therapist /COTA, support the students of this program and provide consultative services to the program staff. The projected number of students for capacity within this program is 12-14 students.

**SUBSTANTIALLY SEPARATE PROGRAM - SALARY**

- *Salaries Paraprofessionals working in the Behavior and Social Emotional Programs.*

SCHOOL	STAFF CATEGORY	FTE	SALARY
WOOD	RESOURCE TEACHER	2	
ELEMENTARY	RESOURCE PARAPROFESSIONALS	4	
	<b>TOTAL BEHAVIOR PROGRAMS</b>	<b>7</b>	<b>288,272</b>
	GRANT OFFSET	IDEA (1)	91,156
	<b>TOWN BUDGET OFFSET</b>	<b>5</b>	<b>197,116</b>

**SUBSTANTIALLY SEPARATE PROGRAM**

There are two (2) substantially separate Life Skills classrooms in the district. Two (2) Special Education certified Teachers, holding an Autism Endorsement, service these substantially separate programs. The program services middle school level students (grades 6-8), located in the Elizabeth Hastings Middle School, and then as they transition into Fairhaven High School for 9th grade through graduation/completion. There are three ABA trained paraprofessionals required to support the students in this program.

Related service staff including: BCBA, School Adjustment Counselor (LICSW, LMHC), Guidance Counselor, Speech and Language Pathologist, Occupational Therapist / COTA, Physical Therapist / PTA, and Teacher of the Visually Impaired, support the students of this program and provide consultative services to the program staff. The projected number of students for capacity within this program is 12 - 14 students.

**SUBSTANTIALLY SEPARATE PROGRAM - SALARY**

- *Salaries for Teachers and Paraprofessionals working Life Skills Programs.*

SCHOOL	STAFF CATEGORY	FTE	SALARY
EHMS	LIFE SKILLS TEACHER	1	
EHMS	PARAPROFESSIONALS	2	
FHS	LIFE SKILLS TEACHER	1	
FHS	PARAPROFESSIONALS	2	
	<b>TOTAL LIFE SKILLS PROGRAMS</b>	<b>6</b>	<b>255,018</b>
	GRANT OFFSET	IDEA (1)	91,156
	<b>TOWN BUDGET REQUEST</b>	<b>5</b>	<b>163,862</b>

**SPECIAL EDUCATION RELATED SERVICES**

**SPEECH, OCCUPATIONAL & BCBA THERAPISTS - SALARY**

- Salaries for speech therapists, occupational therapists, and BCBA therapist.

SCHOOL	STAFF CATEGORY	FTE	SALARY
DISTRICT	SPEECH THERAPISTS	2	
DISTRICT	SPEECH THERAPISTS ASSISTANTS	2	
DISTRICT	OCCUPATIONAL THERAPIST	1	
EAST	OCCUPATIONAL THERAPIST ASST.	1	
DISTRICT	BCBA THERAPIST	1	
	<b>TOTAL THERAPISTS</b>	<b>7</b>	<b>494,484</b>
	GRANT OFFSET	IDEA (2)	133,422
	<b>TOWN BUDGET AMOUNT</b>	<b>5</b>	<b>361,062</b>

**IN SCHOOL SUSPENSION PARAPROFESSIONALS - SALARY**

- Salaries for In School Suspension paraprofessionals.
- Paraprofessionals (1) provide services for STEP (ISS) and student supervision at EHMS

SCHOOL	STAFF CATEGORY	FTE	SALARY
SECONDARY	PARAPROFESSIONALS	1	20,478
	<b>TOTAL</b>	<b>1</b>	<b>20,478</b>

**2440 - OTHER SERVICES**

- Salaries for Tutorial Services.
- Tutorial Services are provided as needed throughout the district.

**TUTORIAL SERVICES**

SCHOOL	STAFF CATEGORY	FTE	SALARY
DISTRICT	TUTORIAL SERVICES	HOURLY	57,000

**2710 - GUIDANCE COUNSELORS - SALARY**

- Salaries for Guidance Counselors.
- Guidance Counselors (5) for Guidance, social adjustments, higher education and career planning (1).

SCHOOL	STAFF CATEGORY	FTE	SALARY
FHS	GUIDANCE COUNSELORS	2	
FHS	SCHOOL TO CAREER	1	
	<b>TOTAL FHS GUIDANCE</b>	<b>3</b>	<b>270,511</b>
EHMS	GUIDANCE COUNSELORS	2	
	<b>TOTAL EHMS GUIDANCE</b>	<b>2</b>	
	<b>TOTAL GUIDANCE COUNSELORS</b>	<b>5</b>	<b>464,779</b>

**2800 - SCHOOL COUNSELORS & PSYCHOLOGICAL SERVICES - SALARY**

- *Salaries for School Counselors and School Psychologists.*
- *Early Intervention services in coordination with licensed and certified School Counselors (5) to address social emotional and behavioral issues with PreK – 12 students.*
- *School Psychologists (3) provide Psychological Services for psychological evaluation, counseling, and other services related to educational intervention and planning.*

SCHOOL	STAFF CATEGORY	FTE	SALARY
DISTRICT	SCHOOL ADJUSTMENT COUNSELORS	5	
DISTRICT	SCHOOL PSYCHOLOGISTS	3	
	<b>TOTAL</b>	<b>8</b>	<b>723,637</b>
	GRANT OFFSET	IDEA (1)	64,629
	<b>TOTAL GUIDANCE &amp; ADJUSTMENT COUNSELORS</b>	<b>7</b>	<b>659,008</b>

**3100 - FAMILY ENGAGEMENT CENTER - SALARY**

- *Family Engagement Coordinator and Parent liaison.*

SCHOOL	STAFF CATEGORY	FTE	SALARY
EHMS	FAMILY/STUDENT ENGAGEMENT COORDINATOR	1	
	<b>TOTAL FAMILY ENGAGEMENT CENTER</b>	<b>1</b>	<b>62,424</b>

**OUT-OF-DISTRICT TUITION**

MassBudget identified SPED Out-of-District (9000) as grossly underfunded in the foundation budget. The foundation formula understates SPED costs by \$1 billion statewide. Further, the Foundation Budget Review Commission cites the disproportionate rise in special education costs.

The state special education reimbursement program, commonly known as the circuit breaker, was started in FY04 to provide additional state funding to districts for high-cost special education students. The threshold for eligibility is tied to four times the state average foundation budget per pupil as calculated under the Chapter 70 program. In FY'21 the Student Opportunity Act provides for 25% of out-of-district transportation costs to be a reimbursable expense at up to 75%, secondary to instructional costs.

The Fairhaven Public Schools utilizes the prior year's Circuit Breaker revenue to offset the total tuition costs for out-of-district students. Carrying forward the prior year's Circuit Breaker revenue is a "Best Practice" recommended by the Department of Elementary and Secondary Education. Many of our students are placed into collaboratives, the least restrictive environment. The district is seeing a significant increase in private and residential out-of-district placements.

	<b>FY19 Actual</b>	<b>FY20 Actual</b>	<b>FY21 Actual</b>	<b>FY22 Actual</b>	<b>FY23 Actual</b>
Town Contribution	1,372,944	1,158,728	1,177,789	1,067,477	1,207,809
Circuit Breaker/ Offsets	294,465	353,714	358,157	383,740	458,128
<b>Total Cost</b>	<b>1,667,409</b>	<b>1,512,442</b>	<b>1,535,946</b>	<b>1,451,217</b>	<b>1,665,937</b>

**9000 - STUDENT SERVICES - OPERATIONAL - TUITION**

<b>State Code</b>	<b>Line</b>	<b>Description</b>
<b>9100</b>	TUITION TO MASS SCHOOLS	Tuition or transfer payments to other public school districts in Massachusetts for resident students
<b>9200</b>	TUITION TO OUT-OF-STATE SCHOOLS	Tuition or transfer payments to school districts in other states for resident students.
<b>9300</b>	TUITION TO NON-PUBLIC SCHOOLS	Tuition or transfer payments to non public schools for resident students.
<b>9400</b>	TUITION TO COLLABORATIVES	Payments of assessments to member collaboratives for administrative and instructional services in accordance with collaborative agreements.

<b>STATE</b>		<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
<b>CODE</b>	<b>TUITION</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>BUDGET</b>
9100	TUITION TO MASS SCHOOLS	0	0	0	0	0
9200	TUITION TO OOS SCHOOLS	0	0	0	0	0
9300	TUITION TO NON-PUBLIC SCHOOLS	113,077	70,506	415,873	118,188	657,753
9400	TUITION TO COLLABORATIVES	1,064,712	996,971	791,936	939,259	888,000
	<b>TOTAL TUITION</b>	<b>1,177,789</b>	<b>1,067,477</b>	<b>1,207,809</b>	<b>1,057,447</b>	<b>1,545,753</b>

**SPECIAL EDUCATION EXPENSES**

	<b>ACTUAL EXPENSE</b>	<b>FY 2023 CIRCUIT BREAKER CARRYOVER OFFSET</b>	<b>TOWN BUDGETED FIGURE</b>
<b>9100 TUITION TO INSTATE DAY</b>			<b>0</b>
<b>9200 TUITION TO OUT OF STATE SCHOOLS</b>			<b>0</b>
<b>9300 TUITION TO NON-PUBLIC SCHOOLS</b>	<b>1,345,410</b>	<b>-687,657</b>	<b>657,753</b>
<b>9400 TOTAL TUITION TO COLLABORATIVES</b>	<b>888,000</b>		<b>888,000</b>
<b>TOTAL</b>	<b>2,233,410</b>	<b>-687,657</b>	<b>1,545,753</b>

**TRANSPORTATION SERVICES**

**Special Education Transportation**

Transportation of special education students is a budgetary item that has increased from \$521,047 in FY 2020 to a projected \$1,109,310 in FY 2024. Concern is particularly expressed when individual educational plans (IEP’s) can dictate the number of students to a transportation vehicle. Districts are required to educate students who have been placed by the state in foster care and state ward settings. If a student has special needs, the town is responsible for that student’s education, even if the student is enrolled in a day or residential school that is not in town. Districts are also responsible for the transportation for the student.

This budgetary item is clearly linked to special education out of district services. Neither the placement nor the transportation for a student attending a day collaborative program that is the least restrictive environment for that individual child will reach the threshold for eligibility for circuit breaker relief. The entire fiscal responsibility falls upon the school district.

**Homeless and Foster Care Transportation**

Federal law requires that schools accept any homeless students who wish to attend the public school. In addition, The McKinney-Vento legislation requires the school district to transport any homeless students living in town to the schools in their old home district. This budgetary item did not exist prior to the enactment of the law.

It should be noted that the Commonwealth of Massachusetts does reimburse cities and towns a percentage of their homeless and foster care transportation expenses. Those monies go directly to the town and do not go to the schools. The school department must budget for 100% of the expense and has not received the offset from the state for homeless and foster care transportation. The total FY2020 transportation budget was \$1,149,114. The total FY 2025 budgeted expense for transportation is \$2,092,506.

**3300 - TRANSPORTATION SERVICES - OPERATIONAL**

State Code	Line	Description
3300	HOMELESS TRANSPORTATION	Tuition or transfer payments to other public school districts in Massachusetts for resident students
3300	SPED SUMMER TRANSPORT	Tuition or transfer payments to school districts in other states for resident students.
3300	SPED TRANSPORTATION	Tuition or transfer payments to non-public schools for resident students.
3300	PUPIL TRANSPORTATION K - 12	Payments of assessments to member collaboratives for administrative and instructional services in accordance with collaborative agreements.

STATE CODE		FY21 ACTUAL	FY22 ACTUAL	FY23 ACTUAL	FY24 BUDGET	FY25 BUDGET
3300	HOMELESS TRANSPORTATION	38,155	79,340	126,133	65,000	128,000
	FOSTER CARE TRANSPORT	0	39,604	0	25,000	0
	SPED SUMMER TRANSPORT	17,774	54,508	71,796	88,283	88,283
	SPED TRANSPORTATION	584,879	833,387	863,143	1,109,310	1,010,623
	PUPIL TRANSPORTATION K - 12	595,999	635,553	652,353	847,350	865,600
		<b>1,236,807</b>	<b>1,642,392</b>	<b>1,713,425</b>	<b>2,134,943</b>	<b>2,092,506</b>

**3200 - MEDICAL HEALTH SERVICES - SCHOOL NURSE - SALARY**

- *Salaries for School Nurses*

SCHOOL	STAFF CATEGORY	FTE	SALARY
EAST	SCHOOL NURSE	1	
WOOD	SCHOOL NURSE	1	
EHMS	SCHOOL NURSE	1	
FHS	SCHOOL NURSE	1	
DISTRICT	SUBSTITUTE SCHOOL NURSE	HOURLY	
	<b>TOTAL SCHOOL NURSES</b>	<b>4</b>	<b>324,993</b>

**3200 - MEDICAL HEALTH SERVICES - OPERATIONAL**

State Code	Line	Description
3200	MEDICAL HEALTH SERVICES	Expenses for providers of medical services

STATE		FY21	FY22	FY23	FY24	FY25
CODE	HEALTH SERVICES	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
3200	MEDICAL HEALTH SERVICES	3,280	11,082	18,195	9,441	9,866

**3400 - FOOD SERVICES**

State Code	Line	Description
3400	FOOD SERVICES	Expenses for providers of food services

STATE		FY21	FY22	FY23	FY24	FY25
CODE		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
3400	FOOD SERVICES	165,487	42,952	0	1,200	1,200

## **Fairhaven Public Schools-District**

### **Contact Information:**

**Superintendent:** Tara Kohler

**Assistant Superintendent:** Mark Balestracci

**Director of Student Services:** Tanya Dawson

**Business Manager:** Nicole V. Potter

**Secretary:** Sheri Souza

**Address:** 128 Washington St  
Fairhaven, MA 02719

**Phone:** (508) 979-4000



### **Overview:**

The Fairhaven Public School endeavors to provide a high-quality, well-rounded, and comprehensive educational experience for all students and families. FPS maintains a focus on high achievement while meeting the needs of each student academically and socially and emotionally. The Fairhaven Public Schools strives to provide all graduates with the skills necessary to contribute to a global society.

### **Recent Accomplishments:**

- Implementing Universal Design for Learning (UDL) as one of our instructional foundations
- Focus on Social and Emotional Learning (SEL) district-wide
- Provided 20 weeks of after school enrichment programming with free transportation
- Provided K-Boost Summer Academy for incoming grade K, 1, and 2 students
- Implemented the DESSA (Deveraux Students Strengths Assessment) Universal Screener Tool (all levels)
- Partnered with MASSHIRE Workforce Board of Greater New Bedford, South Coast Federal Credit Union and Massachusetts Maritime Academy for Innovation Pathway Grant in the sector of Business
- Partnered with Greater New Bedford Regional Vocational Technical High School on a new Storage Facility project at Alumni Stadium at FHS
- Partnered with town and community members for three-year Strategic Planning Process (Planning for Success)
- Provide a full-time Family Resource Center to support all families to ensure access to all academic and co-curricular activities as well as any other additional needs
- Continued efforts to finalize and implement our FPS Profile of a Learner
- Completed several facilities projects including a new roof in the 7th and 8th grades wings at EHMS



# ATHLETICS



GRADES SERVED	7-12
% of Students Participating	54.7%
# of Athletes	378
# of EHMS Athletes	29



**2110 CURRICULUM DIRECTORS SUPERVISORY - SALARY**

- *Salaries for Department Heads at the district level. The Fairhaven Public Schools provides stipends for directors that serve the district in the capacity of K – 12 Music Director and Athletic Director.*

SCHOOL	STAFF CATEGORY	FTE	SALARY
DISTRICT	STIPENDS	STIPEND	53,796

**3510 - ATHLETICS - SALARY**

- *Salaries and stipends for coaches, trainers, and assistants in intramural and interscholastic sports. Athletic Professional Salaries are for the following Athletic Programs.*

SCHOOL	STAFF CATEGORY	FTE	SALARY
FHS	ATHLETICS	SALARY	188,104

**3520 - STUDENT ACTIVITIES - SALARY**

- *Salaries for Salaries and stipends for musical directors, drama coaches, and other extracurricular personnel including the salaries or prorated share of salaries for clerical and support staff. EHMS Athletics*

SCHOOL	STAFF CATEGORY	FTE	SALARY
DISTRICT	STIPENDS	SALARY	80,002

**Unified Athletics:**

The Fairhaven Public Schools is proud to offer Unified Athletics for all students within the district. Unified teams compete locally against neighboring schools as well as within the district. Current teams offered include basketball and track and field. Fairhaven High School was recently named one of just 12 schools in Massachusetts and just 167 nationwide to receive the prestigious designation of being named a National Unified Champion School by the Massachusetts Special Olympics. Each team is supervised by a highly qualified coach and students from our schools to support our athletes.

**Elizabeth Hastings Middle School Athletics:**

After a pilot program in FY23, the Middle School Athletics was not funded in FY24. The Fairhaven Public Schools would like to be able to offer a full slate of middle school-level athletics at no cost to families. Athletics offerings include boys and girls soccer, boys and girls basketball, boys and girls cross country, flag football, and volleyball. Each athletic offering would be supervised by a highly-qualified coach(es) as well as student volunteers from our high school athletic programs. Student-athletes would compete against local middle school programs from New Bedford and Acushnet.

**3510 - ATHLETICS - OPERATIONAL**

State Code	Line	Description
3510	ATHLETICS	Contracted services; transportation services for students to and from athletic events; athletic rental services; uniforms, athletic supplies and materials; dues and subscription; and travel expenses for staff.

STATE		FY21	FY22	FY23	FY24	FY25
CODE		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
3510	ATHLETICS	172,642	220,415	213,693	250,084	309,626

**5260 - NON-EMPLOYEE INSURANCE - OPERATIONAL**

State Code	Line	Description
5260	ATHLETICS INSURANCE	Insurance premiums for property, fire, liability, fidelity bonds

STATE		FY21	FY22	FY23	FY24	FY25
CODE		ACTUAL	ACTUAL	ACTUAL	ACTUAL	BUDGET
5260	ATHLETIC INSURANCE	3,390	3,390	3,390	3,390	3,390

**3520 - STUDENT ACTIVITIES - OPERATIONAL**

State Code	Line	Description
3520	STUDENT ACTIVITIES	Printing; dues and subscriptions; supplies and materials; travel expenses for staff; and dues and subscriptions

STATE		FY21	FY22	FY23	FY24	FY25
CODE		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
3520	STUDENT ACTIVITIES	440	13,479	12,715	53,810	74,065

**3600 SCHOOL SECURITY - SALARY**

- *Salaries for school police, monitors and security personnel.*

SCHOOL	STAFF CATEGORY	FTE	SALARY
FHS	SCHOOL SECURITY	1	
DISTRICT	CAFETERIA MONITORS	4	
DISTRICT	BREAKFAST/BUS DUTY	4	
DISTRICT	CROSSING GUARDS	HOURLY	
<b>TOTAL SCHOOL SECURITY TOWN BUDGETED AMOUNT</b>		<b>9</b>	

**3600 - SCHOOL SECURITY - OPERATIONAL**

STATE		FY21	FY22	FY23	FY24	FY25
CODE		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET
<b>3600</b>	SCHOOL SECURITY	<b>209</b>	<b>115,354</b>	<b>3,291</b>	<b>2,000</b>	<b>35,000</b>

**DISTRICT FACILITY OPERATIONS**

Operational systems enhance practices and procedures for the effective supervision and support of custodial, clerical, and other staff effectively so that the buildings are clean, attractive, welcoming, and safe. Our system of Facilities and Maintenance ensures that facilities are clean, safe, well-lit, well-maintained, and conducive to promoting student learning and achievement. Our Fiscal system strives to sustain community support and resources that are needed to implement the educational program and maintain class size goals to obtain an optimum learning environment.

**4110 - CUSTODIAL SERVICES - SALARY**

- *Salaries for custodial staff*

SCHOOL	STAFF CATEGORY	FTE	SALARY
DISTRICT	CUSTODIAL STAFF	2	
FHS	CUSTODIAL STAFF	3	
EHMS	CUSTODIAL STAFF	2	
EAST	CUSTODIAL STAFF	3	
WOOD	CUSTODIAL STAFF	3	
	<b>TOTAL TOWN BUDGET AMOUNT</b>	<b>13</b>	<b>645,404</b>

**4220 - MAINTENANCE OF BUILDINGS - SALARY**

- *Salaries for maintenance staff*

SCHOOL	STAFF CATEGORY	FTE	SALARY
DISTRICT	FACILITY DIRECTOR	1	
DISTRICT	MAINTENANCE STAFF	3	
	<b>TOTAL MAINTENANCE</b>	<b>4</b>	<b>244,821</b>

**4400 - TECHNOLOGY - SALARY**

- *Salaries for technology staff*

SCHOOL	STAFF CATEGORY	FTE	SALARY
DISTRICT	STUDENT ENGAGEMENT COORDINATOR	1	
	<b>TOTAL TECHNOLOGY</b>	<b>1</b>	<b>78,630</b>

**4000 - CUSTODIAL SERVICES - OPERATIONAL**

State Code	Line	Description
4110	CUSTODIAL SERVICES	Expenditures for custodial services including supplies and materials and travel
4210	HEATING OF BUILDINGS	Cost of fuel oil and gas
4130	UTILITY SERVICES	Cost of electricity services, telephone services and non-heating fuels
4210	MAINTENANCE OF GROUNDS	Expenditures for maintenance of grounds including the cost Contracted services, supplies and materials, travel expenses and dues and subscriptions for staff
4220	MAINTENANCE OF BUILDINGS	Expenditures for Maintenance of Buildings including expenses of maintenance personnel, engineers, licensed tradespeople, painters, etc
4230	MAINTENANCE OF EQUIPMENT	Expenditures for Maintenance of Equipment including repair, supplies, materials and tools, equipment parts and replacement of equipment and furnishings.
4400	NETWORKING AND TELECOMMUNICATIONS	Expenditures for Networking and Telecommunication to support the school district's infrastructure.

STATE CODE	MAINTENANCE	FY21 ACTUAL	FY22 ACTUAL	FY23 ACTUAL	FY24 BUDGET	FY25 BUDGET
4110	CUSTODIAL SERVICES	1,715	1,600	1,726	1,500	1,500
4120	HEATING OF BUILDINGS	219,933	218,094	247,399	228,000	240,000
4130	UTILITY SERVICES	357,100	354,147	266,360	397,750	402,260
		<b>577,033</b>	<b>572,241</b>	<b>513,759</b>	<b>625,750</b>	<b>642,260</b>
4210	MAINTENANCE OF GROUNDS	151,588	91,100	0	10,000	10,000
4220	MAINTENANCE OF BUILDINGS	486,063	790,841	972,224	288,325	299,225
4230	MAINTENANCE OF EQUIPMENT	9,738	13,170	19,062	12,700	12,700
		<b>647,389</b>	<b>895,111</b>	<b>991,286</b>	<b>311,025</b>	<b>321,925</b>
4440	NETWORKING & TELECOMMUNICATIONS	2,171	12,648	1,840	2,500	2,500
	<b>TOTAL MAINTENANCE</b>	<b>1,228,308</b>	<b>1,481,600</b>	<b>1,508,611</b>	<b>940,775</b>	<b>968,185</b>

STATE CODE		FY21 ACTUAL	FY22 ACTUAL	FY23 ACTUAL	FY24 BUDGET	FY25 BUDGET
4225	BUILDING SECURITY	21,765	2,280	3,657	29,582	30,882



**FAIRHAVEN PUBLIC SCHOOLS**  
*Integrity • Ambition • Perseverance*

## Special Revenue Grant Funds

- *Grant Funds* are awarded in one of five methods: entitlement, allocation, continuation, other non- competitive and competitive processes and must be used for their stated purpose. There are three mainsources of grant funds: Federal, State and Private. Examples of these funds include:
  - Federal: Title I, Title IIA, Title III, Title IV
  - State: Comprehensive Health Grant
  - Private: FHS Alumni Association
- *Revolving Funds* allow the district to raise revenues from a specific service and use those revenues, without further appropriation, to support the service. There are several revolving funds including, butnot limited to:
  - Food Services (sales and costs associated with providing healthy, nutritious meals to students);
  - Athletics (athletic fees and gate receipts used to offset the cost of the athletic program); Music (ticket sales used to offset the cost of the performances);
  - Facility Rental (revenue and expenses related to the rental of school buildings); Tripp School Lease (revenue and expenses related to the rental of Tripp School)
  - Pre-School (typically developing student tuition fees used to offset their program costs)



## IDEA Federal Special Education Grant: Quick Reference Guide – Fund Code 240

### Supporting Students with Disabilities

#### Priorities of IDEA:

1. Ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
2. Ensure that the rights of children with disabilities and their parents are protected;
3. Assist States, localities, education service agencies, and Federal agencies to provide for the education of all children with disabilities; and
4. Assess and ensure the effectiveness of efforts to educate children with disabilities.

Category	Examples of Allowable Costs	Examples of Unallowable Costs
1. Administrator Salaries	<ul style="list-style-type: none"> <li>• Special education administrator; if the district administrator is a part-time special education administrator and a part-time other district administrator, then the appropriate percentage of the individual's time can be charged to the grant</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent salary</li> <li>• Principal/Assistant Principal salary</li> </ul>
2. Instructional/ Professional Staff	<ul style="list-style-type: none"> <li>• Salaries of special education teachers proportionate to their special education responsibilities</li> <li>• Salaries of staff to provide extended school year services as documented in the student's Individual Education Plan (IEP)</li> <li>• IEP team coordinator</li> <li>• Nurse (service must be in the IEP)</li> </ul>	<ul style="list-style-type: none"> <li>• Entire salary unless the staff's entire responsibility is related to special education</li> <li>• Routine nurse's and guidance counselor's services</li> <li>• Summer school staff salary</li> </ul>
3. Support Staff Salaries	<ul style="list-style-type: none"> <li>• Secretary/bookkeeper for IDEA related work – only the portion of salary dedicated to special education support</li> <li>• Paraprofessionals who work directly with students on IEPs and who work under a licensed special education teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Entire salary unless the staff's entire responsibility is related to special education</li> </ul>
4. Stipends	<ul style="list-style-type: none"> <li>• Work or time related to special education over and above individual's regular responsibilities</li> <li>• Curriculum development targeting children with disabilities is allowed for both special education and general education staff</li> <li>• Targeted professional development related to special education</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development for general education</li> <li>• Work or time that is already part of an individual's regular responsibilities</li> <li>• Professional development that does not target special education or the needs of children with disabilities</li> </ul>
5. Fringe Benefits	<ul style="list-style-type: none"> <li>• MTRS</li> <li>• Other fringe benefits such as health insurance</li> </ul>	<ul style="list-style-type: none"> <li>• For any salary unless the staff's entire responsibility is related to special education</li> </ul>
6. Contractual Services	<ul style="list-style-type: none"> <li>• Substitute teachers filling in for special education teachers or for general education teachers performing duties targeting children with disabilities</li> <li>• High Quality Professional Development targeting children with disabilities for both special education and general education staff</li> <li>• Direct or indirect services for eligible parentally-placed private school or home schooled students based on proportionate share calculation</li> <li>• Foreign language and Sign language interpreters for parents for IEP meetings</li> <li>• External vendors/related service providers</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute teachers for general education teachers not performing duties targeting children with disabilities</li> <li>• Any services related to due process hearings</li> <li>• Costs related to Medicaid</li> <li>• CPI (crisis prevention) training for non-special education staff</li> <li>• Foreign language and Sign language interpreters for students</li> </ul>
7. Supplies and Materials	<ul style="list-style-type: none"> <li>• Items costing less than \$5,000 per unit or having a useful life of less than one year.</li> <li>• Software and instructional technology</li> <li>• Curriculum materials</li> </ul>	<ul style="list-style-type: none"> <li>• Items not solely related to the unique needs of an individual student or special education related costs including software, instructional technology, and curriculum materials</li> </ul>

Category	Examples of Allowable Costs	Examples of Unallowable Costs
<b>8. Travel (Conference &amp; Course Registration)</b>	<ul style="list-style-type: none"> <li>Transporting children to and from school; children who are attending nonpublic schools who are required to leave the nonpublic school site to receive special education and related services;</li> <li>Parents to attend educational planning meetings held outside the resident district; or to visit their child who is assigned to a residential program outside the district as agreed upon through the IEP process</li> <li>Staff travel from work to another school site to support a student with an IEP</li> </ul>	<ul style="list-style-type: none"> <li>Travel for staff from their home to work</li> <li>Conference, course, or professional development related travel that does not target special education</li> </ul>
<b>9. Other Costs</b>	<ul style="list-style-type: none"> <li>Child Find Activities for identification of children with disabilities</li> <li>Advertising for recruitment of personnel and other specific purposes necessary to meet the requirements of the IDEA grant</li> <li>Communication devices for staff allowed only for special education activities (must be inventoried and discretely labeled as an IDEA purchase)</li> <li>Specialized desks, tables, and chairs for children with disabilities as indicated by their IEP (must be inventoried and discretely labeled as an IDEA purchase)</li> </ul>	<ul style="list-style-type: none"> <li>May not be used for preschool Child Find Activities</li> <li>Advertising should not be used to promote an agency</li> <li>If a device is used for non-special education activities, documentation is required of the extent to which it is used for special education</li> </ul>
<b>10. Indirect Costs</b>	<ul style="list-style-type: none"> <li>District <a href="#">indirect cost rates</a></li> <li>Contracts over \$25,000 for professional services normally provided in-house, such as a speech pathologist or nurse</li> </ul>	<ul style="list-style-type: none"> <li>Contracts over \$25,000 are not recoverable using indirect costs.</li> </ul>
<b>11. Equipment</b>	<ul style="list-style-type: none"> <li>Items costing more than \$5,000 per unit and having a useful life of more than a year. Must be itemized with a brief statement of the need for the item.</li> <li>Assistive Technology (equipment must be inventoried and discretely labeled as an IDEA purchase)</li> <li>Specialized classroom furniture/equipment for children with disabilities</li> <li>Adaptive playground equipment</li> <li>PT/OT Equipment</li> </ul>	<ul style="list-style-type: none"> <li>Routine classroom furniture</li> <li>Eye glasses or cochlear implant</li> <li>Bus/van purchase, lease, or rental, if not solely dedicated to special education related costs.</li> <li>Any capital equipment not pre-approved by DESE</li> <li>Non-special education security devices</li> </ul>

**Private Schools**

Districts must [conduct timely and meaningful consultation](#) for parentally placed private school and home-schooled students with disabilities who attend school within your district’s geographic boundaries, regardless of where the students live.

Timely and meaningful consultation must include representatives of the public school district, the private school, and parents of parentally placed private and home-schooled children with disabilities. For more information, see Special Education [Administrative Advisory SPED 2018-1](#).

**Amendments**

- Required when there is any significant change in program objectives; any increase or decrease in the total amount of the grant; an increase in a line of the budget that exceeds \$100 or 10% of the line (whichever is greater) or exceeds \$10,000.

**Grants administered via EdGrants:**

- Request and submit an amendment between the 1st and the 15th of the month as to not collide with the payment request windows. To request an amendment, email your district liaison. Please only request an amendment when you are ready to submit the amendment in EdGrants.

**Grants administered via GEMS:**

- For all FY24 and beyond FC 0180 grants approved or administered through the new Grants for Education Management System (GEMS), the amendments must be processed in GEMS.

Updated May 2023

*The contents of this document do not have the force and effect of law and are not meant to bind the public in any way; they are intended only to provide clarity to the public regarding existing requirements under the law or agency policies.*

## IDEA Federal Early Childhood Special Education Grant: Quick Reference Guide – Fund Code 262

### Supporting Children aged 3-5 with Disabilities

#### Priorities of IDEA:

1. Serve eligible children, aged 3-5 years old with disabilities, through the provision of special education and related services deemed essential for the child's success in developmentally appropriate activities;
2. Ensure services and supports are available for eligible children with disabilities, aged 3 to 5 years old, that are developmentally appropriate and specifically designed for 3 to 5 year olds;
3. Provide special education services and supports in accordance with IDEA 2004 and MA Special Education laws and regulations;
4. Ensure that young children have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education;
5. Support young children with disabilities, aged 3 to 5, in inclusive and natural environments;
6. Ensure that the rights of children with disabilities and their parents are protected;
7. Assist localities and education service agencies to provide for the education of all children with disabilities;
8. Assess and ensure the effectiveness of efforts to educate children with disabilities.

Category	Examples of Allowable Costs	Examples of Unallowable Costs
1. Administrator Salaries	<ul style="list-style-type: none"> <li>• Special education or Early Childhood Special Education (ECSE) administrator; if the district administrator is a part-time special education or ECSE administrator and a part-time other district administrator, then the appropriate percentage of the individual's time can be charged to the grant</li> </ul>	<ul style="list-style-type: none"> <li>• Program administrator/grant manager</li> <li>• Superintendent salary</li> <li>• Principal/Assistant Principal salary</li> </ul>
2. Instructional/ Professional Staff	<ul style="list-style-type: none"> <li>• Salaries of special education teachers proportionate to their special education responsibilities</li> <li>• Salaries of staff to provide extended school year services as documented in the child's Individual Education Plan (IEP)</li> <li>• IEP team coordinator</li> <li>• Nurse (service must be in the IEP)</li> </ul>	<ul style="list-style-type: none"> <li>• Entire salary unless the staff's entire responsibility is related to special education</li> <li>• Routine nurse's and guidance counselor's service</li> <li>• Summer school staff salary</li> </ul>
3. Support Staff Salaries	<ul style="list-style-type: none"> <li>• Secretary/bookkeeper for IDEA related work: only the portion of salary dedicated to special education support</li> <li>• Paraprofessionals work directly with children on IEPs and who work under a licensed special education teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Entire salary unless the staff's entire responsibility is related to special education</li> </ul>
4. Stipends	<ul style="list-style-type: none"> <li>• Work or time related to special education over and above individual's regular responsibilities</li> <li>• Curriculum development targeting children with disabilities is allowed for both special education and general education staff</li> <li>• College credit for special education instructional staff (with DESE approval)</li> <li>• Targeted professional development related to special education</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development for general education</li> <li>• Work or time that is already part of an individual's regular responsibilities</li> <li>• Professional development that does not target special education or the needs of children with disabilities</li> </ul>
5. Fringe Benefits	<ul style="list-style-type: none"> <li>• MTRS</li> <li>• Other fringe benefits such as health insurance</li> </ul>	<ul style="list-style-type: none"> <li>• For any salary unless the staff's entire responsibility is related to special education</li> </ul>
6. Contractual Services	<ul style="list-style-type: none"> <li>• Substitute teachers filling in for special education teachers or for general education teachers performing duties targeting children with disabilities</li> <li>• High Quality Professional Development targeting children with disabilities for both special education and general education staff</li> <li>• Tuition for preschool programming, including child care centers, only for time necessary to provide Free Appropriate Public Education (FAPE): see the <a href="#">USED Dear Colleague Letter</a></li> <li>• Foreign language and Sign language interpreters for parents for IEP meetings</li> <li>• External vendors/related service providers</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute teachers for general education teachers not performing duties targeting children with disabilities</li> <li>• CPI (crisis prevention) training for non-special education staff</li> <li>• Foreign language and Sign language interpreters for children</li> </ul>

Category	Examples of Allowable Costs	Examples of Unallowable Costs
<b>7. Supplies and Materials</b>	<ul style="list-style-type: none"> <li>• Items costing less than \$5,000 per unit or having a useful life of less than one year.</li> <li>• Software and instructional technology</li> <li>• Books, supplies, and materials specifically for program improvement for children with IEPs, aged 3-5.</li> </ul>	<ul style="list-style-type: none"> <li>• Items not solely related to the unique needs of an individual student or special education related costs including software, instructional technology, and curriculum materials</li> </ul>
<b>8. Travel (Conference &amp; Course Registration)</b>	<ul style="list-style-type: none"> <li>• Transporting children to and from school; children who are attending nonpublic schools, including child care settings, who are required to leave the nonpublic school site to receive special education and related services;</li> <li>• Parents to attend educational planning meetings held outside the resident district; or to visit their child who is assigned to a residential program outside the district as agreed upon through the IEP process</li> <li>• Staff travel from work to another school site, including child care settings, to support a child with an IEP</li> </ul>	<ul style="list-style-type: none"> <li>• Travel for staff from their home to work</li> <li>• Conference, course, or professional development related travel that does not target special education</li> </ul>
<b>9. Other Costs</b>	<ul style="list-style-type: none"> <li>• Advertising for recruitment of personnel and other specific purposes necessary to meet the requirements of the IDEA grant</li> <li>• Communication devices for staff allowed only for special education activities (must be inventoried and discretely labeled as an IDEA purchase)</li> </ul>	<ul style="list-style-type: none"> <li>• May not be used for preschool Child Find activities</li> <li>• Advertising should not be used to promote an agency</li> <li>• If a device is used for non-special education activities, documentation is required of the extent to which it is used for special education</li> </ul>
<b>10. Indirect Costs</b>	<ul style="list-style-type: none"> <li>• District <a href="#">indirect cost rates</a></li> <li>• Contracts exceeding \$25,000 for professional services such as speech pathologist or nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Indirect rate greater than the percentage assigned to district</li> <li>• Contracts exceeding \$25,000</li> </ul>
<b>11. Equipment</b>	<ul style="list-style-type: none"> <li>• Items costing more than \$5,000 per unit and having a useful life of more than a year. Must be itemized with a brief statement of the need for the item</li> <li>• Assistive Technology (equipment must be inventoried and discretely labeled as an IDEA purchase)</li> <li>• Specialized classroom furniture/equipment for children with disabilities</li> <li>• Adaptive playground equipment</li> <li>• PT/OT Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Routine classroom furniture</li> <li>• Bus/van purchase, lease, or rental, if not solely dedicated to special education related costs.</li> <li>• Any capital equipment not pre-approved by DESE</li> </ul>

**Private Schools**

Districts must [conduct timely and meaningful consultation](#) for parentally placed private school and home-schooled students with disabilities who attend school within your district's geographic boundaries, regardless of where the students live.

Timely and meaningful consultation must include representatives of the public school district, the private school, and parents of parentally placed private and home-schooled children with disabilities. For more information, see Special Education [Administrative Advisory SPED 2018-1](#).

**Amendments**

- Required when there is any significant change in program objectives; any increase or decrease in the total amount of the grant; an increase in a line of the budget that exceeds \$100 or 10% of the line (whichever is greater) or exceeds \$10,000.

**Grants administered via EdGrants:**

- Request and submit an amendment between the 1st and the 15th of the month as to not collide with the payment request windows. To request an amendment, email your district liaison. Please only request an amendment when you are ready to submit the amendment in EdGrants.

**Grants administered via GEM\$:**

- For all FY24 and beyond FC 0180 grants approved or administered through the new Grants for Education Management System (GEM\$), the amendments must be processed in GEM\$.

Updated May 2023

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**Title I, Part A: Quick Reference Guide – Fund Code 305**  
**Improving Basic Programs Operated by Local School Districts**

**Priorities of Title I:**

1. Strengthen the core program in schools and provide academic and/or academically-related support services to low-achieving students at the preschool, elementary, middle, and high school levels;
2. Provide evidence-based programs that enable participating students to achieve the learning standards of the state curriculum frameworks;
3. Elevate the quality of instruction by providing eligible staff with substantial opportunities for professional development; and
4. Involve parents/guardians of participating public and private school children as active partners in their children's education at school through open, meaningful communication, training, and, as appropriate, inclusion in decision-making processes.
5. Support key district and school improvement initiatives in coordination with other federal grant funds and state and local resources so initiatives and their impact are sustained beyond the life of individual sources of funding.

**Types of Title I Programs:**

**Title I Targeted Assistance Program (TA)** – Funds may be spent on allowable Title I activities for participating, targeted Title I students, their teachers, and families only in targeted assistance schools.

**Title I Schoolwide Program (SW)** – Funds may be spent on allowable Title I activities for any students, teachers, and families of students enrolled in the school.

Categories	Allowable Costs*	Unallowable Costs
1. Administrator Salaries	<ul style="list-style-type: none"> <li>• Program Administrator/Grant Manager/Professional Development Coordinator – only the portion of the salary dedicated to Title I, Part A support</li> <li>• McKinney-Vento Homeless Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Entire salary unless the manager's entire responsibility is Title I, Part A</li> <li>• Administration costs should not exceed 10% of allocation without approved justification.</li> </ul>
2. Instructional/ Professional Staff	<ul style="list-style-type: none"> <li>• Title I Teacher salaries</li> <li>• Academic/Instructional coaches</li> <li>• Counselors/behavior support positions</li> <li>• Family and Community Engagement Coordinator</li> <li>• Differential and incentive pay for educators in high-need academic subject areas and specialty areas</li> </ul>	<ul style="list-style-type: none"> <li>• Entire salary unless the individual's entire responsibility is Title I, Part A</li> <li>• Time and work in non-Title I schools or with non-Title I students</li> </ul>
3. Support Staff Salaries	<ul style="list-style-type: none"> <li>• Title I instructional paraprofessionals</li> <li>• Family and Community Engagement Liaisons</li> <li>• Bookkeeper for Title I, Part A grant work – only the portion of salary dedicated to Title I, Part A support</li> </ul>	<ul style="list-style-type: none"> <li>• Entire salary unless the individual's entire responsibility is Title I, Part A</li> <li>• Time and work in non-Title I schools or with non-Title I students</li> </ul>
4. Stipends	<ul style="list-style-type: none"> <li>• Title I, Part A program administration</li> <li>• Extended day/week/year instruction</li> <li>• Professional development</li> <li>• Data analysis and improvement planning activities</li> <li>• Parent and community engagement activities and their costs (including janitorial services)</li> </ul>	<ul style="list-style-type: none"> <li>• Stipends for time and/or activities that are already compensated as part of regular contractual duties</li> </ul>
5. Fringe Benefits	<ul style="list-style-type: none"> <li>• MTRS (9% of salaries budgeted for staff who pay into MTRS)</li> <li>• Local retirement systems</li> <li>• Other fringe benefits such as health insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer contribution accounts such as 401k and 403b</li> </ul>
6. Contractual Services	<ul style="list-style-type: none"> <li>• Contracted instructors that meet state certification requirements (including for equitable services in participating private schools)</li> <li>• Professional development providers</li> <li>• Consultants to upgrade curriculum, instruction, and student supports (instructional and behavioral)</li> <li>• Third-party providers of Title I supports and initiatives (including software licenses)</li> <li>• Dual or concurrent enrollment programs</li> <li>• Substitutes for teachers attending Title I, Part A funded professional development opportunities</li> <li>• Presenters for family engagement offerings</li> <li>• Grant administration activities (including translation)</li> </ul>	<ul style="list-style-type: none"> <li>• Substitutes for teachers not attending Title I, Part A funded PD</li> <li>• Training in the use of a dangerous weapon</li> </ul>

Categories	Allowable Costs*	Unallowable Costs
<b>7. Supplies and Materials</b>	<ul style="list-style-type: none"> <li>Supplies and materials needed to carry out Title I activities</li> <li>Academic assessments to gauge impact of Title I initiatives</li> <li>Computers and software for use by Title I students</li> <li>Materials and refreshments for Title I parent engagement activities/meetings</li> <li>Supplies for students experiencing homelessness</li> <li>Office supplies for administration of the grant</li> </ul>	<ul style="list-style-type: none"> <li>Supplies and materials for non-Title I schools and students (including screening assessments for students who are not yet Title I participants)</li> <li>Alcohol, gifts, awards, fundraising costs, gift cards, dangerous weapons</li> <li>Supplies costs should not exceed 10% of allocation without approved justification.</li> </ul>
<b>8. Travel (Conference &amp; Course Registration)</b>	<ul style="list-style-type: none"> <li>Professional development registration and travel costs for administrators and staff engaged in Title I activities</li> <li>Course reimbursement to advance Title I initiatives</li> <li>Travel associated with provision of Title I services</li> </ul>	<ul style="list-style-type: none"> <li>Food and beverage reimbursement</li> <li>Out of state travel not approved by ESE</li> <li>Credit courses not specific to Title I</li> <li>Travel costs should not exceed 10% of allocation without approved justification.</li> </ul>
<b>9. Other Costs</b>	<ul style="list-style-type: none"> <li>Memberships/subscriptions</li> <li>Transportation to allow for student access to Title I-related initiatives if not available otherwise</li> <li>Transportation costs to maintain educational stability for students in foster care</li> <li>Costs to improve the recruitment, support, and retention of culturally competent and responsive educators, especially educators from underrepresented minority groups, to meet the needs of diverse student populations</li> <li>Printing/copying for Title I-related activities</li> <li>Space rental for Title I-related activities</li> </ul>	
<b>10. Indirect Costs</b>	<ul style="list-style-type: none"> <li>District <a href="#">indirect cost rates</a></li> </ul>	<ul style="list-style-type: none"> <li>Indirect rate greater than the percentage assigned to district</li> </ul>
<b>11. Equipment</b>	<ul style="list-style-type: none"> <li>Equipment costing more than \$5,000 per unit and having a useful life of more than a year. All equipment must be used for Title I programs. Must be itemized with a brief statement of the need for the item.</li> </ul>	

\* Please note: This is not an exhaustive list. [Contact](#) our office for more specific, situational and fiscal guidance as needed.

#### Supplement not Supplant in Title I under ESSA

- Title I funds should add to (supplement) and not replace (supplant) state and local funds. Prior to reauthorization of ESEA under ESSA, supplement not supplant was typically tested by analyzing an individual Title I cost's compliance with "three presumptions of supplanting." *Under ESSA, compliance with SNS will no longer be tested through individual Title I costs, so these three presumptions no longer apply.*
- Under ESSA, districts must demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I school with all of the state and local money it would receive if it did not participate in the Title I program. This should expand Title I's spending options. Title I costs must still be allowable and must still support eligible students among other requirements.

#### Private Schools

- Must have meaningful and timely [consultation](#) in the spring.
- Title I funds can only be used for supplemental academic and/or academically-related support services to eligible students, their teachers and families.
- District must maintain control of funds and may not pay or reimburse private schools directly.

#### Amendments

- Required when there is any significant change in program objectives; any increase or decrease in the total amount of the grant; an increase in a line of the budget that exceeds \$100 or 10% of the line (whichever is greater) or exceeds \$10,000.
- For ongoing FY23 grants administered via EdGrants, request and submit an amendment between the 1st and the 15th of the month as to not collide with the payment request windows. To request an amendment, email your district liaison.
- Amendments for grants administered through the new Grants for Education Management System (GEMS), i.e., FY24 FC 305, should be processed in GEMS.

Updated May 2023

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**Title II, Part A: Quick Reference Guide – Fund Code 140**  
**Building Systems of Support for Excellent Teaching and Leading**



**Priorities of Title IIA:**

1. Increase student achievement consistent with challenging state academic standards;
2. Improve the quality and effectiveness of teachers, principals, and other school leaders;
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. Provide low-income and minority students equitable access to effective teachers, principals, and other school leaders.
5. Support key district and school improvement initiatives in coordination with other federal grant funds and state and local resources so initiatives and their impact are sustained beyond the life of individual sources of funding.

Categories	Allowable Costs	Unallowable Costs
1. Administrator Salaries	<ul style="list-style-type: none"> <li>• Program Administrator/Grant Manager/Professional Development Coordinator – only the portion of the salary dedicated to Title II, Part A administration</li> <li>• District Mentoring/Induction Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Entire salary unless the manager’s entire responsibility is Title II, Part A</li> </ul>
2. Instructional/ Professional Staff	<ul style="list-style-type: none"> <li>• Academic/Instructional Coaches for any subject</li> <li>• Teacher salary to reduce class-sizes: needs to be justified <a href="#">based on evidence</a></li> <li>• Incentivize and reward excellent educators serving in the district’s highest-need schools*</li> <li>• Differential and incentive pay for educators in high-need academic subject areas and specialty areas*</li> </ul>	
3. Support Staff Salaries	<ul style="list-style-type: none"> <li>• Secretary/Bookkeeper for Title II, Part A grant work – only the portion of salary dedicated to Title II, Part A support</li> </ul>	<ul style="list-style-type: none"> <li>• Entire salary unless the individual’s entire responsibility is Title II, Part A</li> </ul>
4. Stipends	<ul style="list-style-type: none"> <li>• Stipends for mentors or individuals serving as supervising practitioners to student teachers</li> <li>• Stipends to provide professional development, training, resources to teach/train on how to design, develop, align, map, or revise curriculum or assessments</li> <li>• Stipends for teacher-led High Quality Professional Development (HQPD) to close achievement gaps</li> <li>• Leading trainings to improve content knowledge, teaching strategies, and addressing issues related to school conditions for student learning</li> <li>• Development and support for district-based preparation programs for teachers, paraprofessionals and school leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Stipends for tutors</li> <li>• Salaries for paraprofessionals</li> <li>• Stipends to develop, align, map, or revise curriculum, or assessments</li> </ul>
5. Fringe Benefits	<ul style="list-style-type: none"> <li>• MTRS</li> <li>• Other fringe benefits such as health insurance</li> </ul>	
6. Contractual Services	<ul style="list-style-type: none"> <li>• Consultants for HQPD to improve content knowledge and/or classroom practice for any subject</li> <li>• Consultants to provide training to enable educators to involve parents in their children’s education</li> <li>• Consultants to improve classroom management</li> <li>• Substitutes for teachers attending TIIA funded HQPD or for class size reduction (CSR)</li> <li>• HQPD on social and emotional learning, school climate, inclusive practice, behavioral health, and other issues related to school conditions for student learning</li> <li>• Consultants for private school equitable participation</li> </ul>	<ul style="list-style-type: none"> <li>• Substitutes for teachers not attending TIIA funded PD or not CSR teacher</li> <li>• Contractual services not approved by DESE in budget</li> <li>• Training in the use of a dangerous weapon</li> </ul>

Categories	Allowable Costs	Unallowable Costs
7. Supplies and Materials	<ul style="list-style-type: none"> <li>Supplies to be used <i>strictly</i> for HQPD such as books, software, instructional technology</li> <li>HQPD Meeting supplies such as chart paper, pens, binders, easels</li> </ul>	<ul style="list-style-type: none"> <li>Supplies to be used in the classroom or by students</li> <li>Anything not directly connected to educators' HQPD</li> <li>Books, software, instructional technology for private schools</li> <li>Evaluation system-related data systems to manage linking student-teacher data</li> </ul>
8. Travel (Conference & Course Registration)	<ul style="list-style-type: none"> <li>Conference registration for HQPD</li> <li>Course reimbursement for HQPD</li> <li>Private school allocation for HQPD</li> <li>Expenses for transportation, per diem, and lodging if the costs are reasonable and necessary</li> <li>Support for National Board Certification</li> <li>Career advancement opportunities for current staff members, such as paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>Meals unless included in registration fee for conference</li> <li>Meals for school/district HQPD meetings</li> <li>Out-of-state travel not approved by DESE</li> </ul>
9. Other Costs	<ul style="list-style-type: none"> <li>Memberships/subscriptions for HQPD</li> <li>Costs to improve the recruitment, placement, support, and retention of culturally competent and responsive educators, especially educators from underrepresented minority groups, to meet the needs of diverse student populations</li> <li>Printing/copying for HQPD</li> <li>Space rental for HQPD</li> </ul>	
10. Indirect Costs	<ul style="list-style-type: none"> <li>District <a href="#">indirect cost rates</a></li> </ul>	<ul style="list-style-type: none"> <li>Indirect rate greater than the percentage assigned to district</li> </ul>
11. Equipment		<ul style="list-style-type: none"> <li>Equipment</li> </ul>

*\*Must be linked to measurable increases in student academic achievement produced by the efforts of that teacher or school leader.*

High Quality Professional Development activities are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.

**Supplement not Supplant in Title IIA**

- Title IIA funds must be used to supplement, not supplant, any non-federal funds that would otherwise be used to pay for the activity. To “supplement” would be to enhance, expand, increase, or extend the programs and services offered with state and local funds.
- All Title IIA expenses, in addition to being allowable, have to be necessary and reasonable. § 200.403(a)

**Private Schools**

- Must have meaningful and timely consultation in the spring.
- TIIA funds can only be used for HQPD.
- Must meet the specific needs of students enrolled in a private school, and not the school itself.
- District maintains control of funds: district pays consultants/ registrations or reimburses individual educators for conference registration.
- Districts do not pay private schools directly.

**Amendments**

- Required when there is any significant change in program objectives; any increase or decrease in the total amount of the grant; an increase in a line of the budget that exceeds \$100 or 10% of the line (whichever is greater), or exceeds \$10,000.
- For grants administered via EdGrants, request and submit an amendment between the 1st and the 15th of the month as to not collide with the payment request windows. Please only request an amendment when you are ready to submit the amendment in EdGrants.
- Amendments for grants administered through the new Grants for Education Management System (GEMS), i.e., FY24 FC 140, should be processed in GEMS.

Updated April 2023

*The contents of this document do not have the force and effect of law and are not meant to bind the public in any way; they are intended only to provide clarity to the public regarding existing requirements under the law or agency policies.*



**Title IV, Part A: Quick Reference Guide – Fund Code 309**  
**Creating Safe, Healthy and Supportive, High-Quality Educational Learning Environments for All**

**Priorities of Title IV, Part A – Student Support and Academic Enrichment (SSAE):**

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for learning to ensure safe and healthy students; and
3. Improve the use of technology to improve academic achievement.
4. Support key district and school improvement initiatives in coordination with other federal grant funds and state and local resources so initiatives and their impact are sustained beyond the life of individual sources of funding.

Categories	Allowable Costs	Unallowable Costs
1. Administrator Salaries	<ul style="list-style-type: none"> <li>• Program Administrator/Grant Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Entire salary unless the manager’s entire responsibility is Title IV, Part A</li> </ul>
2. Instructional/ Professional Staff	<ul style="list-style-type: none"> <li>• Site coordinator to provide resources and support for schools to:                             <ul style="list-style-type: none"> <li>○ Establish partnerships within the community to provide resources and support for schools</li> <li>○ Ensure that all service and community partners are aligned with the academic expectations of a school in order to improve student success</li> <li>○ Strengthen relationships between schools and communities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Entire salary unless the individual’s entire responsibility is Title IVA</li> </ul>
3. Support Staff Salaries	<ul style="list-style-type: none"> <li>• Secretary/Bookkeeper for Title IVA grant work – only portion of salary dedicated to Title IVA support</li> </ul>	<ul style="list-style-type: none"> <li>• Entire salary unless the individual’s entire responsibility is Title IVA</li> </ul>
4. Stipends	<ul style="list-style-type: none"> <li>• For staff to coordinate, implement activities and/or engage in high quality professional development related (but not limited) to the following activities:                             <ul style="list-style-type: none"> <li>○ Bullying prevention and intervention</li> <li>○ Safe and supportive schools</li> <li>○ Service-learning and civic engagement</li> <li>○ Social and emotional learning</li> <li>○ Emergency management planning</li> <li>○ Comprehensive substance abuse prevention</li> <li>○ Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices and promote positive behavioral approaches</li> <li>○ Comprehensive health prevention education (including sexuality education)</li> <li>○ Behavioral/mental health supports/services</li> <li>○ Reducing Chronic Absenteeism</li> <li>○ Developing and/or offering accelerated coursework (e.g., Advanced Placement courses)</li> <li>○ Effective use of instructional technology</li> </ul> </li> </ul>	
5. Fringe Benefits	<ul style="list-style-type: none"> <li>• MTRS</li> <li>• Other Fringe benefits such as health insurance</li> </ul>	
6. Contractual Services	<ul style="list-style-type: none"> <li>• See stipends section above for a list of SSAE topics/initiatives for which the following contractual services might be employed:                             <ul style="list-style-type: none"> <li>○ High-quality professional development for school personnel, including specialized instructional support personnel</li> <li>○ Consultants to facilitate, coordinate or implement SSAE programming</li> <li>○ Consultants to provide equitable services to private schools</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Substitutes for teachers not attending TIVA funded PD</li> <li>• Training in the use of a dangerous weapon</li> </ul>

Categories	Allowable Costs	Unallowable Costs
7. Supplies and Materials	<ul style="list-style-type: none"> <li>Software, hardware and other instructional technology</li> <li>Supplemental curriculum materials</li> </ul>	<ul style="list-style-type: none"> <li>No more than 15% of funds used for activities to support the effective use of technology may be used for purchasing technology infrastructure (e.g., devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases).</li> <li>Dangerous weapons</li> </ul>
8. Travel (Conference & Course Registration)	<ul style="list-style-type: none"> <li>Conference and course registration for Title IVA professional development opportunities</li> <li>Other travel related to Title IVA activities (e.g. home visits)</li> </ul>	<ul style="list-style-type: none"> <li>Out-of-state travel not approved by ESE</li> </ul>
9. Other Costs	<ul style="list-style-type: none"> <li>Subsidize part or all of the costs of AP and IB exam fees for economically disadvantaged students</li> </ul>	
10. Indirect Costs	<ul style="list-style-type: none"> <li>District <a href="#">indirect cost rates</a></li> </ul>	<ul style="list-style-type: none"> <li>Indirect rate greater than the percentage assigned to district</li> </ul>
11. Equipment	<ul style="list-style-type: none"> <li>Equipment costing more than \$5,000 per unit and having a useful life of more than a year. Must be itemized with a brief statement of the need for the item.</li> </ul>	<ul style="list-style-type: none"> <li>No more than 15% of funds used for activities to support the effective use of technology may be used for purchasing technology infrastructure</li> </ul>

Please note: This is not an exhaustive list. [Contact our office](#) for more specific, situational and fiscal guidance as needed.

#### Supplement not Supplant in Title IVA

- LEAs that receive Title IVA funds must comply with a supplement not supplant requirement. This means that Title IVA funds should add to (supplement) and not replace (supplant) state and local funds. Supplanting is presumed when:
  - A district uses IVA funds to pay for an activity that is required by federal, state or local law
  - A district uses SSAE funds to pay for an activity it supported with state or local funds the prior year

#### Private Schools

- Districts receiving these funds, must provide for the equitable participation in funded activities of private school students, teachers and other educational personnel in private schools located in the district boundaries.
- Districts must engage in timely and meaningful consultation in the spring
- District must maintain control of funds and do not pay private schools directly.

#### Amendments

- Required when there is any significant change in program objectives; any increase or decrease in the total amount of the grant; an increase in a line of the budget that exceeds \$100 or 10% of the line (whichever is greater), or exceeds \$10,000.
- For grants administered via EdGrants, request and submit an amendment between the 1st and the 15th of the month as to not collide with the payment request windows. Please only request an amendment when you are ready to submit the amendment in EdGrants.
- Amendments for grants administered through the new Grants for Education Management System (GEM\$), i.e., FY24 FC 309, should be processed in GEM\$.

#### Allocations

Districts that receive less than \$30,000 must:

- Spend funds on one or more of the Title IV, Part A priorities listed at the very top of this guide.

Districts that receive \$30,000\* or more must:

- Conduct a comprehensive needs assessment that includes a focus on the Title IVA priorities (see above).  
*Note: Districts may fulfill (or may have fulfilled) this requirement as part of the development of the districts' strategic plan, improvement plan, etc.*
- Spend at least 20% of the allocation on access to well-rounded educational opportunities.
- Spend at least 20% of the allocation on safe and healthy schools.
- Spend some amount on improving the use of technology.
- Spend the remainder on activities that support any/all of the three priorities.

\*Including funds that are "flexed" from Title IIA into Title IVA

Updated April 2023

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**GRANTS, REVOLVING, and SPECIAL FUNDS**

Entitlement Grant Accounts	Account Description	FY'24 Award
Title I Part A	Title I Part A of the federal Elementary and Secondary Education Act provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.	\$386,862
Title II Part A	Title II Part A of the federal Elementary and Secondary Education Act provides supplemental resources to school districts to support systems of support for excellent teaching and leading	\$58,588
Title IV Part A	Title IV Part A of the federal Elementary and Secondary Education Act provides districts with funds to build capacity and ensure that all students have access to a high-quality educational experience.	\$29,351
IDEA	The Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant provides funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment	\$588,176
IDEA Early Childhood	The Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant provides funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment	\$26,638

**OTHER GRANTS**

<b>Other Grant Accounts</b>	<b>Account Description</b>	<b>FY'24 Award</b>
Comprehensive School Health Services	The Massachusetts Department of Public Health (DPH) grants will be used to provide mental and physical health services aimed at improving student attendance and boosting their academic achievement.	\$40,000
SPED IDEA Part B	Grant funds are to be used to implement IEP Improvement Project, with a strong emphasis on transitioning to utilization of the newly revised forms and processes.	\$17,956
SEL & Mental Health	This grant aims to build capacity of school districts, charter schools, and educational collaboratives to develop comprehensive, integrated multi-tiered systems for student, family, and educator social-emotional and/or mental health supports; and build sustainable infrastructure to facilitate integrated coordination between school, students, families, school staff, and community-based services and/or providers.	\$83,689
MyCAP	The purpose of this targeted grant opportunity is to provide supplementary support to school districts currently engaged in the implementation of MyCAP or interested in starting the planning of My Career and Academic Plan (MyCAP). MyCAP is a student-driven process designed to ensure all students graduate from high school college and career ready. The MyCAP process requires schools to create a scope and sequence to guide the implementation MyCAP. This grant will provide planning team members the supplementary support necessary to attend professional development, team meetings outside-of- school hours, or purchase materials for the MyCAP process.	\$7,492

**REVOLVING FUNDS**

<b>Revolving Fund</b>	<b>Account Description</b>	<b>FY'24 Balance</b>
Athletic Revolver	Revenue generated by the Athletic Department	\$25,848
Rental Property	Revenue and expenditures associated with renting school buildings.	\$169,881
Tripp School Lease	Revenue and expenditures associated with renting Tripp School to SMEC.	\$162,357
Preschool Tuition	Revenue and expenditures associated with Preschool Tuition.	\$137,541

**TRUSTS AND CIRCUIT BREAKER**

<b>Special Fund</b>	<b>Account Description</b>	<b>FY'23 Balance</b>
FHS Trust*	Fairhaven High School Trust Fund established by Henry Huttleston	\$482,842
Rogers Trust	Rogers Trust Fund established by Henry Huttleston	\$22,648
Circuit Breaker	Circuit breaker reimbursements are for the district's prior year's expenses. Each summer, districts submit claim forms to DESE listing the types and amounts of special education instructional services provided to each student during the previous fiscal year. Administrative and overhead costs are not reimbursable. Standard rates for each type of service are established annually by DESE based on statewide surveys and are used to calculate the reimbursable cost for each student.	\$687,657

\* Expendable portion of the trust fund.



FAIRHAVEN HIGH SCHOOL

# PROGRAM OF STUDIES

2024 - 2025



## CIVIL RIGHTS

*No person shall be excluded from or discriminated against in admission to Fairhaven High School or in obtaining the advantages, privileges and courses of study of Fairhaven High School because of race, color, sex, religion, national origin, disability or sexual orientation. Students who believe they have been discriminated against should contact the Principal.*



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## **SCHOOL COMMITTEE**

*Colin Veitch, Chairperson*  
*Brian Monroe, Vice Chairperson*  
Erik Andersen  
Donna McKenna  
Nicole Pacheco  
Stephanie Pickup

## **SCHOOL DEPARTMENT ADMINISTRATION**

***Superintendent***  
*Tara M. Kohler*

***Assistant Superintendent***  
*Mark Balestracci*

***Director of Student  
Services***  
*Tanya Dawson*

***Business Manager***  
*Nicole V. Potter*

***Teaching & Learning K-12***  
*Tracy A. Higgins*

## **FAIRHAVEN HIGH SCHOOL ADMINISTRATION**

***Principal***  
*Andrew Kulak*

***Assistant Principals***  
*Andrew Davey*  
*Nicole Giannandrea*

## **LEADERSHIP TEAM**

***Academic Leads***  
*Angela Allaire-Special Ed*  
*Stephen Boucher-English*  
*Scott Francis-Math*  
*Robert Gesualdo-History*  
*David Welty-Science*

***Teaching & Learning Coaches***  
*Kevin Beaulieu-World  
Language*  
*Christopher Foster-Health and  
PE*  
*Molly McNulty-Music*  
*Christine Neville-Art*

***Athletic Director***  
*Donnie Joseph*  
*John Riccardi*

## **COUNSELING OFFICE**

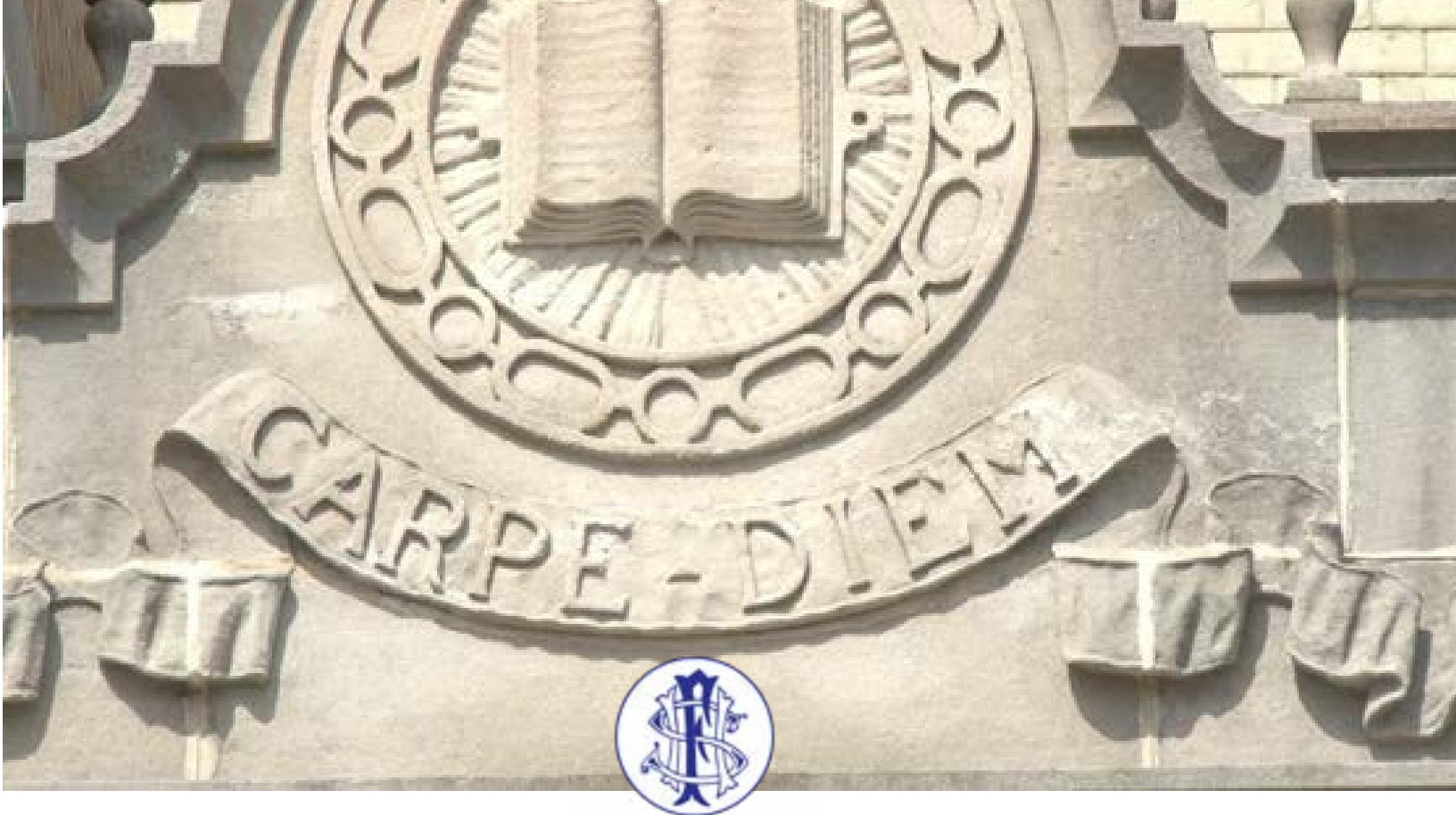
***School Counselors***  
*Nora Furtado*  
*Christine Oliveira*

***Social Workers***  
*Laura Fortin*  
*June Reedy*

***School Nurse***  
*Heidi Crabbe*

***College & Career  
Coordinator***  
*Marlene Sabeh*





*The faculty, staff, and administration of Fairhaven High School believe that we must motivate, inspire, and empower our students to fulfill their potential to become independent, curious, creative, life-long learners prepared to succeed in an increasingly diverse and global society. We regard the successful development of each individual as a responsibility shared by the student, the school, the family, and the Fairhaven community. We believe all students must be engaged in a rigorous academic program enriched by fine arts, technology, athletic, and co-curricular activities in a safe and secure environment that encourages, nurtures, and promotes the development of every student to become a respectful, tolerant, responsible, healthy, and civic-minded citizen.*

## **21st CENTURY EXPECTATIONS FOR STUDENT LEARNING**

### **ACADEMIC EXPECTATIONS**

students will...

1. WRITE EFFICIENTLY
2. PROBLEM SOLVE
3. READ CRITICALLY AND EFFECTIVELY
4. SPEAK EFFECTIVELY
5. CONNECT & APPLY TECHNOLOGY TO LEARNING

### **SOCIAL EXPECTATIONS**

students will...

6. DEMONSTRATE RESPECT FOR THEMSELVES & OTHERS
7. PARTICIPATE IN A PERSONALIZED PROGRAM TO ENSURE CONNECTION TO THE WORLD BEYOND SCHOOL

# FAIRHAVEN HIGH SCHOOL



## **PROFILE OF A LEARNER**

Students of FHS Will Develop the Skills They Need

### **COLLABORATION**

Combining Ideas With One Another, Sharing a Goal

### **COMMUNICATION**

Making Your Thoughts Clear, Using Your Words, Drawings, or Writings, Listening to Others

### **CREATIVITY**

Using Your Imagination, Finding Original Solutions, Solving Problems or Developing an Idea, Being Flexible to Other Ideas

### **CRITICAL THINKING**

Looking at Things in Different Ways, Asking Questions to Find the Truth, Making Good Decisions That You Can Explain

### **CIVIC PARTICIPATION**

Developing Awareness, Contributing To Your Community In a Positive Way

# FAIRHAVEN HIGH SCHOOL



## THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

### 1. Write Effectively

Specific Criteria	Excellence (4)	Proficient (3)	Developing (2)	Warning (1)
Purpose	Writing consistently establishes and maintains a thorough understanding of concepts, and addresses all aspects of prompt. Uses appropriate tone addressing audience.	Writing adequately demonstrates a proficient understanding of concepts and addresses some aspects of prompt. Uses appropriate tone addressing audience.	Writing demonstrates a minimal understanding of concepts, and addresses few aspects of prompt. Occasionally uses appropriate tone addressing audience.	Writing lacks understanding of concepts, and insufficiently addresses prompt. Rarely uses appropriate tone addressing audience.
Content	Contains extensive, relevant details and examples supporting central idea.	Contains sufficient, effective details and examples supporting central idea.	Contains few details or examples to support central idea.	Lacks relevant details and examples to support central idea.
Organization	Writing has clear organization. Ideas flow in logical and effective way, transitions are evident. Topic sentences strongly connected to central idea.	Writing has organization. Ideas show minor inconsistencies, and transitions are generally evident. Topic sentences sufficiently connected to central idea.	Writing has some organization. Ideas show major inconsistencies, and transitions are poor. Topic sentences insufficiently connected to central idea.	Writing lacks organization. Essay is illogical and ineffective, and transitions are missing. Topic sentences missing or do not connect to central idea.
Grammar, Usage, and Mechanics	Few, if any, grammatical or usage errors relative to length and complexity.	Some errors, but writing is fundamentally solid and errors do not interfere with communication.	Writing has many errors and errors begin to interfere with communication.	Errors are so frequent and severe that they interfere with communication.
Format	Accurately cites ideas of others using MLA or APA format throughout	Generally cites ideas of others. MLA or APA format contains few errors.	Infrequently cites ideas of others. MLA or APA format contains several errors.	Does not cite ideas of others.

# FAIRHAVEN HIGH SCHOOL



## THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

### 2. Problem Solve

Specific Criteria	Excellence (4)	Proficient (3)	Developing (2)	Warning (1)
Comprehension	Student is able to independently identify, clarify, and describe the issue and the scope of the problem.	Student is able to identify, clarify, and describe the issue and the scope of the problem with minimal assistance.	Student is able to identify, clarify, and describe the issue and the scope of the problem with assistance.	Student, given assistance, is unable to identify, clarify, and describe the issue and the scope of the problem.
Application	Student independently attains a correct solution using logical problem solving strategies, utilizing mathematical and scientific techniques when needed.	Student attains a correct solution using logical problem solving strategies with minimal assistance.	Student attains a correct solution using logical problem solving strategies with assistance.	Student, given assistance, cannot attain a correct solution using logical problem solving strategies when needed.
Analysis	Student can independently analyze the validity of a solution and makes necessary adjustments.	Student, with minimal assistance, can analyze the validity of a solution and can explain the need for adjustments.	Student, with assistance, can analyze the validity of a solution and can recognize the need for adjustments.	Student, with assistance, cannot analyze the validity of a solution or make necessary adjustments.
Communication	Student is able to effectively communicate the solution through written/verbal and computational explanation.	Student is able to effectively communicate the solution through written/verbal or computational explanation.	Student is able to moderately communicate the solution through written/verbal or computational explanation.	Student is not able to communicate a solution.

# FAIRHAVEN HIGH SCHOOL



## THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

### 3. Read Critically & Effectively

Specific Criteria	Excellence (4)	Proficient (3)	Developing (2)	Warning (1)
Comprehension	Student consistently and effectively understands main ideas and supporting details, uses context clues, and connects learned information to prior knowledge.	Student generally understands main ideas and supporting details, frequently uses context clues and connects learned information to prior knowledge.	Student occasionally understands main ideas and supporting details, sometimes uses context clues and connects learned information and prior knowledge.	Student seldom understands main ideas and supporting details, rarely uses context clues or connects learned information to prior knowledge.
Vocabulary	Student consistently and effectively recognizes vocabulary using decoding tools.	Student generally recognizes vocabulary using decoding tools.	Student occasionally recognizes vocabulary using decoding tools.	Student seldom recognizes vocabulary using decoding tools.
Fluency	Student consistently and effectively demonstrates language recognition with grade level material with speed and accuracy.	Student generally demonstrates language recognition with grade level material with speed and accuracy.	Student occasionally demonstrates language recognition with grade level material with speed and accuracy.	Student seldom demonstrates language recognition with grade level material with speed and accuracy.
Inferences	Student consistently and effectively distinguish fact from opinion, draw conclusions, identify the author's purpose, recognize literary devices and techniques and identify reason, causes and motivations.	Student can generally distinguish fact from opinion, draw conclusions, identify the author's purpose, recognize literary devices and techniques and identify reason, causes and motivations.	Student can occasionally distinguish fact from opinion, draw conclusions, identify the author's purpose, recognize literary devices and techniques and identify reason, causes and motivations.	Student can seldom distinguish fact from opinion, draw conclusions, identify the author's purpose, recognize literary devices and techniques and identify reason, causes and motivations.
Connections	Student consistently and effectively reads a variety of material for information, pleasure, personal growth, and global awareness.	Student generally reads a variety of material for information, pleasure, personal growth, and global awareness.	Student occasionally reads a variety of material for information, pleasure, personal growth and global awareness.	Student seldom reads a variety of material for information, pleasure, personal growth, and global awareness.
Technical comprehension	Student consistently and effectively interprets nonfiction based writing including maps, graphs, charts, statistics, and graphic organizers.	Student generally interprets nonfiction based writing including maps, graphs, charts, statistics, and graphic organizers.	Student occasionally interprets nonfiction based writing including maps, graphs, charts, statistics, and graphic organizers.	Student seldom interprets nonfiction based writing including maps, graphs, charts, statistics, and graphic organizers.
Critical Thinking	Student consistently and effectively routinely analyzes author's ideas to engage in critical thinking and decision making.	Student generally analyzes author's ideas to engage in critical thinking and decision making.	Student occasionally analyzes author's ideas to engage in critical thinking and decision making.	Student seldom analyzes author's ideas to engage in critical thinking and decision making.

# FAIRHAVEN HIGH SCHOOL



## THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

### 4. Speak Effectively

Specific Criteria	Excellence (4)	Proficient (3)	Developing (2)	Warning (1)
<b>Purpose</b>	Speaking establishes and maintains a clear purpose, demonstrates a clear understanding of audience and task.	Speaking establishes a purpose, demonstrates an awareness of audience and task.	Speaking attempts to establish a purpose, demonstrates some awareness of audience and task.	Speaking lacks a purpose, demonstrates minimal awareness of audience and task.
<b>Content</b>	Content contains effective details to support topic.	Content contains sufficient details with examples to support topic.	Content contains some details or examples to support topic.	Speaker prepared materials and speech inadequately for this presentation.
<b>Duration</b>	Presentation adheres to specified duration.	Presentation mostly adheres to specified duration.	Presentation is significantly shorter or longer than specified duration.	Presentation is much longer or shorter than specified duration.
<b>Organization</b>	Speaking contains an effective introduction and conclusion. Progression of main ideas is clear. Transitions are easy to follow.	Speaking contains an introduction and a conclusion. Progression of main ideas is occasionally unclear. Transitions are evident.	Speaking has a weak introduction and/or conclusion. Progression of main ideas is frequently unclear. Transitions are poor.	Speaking lacks an introduction and/or conclusion. Progression of main ideas is difficult impossible to follow. Transitions are missing.
<b>Language Usage</b>	Speaker uses well chosen vocabulary and correct pronunciation and grammar which is appropriate to the audience and task.	Speaker uses appropriate vocabulary with few errors in pronunciation and grammar which is appropriate to the audience and task.	Speaker uses poorly chosen vocabulary, or makes errors in pronunciation or grammar or uses language inappropriate to the audience and task.	Speaker uses inappropriate vocabulary, and makes many errors in pronunciation or grammar or uses language inappropriate to the audience and task.
<b>Presentation</b>	Speaks clearly and distinctly at an appropriate rate. Body language enhances presentation.	Generally speaks clearly and distinctly at an appropriate rate. Body language supports presentation.	Occasionally speaks clearly and distinctly at an appropriate rate. Body language limits presentation.	Rarely speaks clearly and distinctly at an appropriate rate. Body language detracts from presentation.
<b>Visual Aids</b>	Creatively uses a variety of effective visual aids.	Use of visual aids effective.	Use of visual aids in ineffective.	Does not use visual aids.
<b>Collaboration</b>	All members of the group participated in and contributed to the project or presentation before and during the presentation.	Most members of the group participated and contributed to the project or presentation before and during the presentation.	Few members of the group participated and contributed to the project or presentation before and during the presentation.	Most members of the group did not participate or contribute to the project before and during the presentation.
<b>Audience</b>	Speaker's behavior as an audience member adheres to specified directions.	Speaker's behavior as an audience member mostly adheres to specified directions.	Speaker's behavior as an audience member often does not adhere to specified directions.	Speaker's behavior as an audience member does not adhere to specified directions.

# FAIRHAVEN HIGH SCHOOL



## THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

### 5. Connect & Apply Technology to Learning

School Expectations	Excellence (3)	Proficient (2)	Needs Improvement (1)	Not Proficient
<b>Communication</b>	Student can independently integrate multiple technologies to produce papers, Powerpoint presentations, excel based graphs, posters, and video. Student demonstrates leadership skills in a collaborative endeavor.	Student can produce papers, Powerpoint presentations, excel based graphs, posters, and video independently and in collaboration with others.	Student can produce papers, Powerpoint presentations, excel based graphs, posters, and video with teacher support. Student needs to improve collaboration with others.	Student is unable to produce papers, Powerpoint presentations, excel based graphs, posters, and video. Does not collaborate with others.
<b>Responsible and ethical use of technology</b>	Student models excellence in adherence to district rules concerning copyright, the Internet, and appropriate/ethical use of resources. Student always documents effectively and correctly.	Student often complies and models adherence to district rules concerning copyright, the Internet, and appropriate/ethical use of resources; student documents effectively and correctly. Student understands and demonstrates ethical use of technology.	Student does not always comply and model adherence to district rules concerning copyright, the Internet, and appropriate/ethical use of resources; student sometimes documents affectively and correctly. Student lacks understanding and demonstration of ethical use of technology.	Student does not comply and model adherence to district rules concerning copyright, the Internet, and appropriate/ethical use of resources; student fails to document effectively and correctly. Student fails to understand and demonstrate ethical use of technology.
<b>Assessing validity of sources</b>	All sources are valid and appropriately documented.	Majority of sources are valid and appropriately documented.	Valid sources are occasionally used; appropriate documentation sometimes lacking.	Invalid sources are frequently used; appropriate documentation often lacking or missing.
<b>Data sensors and calculators</b>	Student can independently collect and analyze real-time data and is able to apply advanced functions using a scientific calculator.	Student can collect real-time data and determine rates of change and be able to use a scientific calculator.	Student demonstrates limited skill in collecting real-time data and/or using a scientific calculator.	Student is unable to collect real-time data or use a scientific calculator.
<b>Organize and maintain technology</b>	Student always files and organizes information for future reference and is responsible for protecting and maintaining computer system. Student demonstrates excellent use of computer potential. Student is aware of emerging computer innovations.	Student files and organizes information for future reference and is responsible for protecting and maintaining computer system. Student can utilize help functions to effectively use computer potential.	Student has limited ability to file and organize information for future reference, protect and maintain computer system, and is unable to use help functions to fully utilize computer potential.	Student is not able to organize information, maintain computer system, nor use help functions to fully utilize computer potential.

# FAIRHAVEN HIGH SCHOOL



## THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

### 6. Demonstrate Respect for Themselves & Others (Habits of Mind)

Specific Criteria	Exceeds Expectations (4)	Proficient (3)	Developing (2)	Warning (1)
<b>ATTENDANCE AND PUNCTUALITY</b>	Rarely absent or tardy. Consistently meets academic deadlines.	Few absences or tardies that do not interfere with academic performance. Most academic deadlines are met.	Student absences or tardies interfere with academic performance. Some academic deadlines are met.	Student absences or tardies prohibit academic performance. Few if any academic deadlines are met.
<b>PERSISTENCE</b>	Always works diligently and shows strong perseverance when work is difficult. Never gives up.	Works hard most of the time and shows perseverance in difficult situations.	Sometimes shows perseverance in difficult situations, but sometimes gives up.	Does not persevere in difficult situations. Apathetic to outcome.
<b>TAKES RESPONSIBILITY FOR HIS OR HER OWN LEARNING</b>	Always prepared with homework and appropriate classroom materials for that day. Preparation enhances learning for self and others.	Usually prepared with homework and the appropriate classroom materials for that day. Preparation makes it possible to participate in class and to learn.	Occasionally prepared with homework and appropriate classroom materials for that day. Lack of preparation interferes with the ability to participate in class and to learn.	Rarely prepared with homework and the appropriate classroom materials for that day. Lack of preparation makes it impossible to participate in class and learn.
<b>MANAGING IMPULSIVITY</b>	Always thinks before acting, sets clear goals. Establishes an organized multi-step plan. Always understands the directions before proceeding.	Usually thinks before acting, and sets good goals, and usually understands directions before proceeding.	Occasionally begins before directions are clear and an organized plan is thought out.	Rarely or never has an organized plan. Acts impulsively. Begins without understanding directions.
<b>CLASSROOM ETIQUETTE</b>	Always displays appropriate learning behavior. Is always focused and never engages in distracting behavior. Always shows strong self-control and respect for others.	Consistently displays appropriate learning behavior in class. Consistently focused and rarely engages in distracting behavior. Consistently shows self-control and respect for others.	Inconsistent focus in class, and occasionally engages in distracting behavior. Has occasional loss of self-control and respect for others.	Rarely focused in class. Frequently engages in distracting behavior. Has difficulty maintaining self-control and showing respect for others.
<b>STRIVES FOR ACCURACY</b>	Continuously and independently reworks assignments for perfection.	Consistently checks for accuracy and reworks assignments to meet course expectations.	Settles for minimal accuracy.	More interested in expediency than accuracy.
<b>APPLIES PAST KNOWLEDGE TO NEW SITUATIONS</b>	Always takes meaning from past experience and applies it to new situations.	Consistently uses what they have learned to find answers to new situations.	Struggles to connect past experiences to new situations. Sometimes will say "that reminds me of" to relate to a new situation.	Very little to no recall of similar previous situations.
<b>BEHAVES INTELLIGENTLY WHEN NOT KNOWING THE ANSWER</b>	Always uses various resources and strategies to successfully find a solution. Seeks teacher help when necessary.	Consistently uses various resources and some strategies to successfully find solutions. Usually seeks teacher help when a solution can not be found.	Explores minimal resources and strategies to find solutions to problems. Occasionally seeks teacher help when a solution can not be found.	Unable to locate resources and does not use strategies to find solutions to problems. Rarely seeks extra help when solutions can not be found.



# FAIRHAVEN HIGH SCHOOL



## ACADEMIC EXPECTATIONS *Delegation of Responsibility to Departments*

DEPARTMENT	WRITING	READING	SPEAKING	PROBLEM SOLVING	TECHNOLOGY	HABITS OF MIND
ENGLISH	P	P	P	S	S	P
MATH	S	S	S	P	P	P
SCIENCE	S	S	P	P	P	P
HISTORY	P	P	P	S	S	P
WORLD LANGUAGES	S	S	P	S	S	P
ART	S	S	S	P	S	P
MUSIC	S	S	S	P	S	P
WELLNESS	S	S	S	P	S	P

P= primary responsibility for teaching and assessing expectation  
S= secondary responsibility for teaching and assessing expectation



## **NURSE'S OFFICE**

A full-time nurse is available throughout the school day. Medical records and other related pertinent information are kept on file and made known to various teachers when appropriate.

## **SOCIAL WORKER**

There are two and a half full time social workers on staff to provide crisis intervention to students when difficult situations occur at school. The social workers provides individual counseling to help students understand and overcome personal, social, or behavioral problems affecting their education and/or personal growth. Conferring with parents or guardians, teachers, other counselors, and administrators to resolve students' behavioral, academic, and other problems is one of the many roles of our social workers.

## **SCHOOL COUNSELING SERVICES**

At Fairhaven High School, the school counselors work proactively with students by delivering a counseling curriculum that systematically reaches all students in an effort to maximize student potential and academic achievement. The program is based on the Massachusetts School Counselor Association Comprehensive Model. It is a standards-based program that is aligned with the Department of Elementary and Secondary Education Guidance Counseling Frameworks. The mission of the Fairhaven High School counseling department is to provide a comprehensive, developmental counseling program that supports the academic, college and career readiness, and personal/social growth of all students. By providing grade-level seminars in the classrooms, small groups, and in individual meetings, all students have access to the information they need to develop in the academic, personal/emotional, and college/career domains.



Fairhaven High School currently uses “Carnegie Units” as a measure for course credit. The “Carnegie Unit” was developed in 1906 (coincidentally the same year that the high school began operation) as a measure of the amount of time a student has studied a subject. It is considered a “standard unit” among colleges and universities. A full year course is considered 1 unit and a semester based course is considered 0.5 unit. Exceptions to this is School Service, which is 0.25 units; grade 9 Ramp Up To Literacy program, which is 2.0 units; and select School to Career options.

In order to graduate from Fairhaven High School, students are required to earn a minimum of 22 units. Students must also satisfy the requirements of competency determination on the English Language Arts, Mathematics and Science MCAS tests, in order to receive a diploma.

All students are expected to carry a full course load. There are circumstances in which a waiver is possible for a reduced course load or a change in unit requirements. Students and parents should consult school counselors for these situations. All waivers must be approved by the school principal. Seniors must carry a schedule with a minimum of 3 units of core courses (English, math, science, history, or language) and must pass a minimum of 4 units to meet the graduation requirement.

## GRADE PROMOTION

In order to be promoted to the next grade and be assigned a homeroom in that grade, students must have passed their current year of English and Mathematics (grades 9 and 10), as well as English for grade 11, and must have earned at least the following number of units:

TO BECOME A:	UNITS NEEDED:
Sophomore	5
Junior	10
Senior	15

*A student’s year of graduation shall be determined no later than September of each year. The principal may approve exceptions to this policy for students with extenuating circumstances.*

## ALL STUDENTS MUST ENROLL IN AND PASS THE FOLLOWING SUBJECTS AS FULFILLMENT OF THE GRADUATION REQUIREMENTS

<i>Discipline</i>	<i>Units</i>
<b>English</b> (English 1-4, or relevant AP Course)	<b>4</b>
<b>Mathematics</b> (Must complete minimum study of Alg 1, Geom and Alg 2)	<b>4</b>
<b>History</b> World, U.S. I, and USII, APUSH, AP Gov	<b>3</b>
<b>Science</b> (Biology, one physical science course, and another lab science preferred)	<b>3</b>
<b>World Language</b> (Two consecutive years )	<b>2</b>
<b>Health &amp; Physical Education</b> 0.5 Must be Health	<b>1.5</b>
<b>Media/Visual/Performing/Arts</b>	<b>1.5</b>



### WHAT IS CLASS RANK?

A student's rank in class is a measure of his/her overall academic achievement relative to the achievement of others within the same graduating class. Class rank serves the following purpose: (1) as a factor in college admissions decisions, (2) as one eligibility factor considered for nominations to the National Honor Society, and (3) as qualification or entitlement to certain awards, recognition, and scholarships.

### WHEN IS IT COMPUTED?

Rank is calculated using term grades in all academic subjects taken at Fairhaven High School. Transfer grades from another high school are also included and given comparable FHS weight value. Failing grades are included and weighted as zero. Not included in computation of rank are all unlevleed courses. Courses taken by students for enrichment or courses taken voluntarily by students outside of Fairhaven High School are not included in the computation of the class rank. Exceptions to this may be made when scheduling prevented access to a graduation requirement and must be approved by the Principal.

### WHAT'S INCLUDED?

Rank in class is computed at the close of each term. Students may obtain their rank in class from the school counseling office.

### WEIGHTED VALUES BY GRADE AND LEVEL

LETTER GRADE EARNED	AP	HONORS	CP	SPECIALIZED INSTRUCTION
A+	5.7	5.0	4.3	3.6
A	5.4	4.7	4.0	3.3
A-	5.1	4.4	3.7	3.0
B+	4.8	4.1	3.4	2.7
B	4.5	3.8	3.1	2.4
B-	4.2	3.5	2.8	2.1
C+	3.9	3.2	2.5	1.8
C	3.6	2.9	2.2	1.5
C-	3.3	2.6	1.9	1.2
D+	3.0	2.3	1.6	0.9
D	2.7	2.0	1.3	0.6
F, F-	0.0	0.0	0.0	0.0

## GRADING SYSTEM

**A+** 97 - 100

**A** 93 - 96

**A-** 90 - 92

**B+** 87 - 89

**B** 83 - 86

**B-** 80 - 82

**C+** 77 - 79

**C** 73 - 76

**C-** 70 - 72

**D+** 67 - 69

**D** 65 - 66

**F** 50 - 64

**F-** Below 50

*Minimum passing grade = D*



### **HOME SCHOOLED GRADES**

Students who may have participated in an approved Home Schooled Program will have their final grades counted toward FHS graduation requirements but will be entered as unlevleled and will not count toward the GPA calculation.

### **HIGH SCHOOL COURSES TAKEN WHILE IN MIDDLE SCHOOL**

Successful high school level courses taken for credit while in middle school will be evaluated and considered for approval toward high school graduation requirements. They will not count toward GPA. Students will still need to complete FHS MassCore graduation requirements while in high school.



## SAMPLE OF AN END OF YEAR CLASS RANK COMPUTATION

Steps 1 & 2

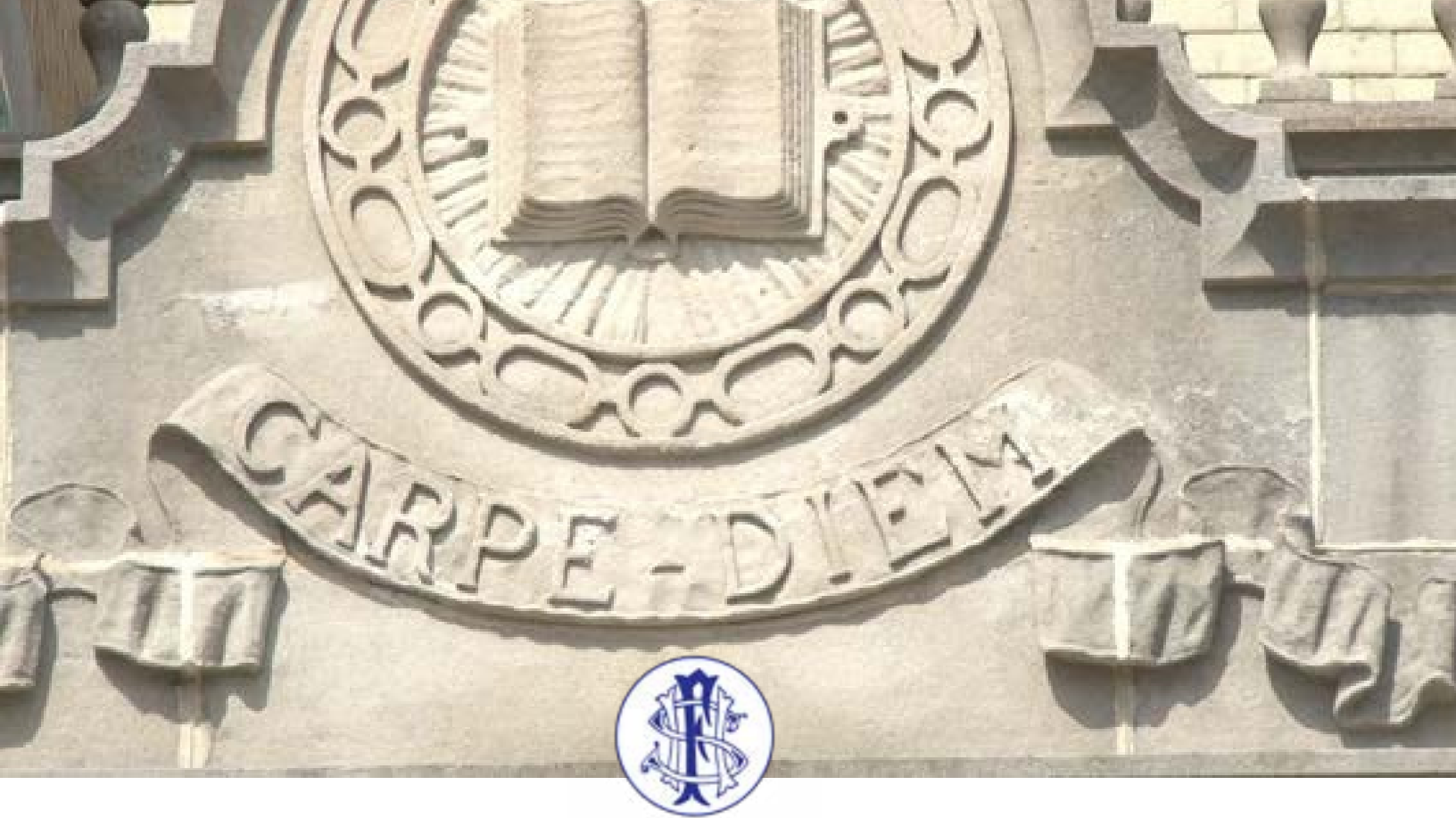
WEIGHTED COURSE	LEVEL	GRADE	GRADE VALUE	UNITS
ENGLISH 4	H	C+	3.2	1 = 3.2
ANATOMY/PHYS.	CP	A+	4.3	1 = 4.3
AP CALCULUS	AP	B+	4.8	1 = 4.8
FRENCH 5	H	A-	4.4	1 = 4.4
PHYSICS	CP	A	4.0	1 = 4.0
HEALTH	UL	A	0.0	0.5 = 0.0
CHORUS	UL	A	0.0	0.5 = 0.0
				TOTAL = 20.7

Step 3

$$\frac{\text{Sum of Products (20.7)}}{\text{Units Attempted (5)}} = \text{GPA (4.14)}$$

Step 4

*Place GPA in rank order with others in class.*



*Students planning to attend college after high school should plan a program of study consisting of at least the following:*

<b>ENGLISH</b>	<b>4 YEARS</b>
<b>MATH</b>	<b>4 YEARS</b>
<b>NATURAL &amp; PHYSICAL SCIENCE*</b>	<b>3 YEARS</b>
<b>SOCIAL STUDIES</b>	<b>3 YEARS</b>
<b>WORLD LANGUAGE**</b>	<b>2 YEARS</b>

- \* preferably Biology and Chemistry with an additional lab course in science of technology
- \* 2 or more consecutive years of same language (depends on college)

*It is recommended that students consult with school counseling personnel as early as possible to discuss differences in entrance requirements among 4-year colleges, 2-year colleges, nursing schools, and technical schools.*

## **DUAL ENROLLMENT**

*Dual Enrollment is a program in which high school juniors and seniors with a required GPA of 3.0 may take college courses and receive credit towards both high school and college graduation from an accredited Massachusetts State College or University.*

*Please check with your school counselor to see if you are eligible.*



Students should attempt to select the combination of courses over their four years of high school that will provide them with the best foundation possible to further their post- high school goals. The range of courses available to students allows for preparation for a wide range of post-high school pursuits.

All courses are designed to provide students maximum opportunity for achievement commensurate with their ability, performance, and goals. Students are encouraged to select a course of study that is consistent with a realistic self-assessment of current academic performance, future aspirations, and motivation to work for success.

### **ADVANCED PLACEMENT**

Advanced Placement courses are offered at a level of rigor and challenge equivalent to a freshman college course. These courses are demanding and follow a curriculum recognized by the College Board through the official AP Course Audit process, and culminate with an examination in May. All students enrolled in an AP course are expected to take the AP exam and must do so in order to earn AP level credit on their transcript. Student scores on these exams range from 1 to 5. A student scoring a 3 or higher may earn college credit at participating colleges and universities. Advanced Placement courses are designed for students with solid study skills and the motivation to undertake a challenging academic program. FHS now offers the option of earning an AP Capstone Diploma by completing the necessary requirements. Additional information regarding Advanced Placement courses can be found on the College Board's website at [www.collegeboard.org](http://www.collegeboard.org).

### **HONORS**

Honors level courses are designed for the student who has consistently demonstrated the ability and motivation to achieve a high degree of success in a rigorous academic program. Work in these courses focuses on developing advanced skills, knowledge, and understanding. Participation in Honors level courses provides strong preparation for college work.





## **COLLEGE PREP**

College Prep courses are designed for the student who has demonstrated the ability and motivation to achieve success in a solid college-oriented academic program. College Prep courses focus on developing solid mastery of essential content, skills, and understandings, at a demanding, but lesser pace and depth than at the Honors level.

## **SPECIALIZED INSTRUCTION**

Specialized instruction courses are offered at a moderate level of difficulty with specialized support for students who have demonstrated a range of abilities for achieving academic success. These courses emphasize mastery of basic core content and standards, skills, and understandings that offer the student a sound preparation for challenges beyond high school.

## **SCHOOL SERVICE**

The Massachusetts Curriculum Frameworks stress the value of “authentic learning.” Involvement in community service learning activities provides a forum in which such learning will occur. School service is an opportunity for students to assist a faculty/staff member during the school day to participate in learning activities. This opportunity is limited to Juniors and Seniors in good academic standing, and to one period per semester if their schedule allows.



## **PREREQUISITES**

Enrollment in any sequential course (English 1, 2, 3, and 4 for example), unless stated otherwise in the course description, requires the successful completion of the previous course in the sequence. It is recommended that a grade of C- or better be earned in order to continue in an elective sequential course. Exceptions to this may be made at the discretion of the principal in consideration of extenuating or unusual circumstances.

## **SUMMER/EVENING SCHOOL**

Students are eligible to make up a failed course providing the final grade is not lower than an F (50-64). Students with a final grade of F- (49 and below) may be permitted to make up the course in Summer/Night School with the teacher's recommendation and the permission of the principal. An INC (Incomplete) cannot be made up in summer school, nor can a grade of FNC (Failure – no credit). Students are responsible for their own transportation and any program costs.

It is expected that students who fail a required course (particularly English and Math) will take the course if offered in summer school. "Doubling up" on required or sequential courses will not be permitted without the express permission of the principal. Those who are offered to do so will be evaluated after the first quarter and may be removed from the course if they are failing. A passing summer or night school grade will be reported on the high school transcript as a 65%(D).



## **REPEATING A COURSE**

Students who do not pass a required and sequential course are expected to attend summer to make-up courses. In certain circumstances with the approval of the principal and the academic lead, a student may be allowed to retake these courses during the regular FHS school schedule.

Students may choose, and in fact are sometimes encouraged, to repeat a course (already once passed) at the same or higher level in order to achieve greater mastery of the subject matter and to earn a higher final grade in that course. Students will not receive additional credit for a course for which credit has already been granted. However, a higher grade earned in a repeated course will be substituted on a transcript for a lower grade earned previously. The higher grade will also be reflected in class rank computations and applied to meeting prerequisite requirements for sequential courses.

## **CREDIT RECOVERY/ONLINE LEARNING**

Students may be eligible to participate in an online pathway for a personalized learning experience to recover lost credit, take an additional or elective course not offered in the classroom setting, fulfill Innovation Pathways course requirements, or master important skills needed to be more successful. Current online courses are offered through the GradPoint and Edgenuity learning platforms.

Students must determine eligibility to take a course through their counselor and approval of the principal is required.



## COURSE SELECTION PROCESS

Generally, at the midpoint of the school year, students and parents, together with their counselor, select an appropriate program for the next school year. Current year teachers will assist in the process by making recommendations for appropriate instructional levels, sequential courses, and other department course options based on a student's academic performance and study habits. We encourage all students to follow their teacher's recommendations. A student may, with extenuating circumstances, request a change to a teacher's recommendation through their guidance counselor and with proper documentation.

**Students must at all times carry a full course load. Therefore, a student cannot drop a required or an elective subject if doing so brings the credit total below the required minimum.**

## SCHEDULE CHANGE POLICY

The school-counseling department will consider changes at the beginning of the school year (Semester 1) and the beginning of Semester 2 for the following reasons:

Changes in student course schedules can only be made in the school counseling office prior to the start of the school year and during the first two weeks of a new course. Level changes may be considered following the first quarter progress reports. Following this time period, a student may only withdraw from a course with the permission of the sending and receiving teacher, parent/guardian, counselor, and final approval by the principal. Students who withdraw from a course following the quarter 1 progress report period will receive a WP (Withdraw-passing) or a WF (Withdraw-Failing) on his/her permanent transcript. No student may enter a new class or be withdrawn from an existing class on his/her schedule without full approval and clearance from his/her counselor.

SCHEDULING ERROR

FAILURE TO MEET  
PREREQUISITES

STUDENTS W/ INCOMPLETE  
SCHEDULES (NOT ENOUGH  
SUBJECTS FOR COLLEGE/  
GRADUATION)

STUDENTS WHO NEED  
SCHEDULE CHANGES BECAUSE  
OF SUMMER SCHOOL  
COMPLETION

TEACHER-RECOMMENDATION  
CHANGES



## Innovation Pathways Program-Business and Finance

Innovation Pathways is a great opportunity for students who are interested in the sector of Business and Finance, to explore relevant classes and complete immersive experiences. Fairhaven High School is committed to ensuring equitable access to all students wishing to join the program. Applications for the three-year program are due in May of Freshman year. Students enrolled in Innovation Pathways will graduate with their peers and will receive a distinguished diploma indicating their participation in the recognized program. Completing the program is not binding in any way. Students can exit the program at any point and can enroll in any college of their choice. This program can be completed at NO COST to students and their families.

### Innovation Pathways Requirements

Students in the Innovation Pathways three-year Program (*Business and Finance*) must complete two technical classes, two advanced classes, and one 100-hour internship at SouthCoast Federal Credit Union. Applicants typically enter the program in 10th grade and exit in 12th grade, but the program allows several entry points.

List of Technical Classes (*Only two must be completed*):

- Data Science
- Computer Applications
- Economics
- Financial Literacy & Consumerism

List of Advanced Classes (*Only two must be completed*)

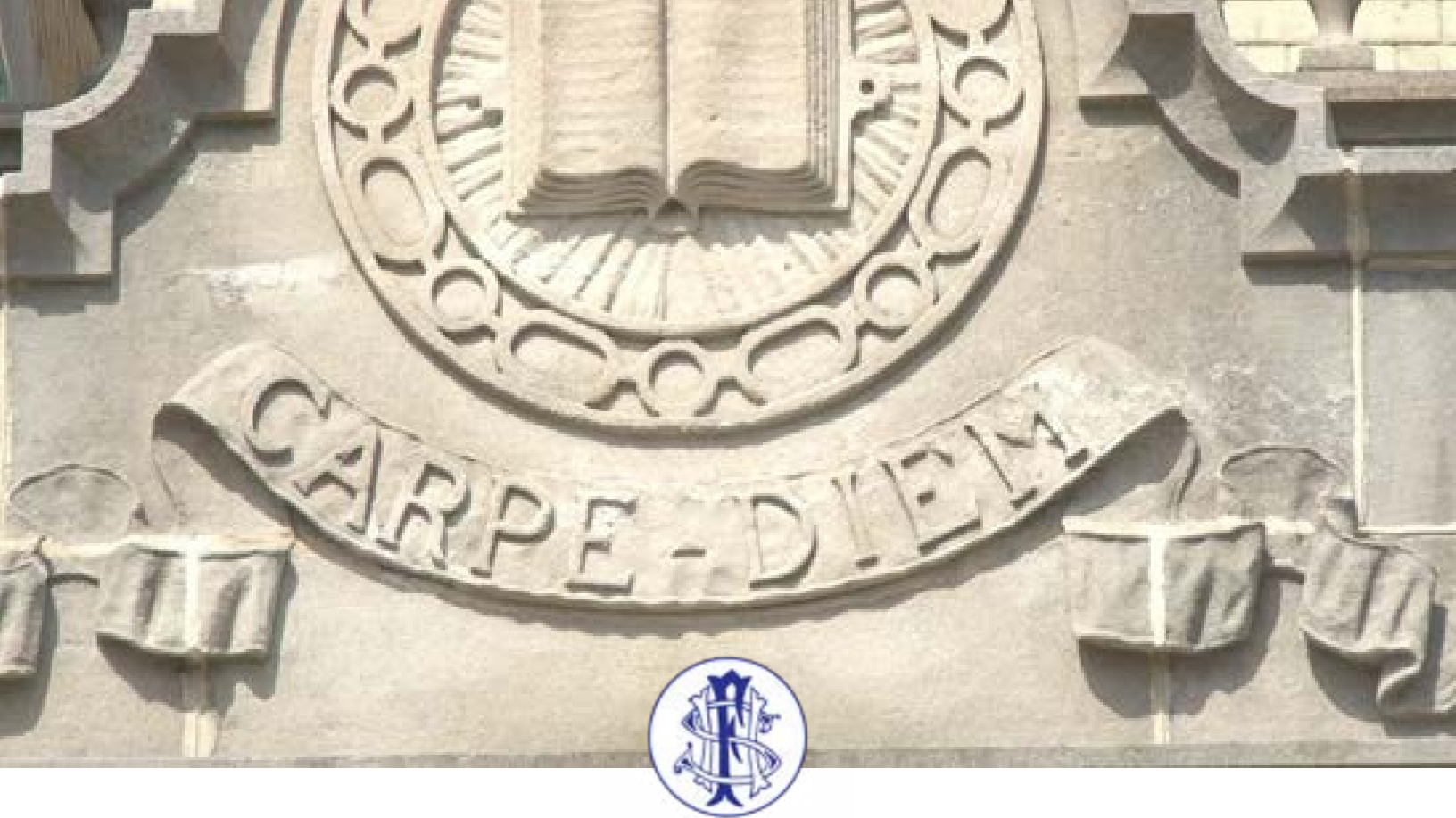
- AP Statistics
- Intro to Business (Massachusetts Maritime Academy)
- Principles of Accounting I (Bristol Community College)
- Principles of Management (Bristol Community College)

The program will provide students with opportunities to acquire certifications in Industry Recognized Credentials such as Microsoft Office Specialist (MOS), QuickBooks, Smart Money, and the Banking Teller Certificate at NO COST to students and their families.

This program is at NO COST to students and their families, including dual enrollment classes cost, as well as transportation to in-person classes and/or internship locations.

FHS has secured 16 slots in this program. All 9th graders interested in enrolling are encouraged to apply! No GPA or other academic requirements are needed.

For a copy of the application or more information, contact College & Career Coordinator Mrs. Marlene Sabeh 508-784 7442, or email [msabeh@fairhavenps.net](mailto:msabeh@fairhavenps.net).



## ENGLISH LANGUAGE ARTS COURSE OFFERINGS

The mission of the English department is to design courses that elevate students' abilities to engage in sophisticated critical thinking, enhance communication skills, and foster creativity in learning.

In each course, we explore works of literature and nonfiction from Canonic and contemporary authors who represent a range of diverse experiences to position students to be effective collaborators. Anchor texts are selected to provide students with equal access to a shared curricular foundation while self-selected and supplemental texts are employed to meet the interests of individual students and classes.

**All courses are designed to promote the power of the written and spoken word. Lessons engage students in a range of writing and research experiences to strengthen their abilities to participate in civic discourse effectively and contribute meaningfully to their local and global communities.**

Note: The Fairhaven High School Program of Studies reflects potential course offerings for the 2024-2025 school year. Student interest, class size, and teacher availability often influence course offerings. Courses and levels may be combined in order to meet minimum class size requirements.



## **ENGLISH LITERACY- GRADE 9 | 1 UNIT**

### **018 COLLEGE PREP**

*Emphasis in this course is placed on developing literacy skills essential to success in future course work. Eligibility is determined through testing and a specific recommendation process. Students gain confidence navigating both fiction and nonfiction texts. Through the teaching of reading comprehension and writing explicitly, this course fosters independent, self-directed learning while monitoring student progress for continued success.*

## **ENGLISH 1 - GRADE 9 | 1 UNIT**

### **011 HONORS 012 COLLEGE PREP**

*In this course, students read classic and contemporary poetry, fiction, and drama. An emphasis is placed on the exploration of current issues through nonfiction texts. In addition to the assigned reading, students select texts of interest for independent reading throughout the course.*

*Narrative, argument, and informative writing modes are studied. Students write for a variety of purposes within skill-based lessons. Elements of writing such as coherence, organization, and style are explored. Students are introduced to using research databases effectively, develop research questions, attribute sources, and participate in other research lessons designed to prepare them for research opportunities.*

*Higher order thinking skills are evaluated formally and informally through classroom assessments. Reading, writing, speaking, & listening skills are assessed at grade-level and through departmental common assessments.*

*Honors English explores topics in more depth, requires outside reading, and provides students with additional opportunities for independent study and inquiry.*

## **ENGLISH 2 - GRADE 10 | 1 UNIT**

### **021 HONORS 022 COLLEGE PREP**

*This course continues to develop the skills introduced in English 1. The analysis of literary texts is emphasized. Global issues are investigated through nonfiction texts and student inquiry. In addition to the assigned reading, students self-select texts of interest for independent reading throughout the course.*

*Narrative, argument, and informative writing modes are studied. Students write for a variety of purposes within skill-based lessons. Students strengthen research skills by engaging in research opportunities that require them to develop and refine research questions, identify reliable and appropriate sources using research databases, consider source reliability, and synthesize ideas to form a defensible and well-organized argument.*

*Higher order thinking skills are evaluated formally and informally through classroom assessments. Reading, writing, speaking, & listening skills are assessed at grade-level and through departmental common assessments.*

*Honors English explores topics in more depth, requires additional reading, and provides students with additional opportunities for independent study and inquiry.*



## AP CAPSTONE

### SEMINAR AND RESEARCH

AP Capstone is a diploma program that pairs AP Seminar followed by AP Research. The Capstone Diploma is awarded to students who earn a 3 or higher on **four** AP exams in addition to AP Seminar and AP Research - required courses for the Capstone. The Capstone Certificate is awarded to those students who earn a 3 or higher on both the AP Seminar and AP Research exams. The Capstone program prioritizes independent research, collaborative teamwork, and communication skills valued by colleges, universities, and employers.

#### **AP SEMINAR - GRADE 10 or 11 | 1 UNIT**

##### **050 ADVANCED PLACEMENT**

*This is a foundational course engaging students in cross-curricular conversations that explore the complexities of topics by analyzing divergent perspectives. Using an inquiry-based approach, students practice reading and analyzing articles, research studies, and foundational and literary, and philosophical. Students investigate academic and real-world topics from multiple perspectives, gather and analyze information from various sources, develop credible and valid evidence-based arguments, collaborate in teams, and communicate using appropriate media.*

#### **AP RESEARCH - GRADE 11 or 12 | 1 UNIT**

##### **051 ADVANCED PLACEMENT**

##### **Prerequisite: AP Seminar**

*This course expands on what they learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. Teachers guide and support individual students as they address their research questions. Students who take this course explore both literary and non-literary texts.*

#### **AP LANGUAGE AND COMPOSITION - GRADE 11 - 12 | 1 UNIT**

##### **030 ADVANCED PLACEMENT**

##### **Prerequisite: Teacher Recommendation**

*Equivalent to a first-year college composition class, this course emphasizes effective writing and critical reading skills. A variety of non-fiction essays from various fields and genres are read, analyzed, and discussed. Students practice and refine argumentative, rhetorical analysis, and synthesis essay writing in preparation for the exam in May.*

*In this course, students also read and examine an abbreviated version of fiction texts embracing multiple perspectives. Registration for this AP course commits students to the end of the year AP exam. While the course is open to sophomores, students and parents must understand that the commitment paired with the rigor of the course requires an exceptional work ethic to ensure success.*





## **ENGLISH 3 - GRADE 11 | 1 UNIT**

**031 HONORS 032 COLLEGE PREP**

### **THE AMERICAN EXPERIENCE**

*Students explore perspectives on American experiences by reading classic and contemporary poetry, fiction, and drama. Students analyze literary and nonfiction texts and discuss current events in America. In addition to the assigned reading, students select texts of interest for independent reading throughout the course.*

*Narrative, argument, and informative writing modes are studied. Students write for a variety of purposes within skill-based lessons. Students conduct research with teacher support on a topic of interest relating to a theme in the course, a current events issue, or a career pathway.*

*Higher order thinking skills are evaluated formally and informally through classroom assessments. Reading, writing, speaking, & listening skills are assessed at grade-level and through departmental common assessments.*

*Honors English explores topics in more depth, requires outside reading, and provides students with additional opportunities for independent study and inquiry.*

## **ENGLISH 4 - GRADE 12 | 1 UNIT**

**042 COLLEGE PREP 041 HONORS**

### **CONTEMPORARY STUDIES**

*In collaborative settings that stress higher-order thinking, critical analysis, and reflection, students in Senior English engage with topics at the confluence of global perspectives and contemporary thinking. In units of study that include policy, identity, and human rights, students engage deeply with high-interest questions that both energize and challenge them to self-advocate, think critically, and engage with their communities.*

*Students are challenged to communicate their ideas through a variety of writing models that stress formal, informal, and creative modes. Writing styles include argument, narrative, synthesis, reflection, and formal research projects with topics that are student-selected and personally meaningful. In addition to the assigned reading, students select works of interest for independent reading.*

*Core skills of reading, writing, speaking, and listening are assessed at grade level and through departmental common assessments.*

*Honors English explores topics in more depth, requires outside reading, and provides students with additional opportunities for independent study and inquiry.*



## **AP LITERATURE AND COMPOSITION - GRADE 11 OR 12 | UNIT 1**

### **040 ADVANCED PLACEMENT**

#### **Prerequisite: Teacher recommendation**

*Equivalent to a first-year college composition class, this course provides a rigorous study in literature that covers major classical and contemporary works. This course will provide the students with the challenges and workload consistent with a typical undergraduate English course. Students adopt a more sophisticated writing style in response to analyzing literature. Through a process of a more interpretive analytical approach to literature, Students should be prepared to take the English Literature and Composition exam in the spring. Registration for this AP course commits students to the end of the year AP exam.*

## **MYSTERY AND CRIME: UNRAVELING THE LITERARY SECRETS**

### **GRADE 11-12 | UNIT 0.5 UNITS**

#### **XXX UNLEVELED (Semester)**

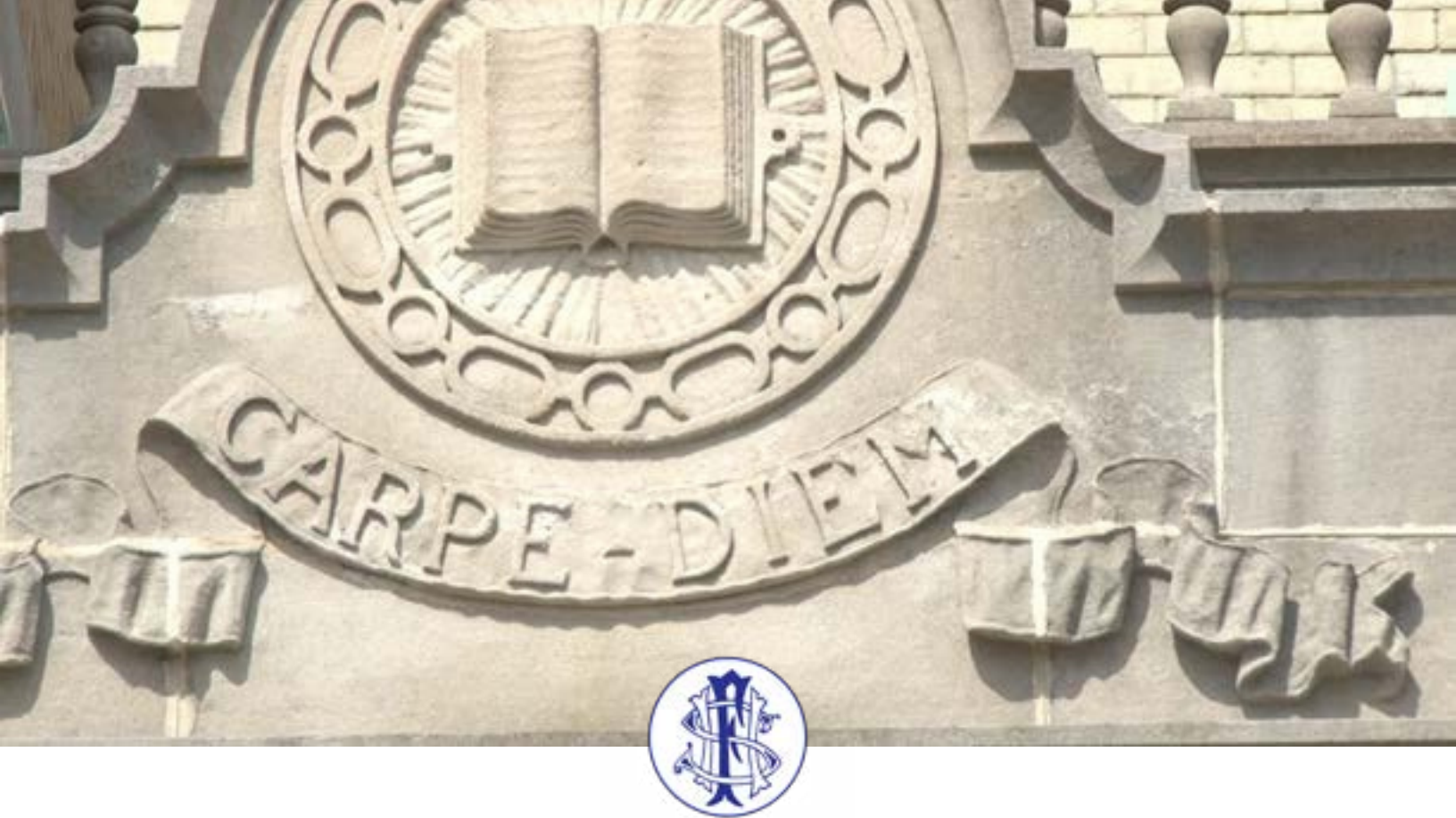
*Help solve a mystery! Students work collaboratively to solve literary who-dun-its before the ending is revealed. Classic mystery fiction writers including Edgar Allan Poe and Arthur Conan Doyle, and contemporary authors such as Agatha Christie and Dennis Lehane will be studied. Students will analyze narrative structures, plot development, and characterization in addition to how stories have changed over time and adapted to modern audiences. In addition to the assigned reading, students will research and study the history of crime fiction and its historical and societal contexts to guide their inquiry into this popular literary genre. By the end of the course, students will develop and present a thrilling mystery of their own!*

## **WRITING BEYOND THE CLASSROOM**

### **GRADE 11-12 | UNIT 0.5 UNITS**

#### **XXX UNLEVELED (Semester)**

*In this elective, students experience writing for purposes beyond the academic experience. The semester will include exploring writing on varying topics including but not exclusive to film, television, theater, fashion, and sports. Students learn about creative writing in its many forms –the short story, the blog, the novel, fan fiction, and flash fiction. Multiple opportunities and choices allow students to decide where they want to harness and express their creativity.*



## HISTORY & SOCIAL SCIENCES COURSE OFFERINGS

*History classes are designed to help prepare students for their future roles as active members of society. Each course is designed to facilitate the profile of a learner, foster reading, writing, and critical thinking skills, and empower students to become independent and thoughtful, skillfully assess issues, make well-informed decisions, understand the impact history has on their future, the nation's, and the impact on the world at large.*

Note: The Fairhaven High School Program of Studies reflects potential course offerings for the 2024-2025 school year. Student interest, class size, and teacher availability often influence course offerings. Courses and levels may be combined in order to meet minimum class size requirements.



## **WORLD HISTORY AND GEOGRAPHY SURVEY - GRADE 9 | 1 UNIT**

**416 HONORS 417 COLLEGE PREP**

*This course in World History will build and develop skills and knowledge that will be vital for engagement in an ever-changing, diverse world. The program will help the student understand the present by studying worldwide historical themes. This course explores clashes and interests, genocide, sectional differences, power conflicts, governments, and economic systems. In addition, students will examine physical and political geography, historical figures, themes, philosophies, and cultural ideas across the continents. The course emphasis will be on the development of reading primary and secondary sources, critical thinking skills, informative and argumentative writing, as well as research. Moving at a faster pace, the Honors class explores historical themes in depth. Additional independent work and reading are assigned.*

## **AP WORLD HISTORY - GRADES 9-12 | 1 UNIT**

**415 ADVANCED PLACEMENT**

### **Prerequisite: Teacher recommendation**

*AP World History: Modern offers students an opportunity to investigate significant events, individuals, developments, and processes from 1200 to the present. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Throughout these themes, students will: analyze primary and secondary sources; developing historical arguments; make historical connections; and utilize reasoning about comparison, causation, and continuity and change over time. Command of these course themes and key concepts require sufficient knowledge of detailed and specific relevant historical developments and processes to exemplify the themes and key concepts.*



## **UNITED STATES HISTORY PART 1- GRADE 10 | 1 UNIT**

**426 HONORS 427 COLLEGE PREP**

*Extending the developmental skills and knowledge, this course will seek to expand, broaden and deepen familiarity with an understanding of geographical and historical concepts. Students begin their study with a review of the origins and main events of the American Revolution, Constitution, democratization and expansion, economic growth in the North, South, and West, social, political, and religious change, the Civil War, Reconstruction, immigration and industry, and progressivism leading into World War I and World War II. The course emphasis will be on higher-level thinking exhibited through writing historical essays, research, and a variety of activities. Moving at a faster pace, the Honors class explores historical themes in depth. Additional independent work and readings are assigned.*

## **AP UNITED STATES HISTORY - GRADES 11-12 | 1 UNIT**

**433 ADVANCED PLACEMENT**

**Prerequisite: Teacher recommendation and US History Part 1 preferred**

*The Advanced Placement U.S. History course is designed to prepare students for the AP exam as well as intermediate and advanced college classes. As such, it is modeled after an entry-level college course and will prioritize extensive reading and writing. Additionally, the course will provide students with the opportunity to critically analyze, discuss, evaluate, and debate United States history to demonstrate a complex understanding of our country's events as well as better understand their role in society. Registration for this AP course commits students to the end of the year AP test.*

## **UNITED STATES HISTORY PART 2- GRADE 11 | 1 UNIT**

**436 HONORS 437 COLLEGE PREP**

**Prerequisite: US History 1 preferred**

*This course in American History seeks to build on and hone those skills that will be needed for post high school study. This course will seek to examine cultural, political, and diplomatic events, personalities, and themes beginning with: Economics, World War I, the roaring 1920's, the Great Depression, New Deal, World War II, Korean War, Vietnam, Civil Rights, the Cold War, the War on Terror. The course will require guided research, emphasizing critical thinking through the examination of primary and secondary sources, and the writing of informative and argumentative essays. Students will also be expected to complete a mandatory Civics Project. The student-led Civics Projects will ask students to apply civic knowledge, skills, and dispositions to engage with the process of creating social and political change in their communities. Moving at a faster pace, the Honors class explores historical themes in depth. Additional independent work is assigned.*



## **PSYCHOLOGY - GRADE 10-12 | 0.5 Units**

### **440 UNLEVELED (Semester)**

*The purpose of this course is to present a scientific, accurate, and thorough overview of psychology. This course consists of an analysis and evaluation of people and their behavior. Students will analyze the physical and mental development of the human body and brain, analyze theories of personality development, describe the characteristics of psychological disorders, and explain various treatments of psychological disorders. Students ultimately will be able to completely describe the characteristics of a psychological disorder, describe how it affects personality, identify how and when the disorder might have developed in a person's life, and finally describe what therapy might be used to treat the disorder. Particular stress will be placed on the transition from adolescence to adulthood. Assessments will be based on classwork, quizzes, tests, and culminating projects.*

## **INTRODUCTION TO CRIMINAL JUSTICE - GRADES 10-12 | 0.5 Units**

### **449 UNLEVELED (Semester)**

*In this course, students will develop an understanding of the functions of the various agencies and components of our criminal justice system. Students will be introduced to the three major branches that make up the criminal justice system – law enforcement, the judicial system and the corrections component. Students will focus on the history of the criminal justice system, the connection and interpretation of the Constitution and the current issues facing members of our criminal justice system. This course is designed to stimulate interest for further study in the law and law enforcement and the possible pursuit of a career in this field.*

## **AP UNITED STATES GOVERNMENT AND POLITICS - GRADE 11-12 | 1 UNIT**

### **459 ADVANCED PLACEMENT**

#### ***Pre/Co-requisite: US History II or APUSH and teacher recommendation preferred***

*Advanced Placement United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with emphasis on policy-making and implementation. This course includes both the study of general concepts used to interpret U.S. government and politics as well as the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in government and politics. Additionally, students will be able to analyze and interpret basic data relevant to U.S. government and politics. The concepts and specific topics examined in this course are those that may appear on the AP exam. Students will be required to write a major research paper. Registration for this AP Course commits students to the end of the year AP test.*



## **ECONOMICS\* - GRADES 11-12 | 1 Units**

### **460 HONORS**

*This full-year course is designed to provide students with a fundamental understanding of the economy and their role in it. The tools and skills learned in class will give students the ability to critically analyze the world around them through a new economic and financial lens to help better inform day-to-day decision making. Topics include basic economic principles, supply and demand, business, finance and the stock market, and macroeconomic trends. The course includes projects, simulations, stock market contests, business simulations, the book *Freakonomics*, and more.*

*\*This class meets the technical course requirement of Innovation Pathways-Business and Finance, with the option to acquire certification in QuickBooks.*

## **AP ECONOMICS - GRADES 11-12 | 1 Units**

### **###**

*AP Economics is a full year course that offers an introduction to both Microeconomics and Macroeconomics. Microeconomics will focus on the behavior of individuals, businesses, governments, and markets within specific economic systems. Macroeconomics will focus on economic systems as a whole by analyzing labor markets, aggregate supply and demand, economic growth, etc. Both courses will utilize graphs, charts, and data to analyze and explain economic concepts. The course prepares students for both the AP Microeconomics and AP Macroeconomics exams.*

## **SOCIAL JUSTICE AND TEENS - Grade 11-12 | 0.5 Units**

### **462 UNLEVELED (Semester)**

*The Social Justice and Teens class is committed to having open discussions about inequities in race, sexuality, gender, class, and ability. In this course, students will be encouraged to have open minds when working on issues connected to prejudice, bias, and privilege. Students will discuss major social issues and try to promote change within the FHS community and beyond.*



## **MODERN U.S. ISSUES - GRADES 9-12 | 0.5 Units**

### **470 UNLEVELED (Semester)**

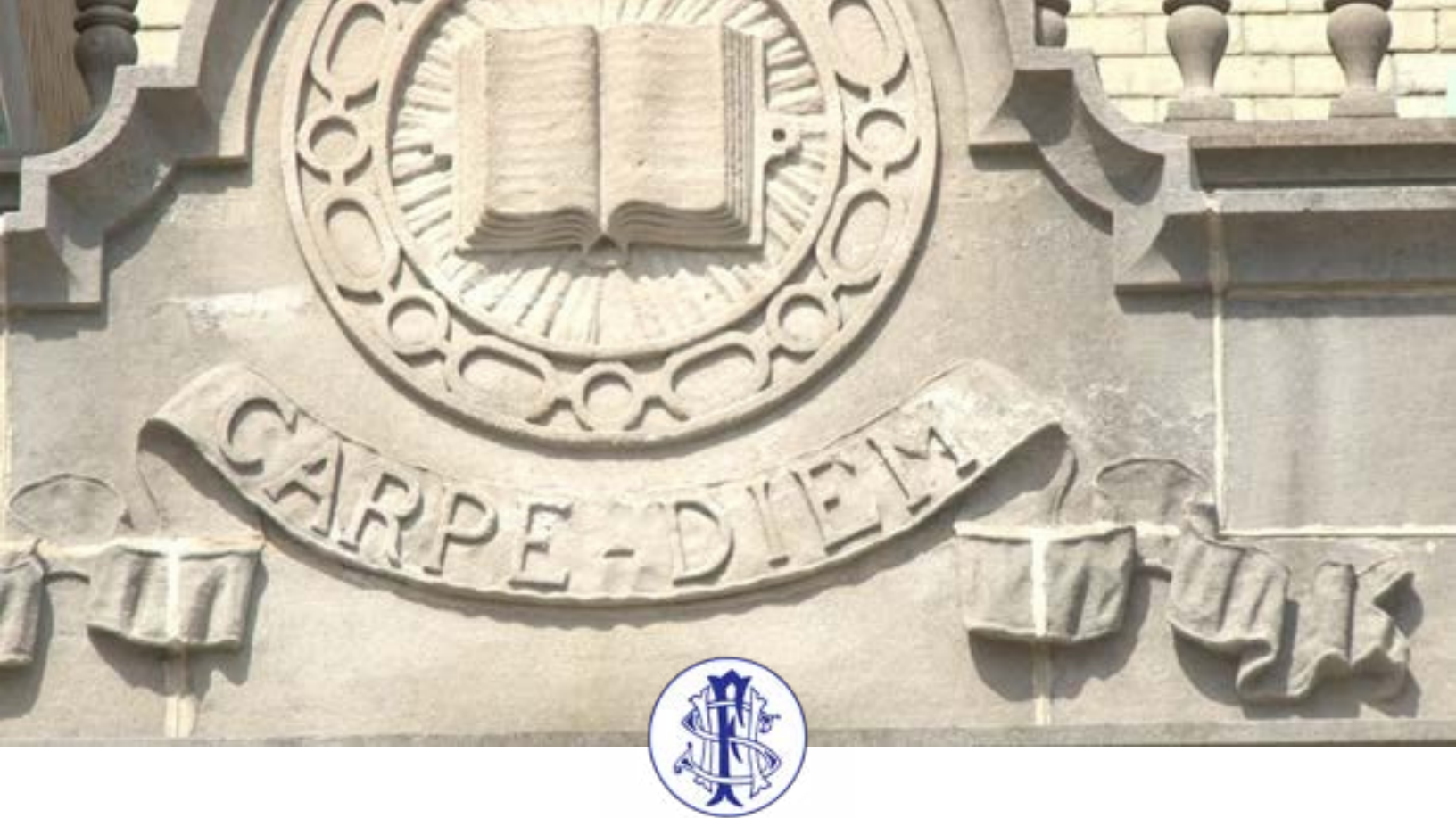
*In this course, Contemporary U.S. Issues, students study the political, economic, and social issues facing the United States, including state and local issues. There will be focus on current issues or but also examination of selected issues that span throughout the 20th century. Students will examine topics such as analysis of media, validation and credibility of information, including gathering and reporting information and using digital media. Students will be encouraged to take a critical stance toward what they read, hear, and view in newspapers and on websites, television, and social media in regard to contemporary U.S. issues.*

## **LOCAL HISTORY- GRADES 9-12 | 0.5 Units**

### **XXX UNLEVELED (Semester)**

*Students will engage in the history of their local communities by studying the history of New Bedford, Dartmouth, Fairhaven, Acushnet, and Westport. It will include the study of local economics, natural disasters, national movements, interesting sights, and more. Students will learn about the importance of the whaling and textile industries as well as learn about major figures in the anti-slavery movement. Some of the names students may learn about are Frederick Douglass, Lizzie Borden, Herman Melville, Henry Huttleston Rogers, Manjiro Nakahama, Franklin Delano Roosevelt, Joshua Slocum, Massasoit, Metacomet, visitors to Fairhaven such as Booker T. Washington, Anne Sullivan, Helen Keller, and Mark Twain.*





## MATHEMATICS COURSE OFFERINGS

*Mathematics plays an important role in our daily lives and is a critical component for college and career success. It is recommended that a student complete a rigorous program of study that includes four years of math coursework and includes the minimum sequence of Algebra 1, Geometry, and Algebra 2. This foundation in mathematics will be a definite asset to any student, regardless of the field of work or study a student plans to pursue. The Mathematics Department offers two levels of sequenced courses, along with select AP courses and additional elective courses, from which to choose. All offer the necessary preparation for state testing, but in different formats and at different paces.*

*The student, when selecting courses, is advised to choose the most challenging math course consistent with his/her background and ability. It is recommended that a student earn a C- or better in order to proceed to the next sequential course. If the student has any doubts or questions regarding the proper choice, consultation with their present math teacher or the Academic Lead is recommended.*

*In line with the Massachusetts State Frameworks, the minimum entry-level course for all freshmen is Algebra 1. Students interested in taking AP math courses should select a pathway that successfully completes Algebra 2H by the end of their sophomore year. The use of calculators is integrated into the instruction of all courses and it is recommended that the students have a scientific calculator. Students taking Pre-Calculus would benefit from using a graphing calculator. Students electing AP Calculus are required to have a graphing calculator. Please see one of our math teachers or academic supervisor for preferred calculator models.*

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## **ALGEBRA 1 - GRADE 9 | 1 UNIT**

### **111 HONORS 112 COLLEGE PREP**

The Honors course in algebra aims to give a student a strong comprehensive foundation of algebraic skills. It is recommended for students who are capable of doing work on an advanced level and at an accelerated pace. The course includes the fundamental properties, linear equations, and quadratic equations as well as problem-solving skills. It is designed for students who intend to further their education in mathematics, computers, science, or engineering.

The College Prep course covers the traditional topics of algebra and meets the minimum standards for college preparation. Topics include properties of real numbers, methods of equation solving, graphing linear equations, quadratic equations, and problem-solving skills.

## **ALGEBRA LAB - GRADE 9 | 0.5 UNIT**

### **113 COLLEGE PREP (Semester)**

**Mandatory co-requisite with Algebra 1 CP**

This course is an extension of Algebra 1. It allows the student to complete their study of algebra by concentrating on the topics of linear functions, probability and statistics, and graphical displays of data. Furthermore, it reinforces topics being taught in the student's Algebra 1 classroom. Projects, simulations, and applications are emphasized.

## **GEOMETRY - GRADE 9-10 | 1 UNIT**

### **121 HONORS 122 COLLEGE PREP**

**Prerequisite: Algebra 1 H or teacher recommendation**

This course in geometry is recommended for students who are capable of doing the work on an advanced level and at an accelerated pace. Topics include plane geometry (including formal proofs, construction, and loci), a review of algebra, introductory work in transformations, solid and coordinate (analytical) geometry, and practice for standardized college admissions tests. In order to achieve success in this course, students should have a strong foundation in Algebra 1, good reading skills, an ability to make good logical deductions, and the determination to complete challenging homework assignments on a daily basis.

**Prerequisite: Algebra 1**

Geometry College Prep is a continuation in the sequence for students having completed Algebra 1. Topics include plane geometry covering properties of angles, lines, planes, quadrilaterals and other polygons, and circles. Students will apply measurement formulas to find perimeters, areas, and volumes of 2- and 3-dimensional figures. Algebra is reviewed throughout the course.



## **ALGEBRA 2 - GRADE 10-11 | 1 UNIT**

**131 HONORS 132 COLLEGE PREP**

**Prerequisite: Geometry H or teacher recommendation**

*In this course students will continue the study of algebra, including linear and quadratic equations, inequalities, systems of equations, polynomials, exponential and logarithmic functions, and coordinate geometry. The pace and difficulty of the course are geared for students who are interested in pursuing careers in mathematics, science, and/or engineering.*

**Prerequisite: Algebra 1**

*The College Prep course provides the opportunity for all students to prepare for college-level algebra. A good foundation in Algebra 1 is recommended for success in this course, which includes quadratics, factoring, systems of equations, and problem-solving.*

## **PRE-CALCULUS\* - GRADE 11-12 | 1 UNIT**

**141 HONORS 140 COLLEGE PREP**

**Prerequisite: Algebra 2 H and teacher recommendation**

*This course sequentially follows Algebra 2 Honors and is recommended for students who intend to further their education in mathematics, computers, sciences, or engineering. The challenging content includes the study of functions, trigonometry, analytic geometry, and an introduction to calculus.*

*\*This class meets the advanced course requirement of Innovation Pathways-Business and Finance.*

## **FINANCIAL LITERACY\* - GRADE 12 | 1 UNIT**

**143 COLLEGE PREP**

*This course is available to senior students who have passed Algebra 2. Students will learn mathematical life skills needed to live and work independently while making sound consumer decisions. The topic relates to everyday needs of the consumer and includes banking, budgeting, credit cards, loans, interest, sales, property, and income taxes. It also includes comparison shopping, unit pricing, investing, and applications of the philosophy of "Pay Yourself First." Emphasizing real world applications, this course is modeled after the National Endowment for Financial Education program.*

*\*This class meets the technical course requirement for Innovation Pathways-Business and Finance, with the option to acquire a certificate of completion in Money Smart (US Treasury Curriculum).*



## **QUANTITATIVE REASONING - GRADE 12 | 1 UNIT**

**147 COLLEGE PREP**

**Prerequisite: Algebra 2**

*This course is designed to follow Algebra 2. The focus is on applying mathematics in real-world contexts by modeling domains of Algebra, Geometry, and Statistics. Students will deepen their structural use of numbers, analyze quantitative data, and apply this within the decision making framework. This course is an alternative to Pre-Calculus or Statistics and an option for students considering non-STEM career fields.*

## **STATISTICS - GRADE 12 | 1 UNIT**

**148 HONORS**

**Prerequisite: Algebra 2 H or Trigonometry**

*This course is comparable to a college course in Statistics. Topics will include data classification, experimental design, frequency distributions and their graphs, measures of central tendency, measures of variation, basic concepts of probability, conditional probability and the multiplication rule, counting principles, probability distributions, normal distributions, confidence intervals, and hypothesis testing.*

## **AP STATISTICS\* - GRADE 12 | 1 UNIT**

**149 ADVANCED PLACEMENT**

**Prerequisite: Pre-Calculus H (or co-requisite) and teacher recommendation**

*The curriculum is a prescribed scope of topics comparable to a first semester college course in Mathematical Statistics and Probability. Topics will include data classification, experimental design, frequency distributions and their graphs, measures of central tendency, measures of variation, basic concepts of probability, conditional probability and the multiplication rule, counting principles, probability distributions, normal distributions, confidence intervals, hypothesis testing and regression. Since it is required that a student use a graphing calculator for the exam, it is expected that the student has one throughout the school year. Registration for this AP course commits students to the end of the year AP exam.*

*\*This class meets the advanced course requirement of Innovation Pathways-Business and Finance.*



## **AP CALCULUS - GRADE 12 | 1 UNIT**

### **150 ADVANCED PLACEMENT**

#### **Prerequisite: Pre-Calculus and teacher recommendation**

The AP Calculus curriculum is a prescribed scope of topics comparable to a first-semester college Calculus course. Broad topics of continuity, limits, derivatives, and integrals will be covered and represented in four ways: graphically, analytically, numerically, and verbally. It is expected that the student will take the AP exam given at the end of the school year and, depending on the score, may earn college credit for the course. Since it is required that a student use a graphing calculator for the exam, it is expected that the student has one throughout the school year. Registration for this AP course commits students to the end of the year AP test.

## **CALCULUS - GRADE 12 | 1 UNIT**

### **151 HONORS**

#### **Prerequisite: Pre-Calculus**

For students who have completed Pre-Calculus, this course covers topics of continuity and limits; derivatives of algebraic, trigonometric, exponential and logarithmic functions; related applications; and graphs of functions and their derivatives. It is recommended to students who are interested in mathematics, science and/or engineering in college.

## **SPORTS ANALYTICS - GRADE 9-12 | 0.5 UNIT**

### **127 UNLEVELED (Semester)**

In this course, students will combine their passion for sports and knowledge of mathematics to examine topics about analysis across a broad range of different sports by collecting data, analyzing findings, and articulating their findings using topics, sports, or athletes of choice. They will explore advanced statistics that are becoming more prevalent and learn how to analyze and interpret data from statistics to study professional athletes and team performance. Students will also research the use of technology and how it is used to analyze player performance. In addition students will learn about the business of sports analytics and the pioneers in the field.



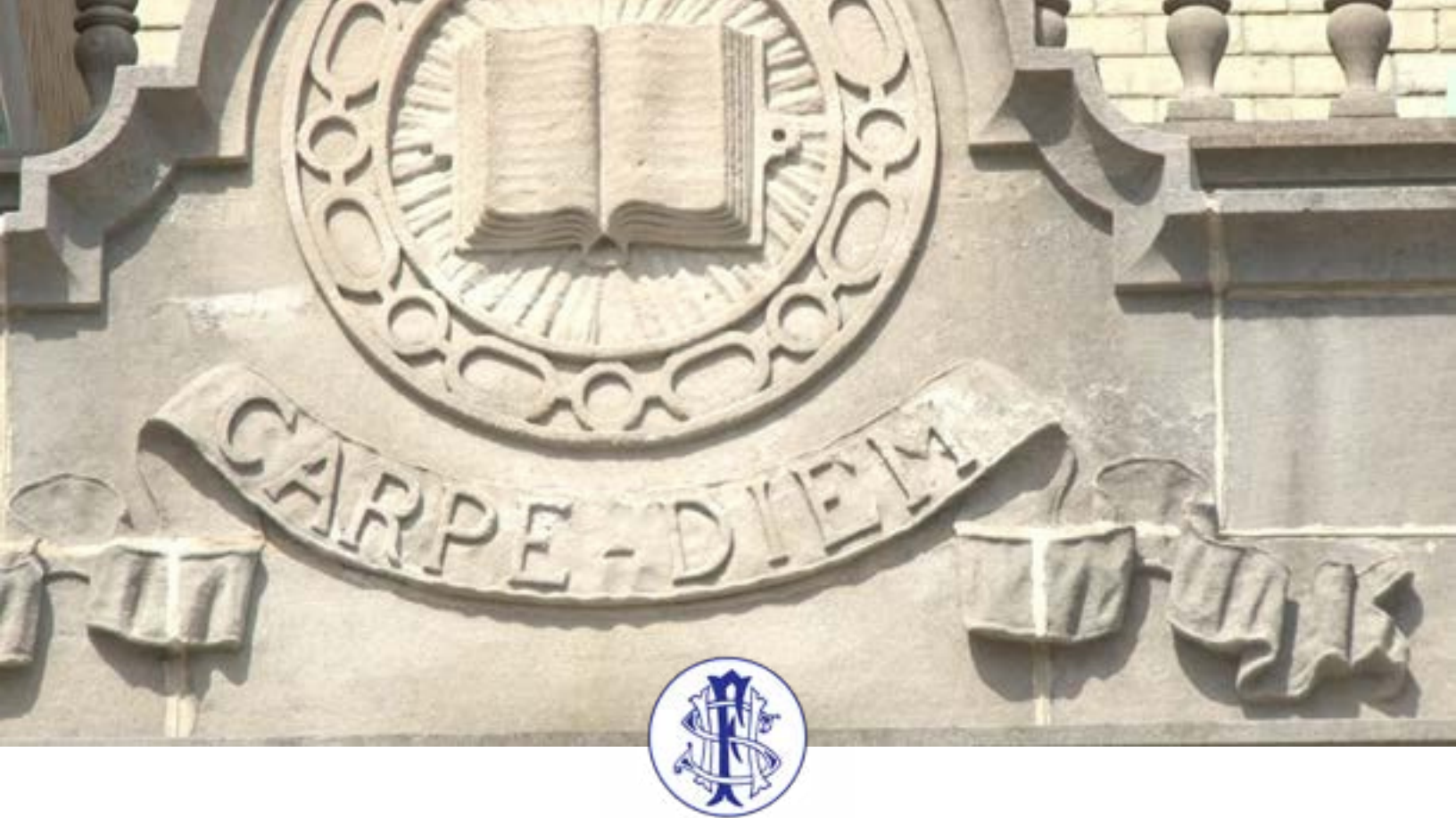
## **DATA SCIENCE\* - GRADE 11-12 | 0.5 UNIT**

128 UNLEVELED (Semester)

### **Co-Requisite: Algebra 2**

*In this course students will learn to understand, ask questions of, and represent data through project-based units. Students will be provided with opportunities to be data explorers through active engagement, develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, evaluate data-based arguments, and the importance of data in society. This data science course will provide students with opportunities to understand the data science process of inquiry, data collection and modeling, analysis/synthesis, and communication of data.*

*\*This is an enrichment class for Innovation Pathways-Business and Finance participants during which, students have the option to acquire the Bank Teller Certificate (from the American Bankers Association).*



## WORLD LANGUAGE COURSE OFFERINGS

*In this rapidly changing world, proficiency in a world language is more important than ever. In addition to learning an appreciation for other people's values and way of life, knowledge of another language can provide opportunities for communication on a personal level as well as preparing for careers in commerce, international relations, law, science, and the arts. All students must complete two years of the same classroom world language.*

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## **SPANISH 1 - GRADE 9-12 | 1 UNIT**

**216 COLLEGE PREP 217 HONORS**

*Spanish 1 is an introductory course for any student wishing to learn Spanish. It is designed for those students with little or no prior knowledge of Spanish. Through the use of cooperative learning strategies and hands-on projects and activities, students work toward proficiency in speaking, listening, reading, and writing. Students begin their writing with short compositions about family, friends, and themselves. Paired activities encourage and allow students to express themselves, their opinions, likes and dislikes. An appreciation and knowledge of the culture and history of the Spanish speaking world is explored through short readings and individual/group research.*

*Honors level students progress through these topics at an accelerated and more challenging pace.*

## **SPANISH 2 - GRADE 9-12 | 1 UNIT**

**226 COLLEGE PREP 225 HONORS**

***Prerequisite: Spanish 1 (Grades 7&8) or Spanish 1 (Grades 9-11)***

*Spanish 2 continues to develop and reinforce skills presented in Spanish 1. After a thorough review, students continue to develop their language skills through a variety of strategies and activities and through the use of instructional media. Emphasis is on using Spanish in meaningful ways through paired activities, cooperative learning strategies, hands-on projects, games, music, and communicative activities. Students continue to expand their writing through a variety of assignments structured to improve their writing skills. Appreciation and knowledge of the Spanish speaking world continues to be developed through short readings and projects.*

*Honors level students progress through these topics at an accelerated and more challenging pace.*





### **SPANISH 3 - GRADE 10-12 | 1 UNIT**

**236 COLLEGE PREP 235 HONORS**

**Prerequisite: Spanish 2**

*Spanish 3 places emphasis on developing speaking and writing skills. Students review previous structures as well as learn more advanced structures. More emphasis is placed on developing a proficiency of expression using a variety of tenses with more expanded vocabulary and grammatical structures. Emphasis is placed on using Spanish in a meaningful way through continued use of paired/group activities, cooperative learning, hands on projects, presentations, discussion, games, music, and communicative activities. Curriculum continues to be reinforced through the use of instructional media. Students continue with writing assignments designed to improve proficiency to a higher level. Appreciation and knowledge of the Spanish speaking world is continually promoted through readings, projects, and class discussion.*

*The Honors class is conducted mostly in Spanish. Spanish 3 Honors offers a challenging, fast-paced curriculum with the opportunity to develop all skills to a more sophisticated level of expression and comprehension.*

### **SPANISH 4 - GRADE 11-12 | 1 UNIT**

**245 HONORS**

**Prerequisite: Spanish 3**

*This class is conducted entirely in Spanish. Spanish 4 Honors is a continuation of the study of the Spanish language and culture with continued emphasis on improving proficiency in speaking, listening, reading, and writing. Grammatical concepts are reviewed and refined. Vocabulary development in both reading and speaking continues to be a focus in an effort to help the student attain greater ease in self-expression in Spanish. Oral presentations and compositions are required. Students continue to write compositions on a variety of topics. Group conversations and paired work are frequent with students reacting to a partner's statement.*



## **AP SPANISH - GRADE 11-12 | 1 UNIT**

### **256 ADVANCED PLACEMENT**

**Prerequisite: Teacher recommendation**

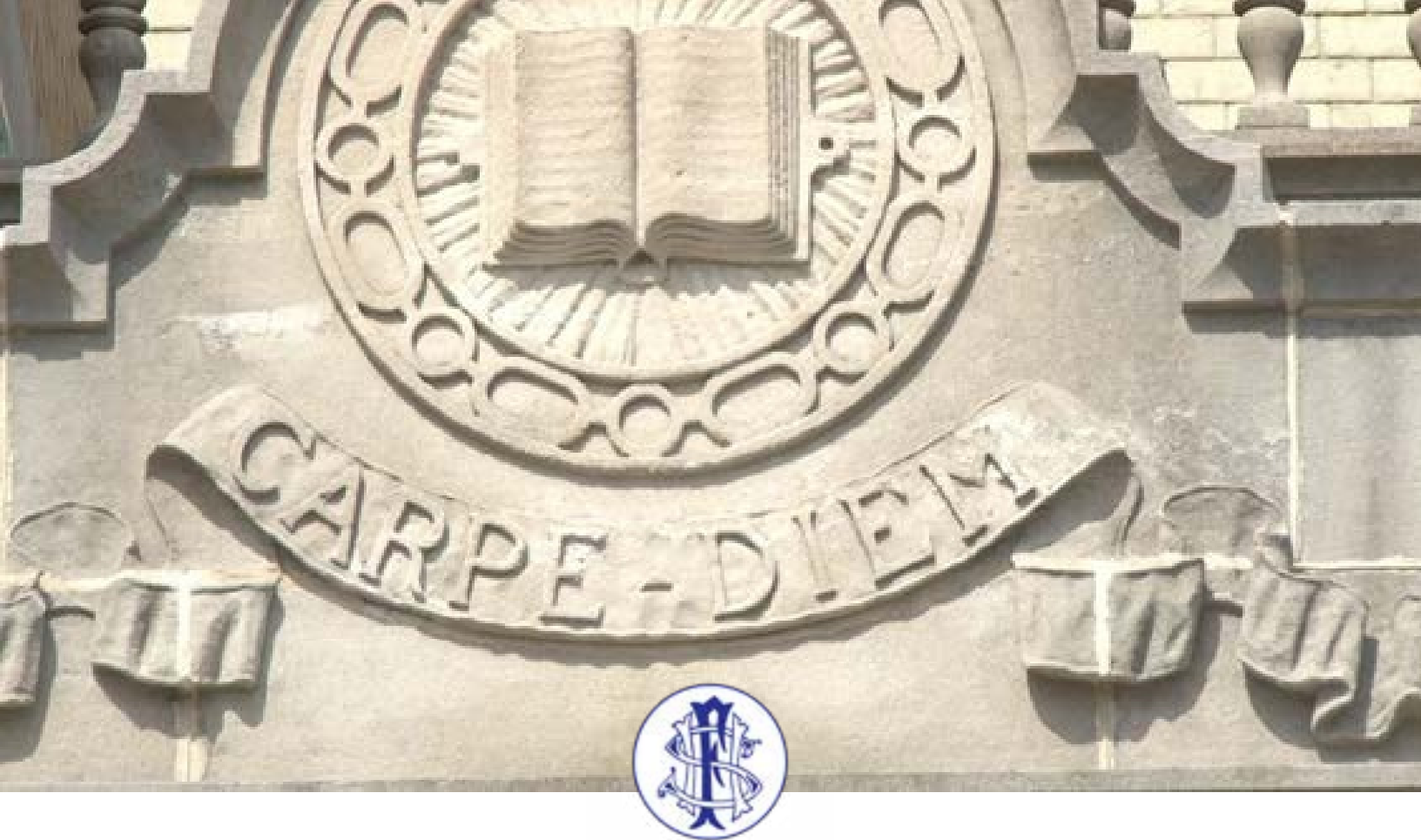
*This course is conducted entirely in Spanish. This course is appropriate for those students wishing to continue their study of Spanish and prepare for the AP Spanish Language Exam given in May. This intensive course will emphasize the use of language for active communication. In addition to focusing on the ability to understand spoken Spanish in various contexts, students will build vocabulary sufficiently ample for reading newspaper, magazine articles, and literary texts without dependence on a dictionary. Additional emphasis will be on the ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Spanish. Group conversations are frequent as well as paired work with students reacting to a partner's statement. Registration for this AP course commits students to the AP test at the end of the year.*

## **ROSETTA STONE - GRADE 10-12 | 1 UNIT**

### **257 COLLEGE PREP OR HONORS**

**Prerequisite: Two consecutive classroom-based courses of world language (or waiver from the principal)**

*Rosetta Stone is an interactive computer program that teaches a new language by immersion, rather than by traditional classroom methodologies. The program entails listening, speaking, reading, and writing methods with words, images, and the voices of native speakers. The method lets you progress naturally from words and phrases to sentences and conversations. The Rosetta Stone program offers up to 31 different languages to choose from. Current Offerings: Arabic, Chinese (Mandarin), Danish, Dutch, English (American), English (British), Filipino (Tagalog), French, German, Greek, Hebrew, Hindi, Indonesian, Irish, Italian, Japanese, Korean, Latin, Pashto, Persian (Farsi), Polish, Portuguese (Brazil), Russian, Spanish (Latin America), Spanish (Spain), Swahili, Swedish, Thai, Turkish, Vietnamese, and Welsh. Honors Level credit may be issued with the successful completion of additional assignments and projects.*



## NATURAL & PHYSICAL SCIENCE COURSE OFFERINGS

*Living in today's world, dominated by advances in science and technology, requires that all students develop an intellectual base in the sciences and an ability to think critically. We must be able to assimilate new data, generate ideas, and draw logical conclusions based on the facts if we are to progress in the ever more competitive international marketplace. Decisions*

*concerning pollution, nuclear power, toxic waste disposal, food additives, genetic engineering, population control, sewage treatment and the greenhouse effect will have to be made by enlightened citizens in a rational manner.*

*To this end, the science curriculum at Fairhaven High School is designed to: a) develop within students the abilities to inquire, gather data, and draw conclusions, b) help students understand the major "laws of nature" and their applications, c) teach students the skills*

*necessary to think critically in order to evaluate the quality of data available, and d) provide students with a broad background in the natural sciences.*

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## **BIOLOGY - GRADE 9-11 | 1 UNIT**

### **327 COLLEGE PREP**

*This lab course is designed to examine major themes in biology. Students will learn the facts associated with the science of life, as well as focus on higher-level thinking skills that are a requirement for successful adult life. The topics of biology are presented within a pattern of themes and in a historical perspective that helps students understand the larger significance of the details they are learning. Topics covered include biochemistry, genetics, reproduction, evolution, ecology, classification, and microbiology. Laboratory investigations within the course are intended to teach the student basic microscopic techniques, computer application to biological systems approaches to problem-solving, and to provide tangible experiences with lab-based biological materials. This course may require additional readings, research, and special project(s).*

## **BIOLOGY - GRADE 9-11 | 1 UNIT**

### **326 HONORS**

#### **Prerequisite: Teacher recommendation**

*This lab course is designed for students with an aptitude and high interest in the study of biology. It is designed to examine major themes in biology by actively engaging students in the learning process through activities, laboratory investigations and projects. Through inquiry, students will learn about the diversity of life, the interrelationships existing between organisms and their surroundings, and how organisms have adapted and changed throughout time. Emphasis will be placed on learning biology and understanding biological topics that will provide students with a foundation for chemistry, honors chemistry, or AP Biology in subsequent years.*

## **ENVIRONMENTAL SCIENCE - GRADE 10 | 1 UNIT**

### **347 COLLEGE PREP**

#### **Prerequisite: Biology**

*In this full year lab course, covers a broad range of topics including weather and climate, biodiversity, ecosystem management, energy transfer and balance, population growth, biology, environmental impacts, geology, earth resources, and geography. A range of hands on activities provide opportunities for students to develop an understanding of the environment. This is a teacher-guided inquiry-based course helping students navigate important science concepts through hands-on investigations. Students study environmental problems currently facing our world. In addition, this course provides the foundation for future enrollment in either Chemistry or Physics.*



## **ENVIRONMENTAL SCIENCE - GRADE 10 | 1 UNIT**

### **346 HONORS**

#### **Prerequisite: Biology with teacher recommendation**

Students explore complex biological concepts in this full year lab course. A broad range of activities offer the student opportunities to develop an understanding of the environment and engage in independent exploration of topics including weather and climate, biodiversity, ecosystem management, energy transfer and balance, population growth, biology, environmental impacts, geology, earth resources, and geography. This is a teacher-guided inquiry-based course helping students navigate important science concepts through hands-on investigations. Students study environmental problems currently facing our world. Students should possess an active interest in science in order to succeed in this accelerated course. In addition, this course provides the foundation for future enrollment in either Chemistry or Physics.

## **AP BIOLOGY - GRADE 10-12 | 1 UNIT**

### **320 ADVANCED PLACEMENT**

#### **Prerequisite: Biology and teacher recommendation**

Advanced Placement (A.P.) Biology is an advanced intensive lab course taught at the freshman college level. It deals with the structure and function of living organisms with emphasis on the fundamental biological processes common to animals and plants. Laboratory sessions are directly related to the topics being discussed and offer "hands-on" experiences that serve to reinforce the lecture material. In addition to standard laboratory experiences, both protein and genetic databases are used. Students will also participate in an AMGEN Biotechnology Experience. Homework is an integral component of this course and students should expect an hour of homework per night. Registration for this AP course commits students to the end of the year AP exam.

## **CHEMISTRY - GRADE 10-12 | 1 UNIT**

### **331 COLLEGE PREP**

#### **Prerequisite: Algebra 1**

This chemistry lab course prepares students with a foundation in chemical theory and laboratory procedures. Topics presented in this course will focus on the properties of matter, atomic structure, periodic law, chemical bonding, chemical reactions and stoichiometry, gases and kinetic molecular theory, solution chemistry, acids and bases, equilibrium and rates of reaction. Additionally, the laboratory component teaches standard lab techniques and procedures using laboratory equipment and scientific apparatus, with a focus on maintaining safety within the lab.



## **CHEMISTRY - GRADE 10-12 | 1 UNIT**

### **330 HONORS**

#### **Prerequisite: Algebra 1 and Biology**

*In this lab course, students will study chemical theory through observations, calculations, and measurements regarding the properties of matter and the changes (reactions) that occur within matter. The principles and theories explaining these changes will be developed in a rational, systematic way with students making predictions about the outcomes of experimental investigations in the lab setting. Students will be required to design and conduct detailed experiments and to draw appropriate conclusions based upon their observations and data collected. Students should possess an active interest in science and a strong background in algebra in order to succeed in this accelerated course. This course will prepare the student to pass the chemistry MCAS exam. In addition, this course provides the foundation for AP Chemistry.*

## **ORGANIC CHEMISTRY - GRADE 11-12 | 0.5 OR 1 UNIT**

### **333 HONORS 332 HONORS**

#### **Prerequisite: Chemistry AP, H, or CP and teacher recommendation**

*Organic chemistry is the study of carbon-based compounds. This lab course is an introduction to college organic chemistry, which is one of the more common requirements for most engineering, medical and science majors in college. Organic chemistry focuses on the physical and chemical properties of carbon compounds, as well as their reactivity with other compounds. This course will focus on the structure, name, and chemical reactions that various organic compounds will undergo. This course will also discuss various chemical tests to differentiate between varying types of organic compounds, and the spectroscopy involved in identifying them. This course is offered as an introductory, semester, course during the first semester only. For those students interested in continuing their studies may opt for the more extensive full year course.*

## **AP CHEMISTRY - GRADE 11-12 | 1 UNIT**

### **329 ADVANCED PLACEMENT**

#### **Prerequisite: Chemistry, Algebra 2, and teacher recommendation**

*AP Chemistry is an advanced intensive lab course taught at the freshman college level. It will review content from honors chemistry, such as stoichiometry, gas laws, equilibrium constants, and acid-bases. It will build on the foundation of honors chemistry and deal with concepts such as atomic structure, thermodynamics, oxidation-reduction reactions, reaction order, and kinetics. This course requires students to perform 10 standardized chemistry laboratory experiments. Registration for this AP course commits students to the end of the year AP*



## **PHYSICS - GRADE 11-12 | 1 UNIT**

### **341 COLLEGE PREP**

**Prerequisite: Algebra 2 and currently enrolled in Pre Calculus or Statistics**

*In this course, students will study the material world and the behavior of objects. Topics that are specifically covered include measurements, mechanics, sound, light, electricity and magnetism. Students of physics will acquire background information and develop skills with lab apparatus, including computers. This course will advance discovery capabilities and form a basis for further studies in engineering or other mathematics related fields. Therefore, physics is highly recommended for those whose career goals include these areas.*

## **PHYSICS - GRADE 11-12 | 1 UNIT**

### **340 HONORS**

**Prerequisite: Algebra 2 and currently enrolled in Pre-Calculus or Calculus**

*Physics is the study of the material world. It is a search for an explanation of the behavior of objects in the universe. This search covers a range of objects from the nucleus to the planets. In this course, students will learn about the ideas that are current explanations of how the natural world works. Specific topics include the study of mechanics, optics, waves, electricity, magnetism and nuclear reactions. Students entering this course are expected to have an excellent understanding of mathematics and should be interested in a career in either math or science.*

## **AP PHYSICS - GRADE 11-12 | 1 UNIT**

### **342 ADVANCED PLACEMENT**

**Prerequisite: Grade 10 Physical Science H or Grade 11 Physics**

*Advanced Placement Physics 1 is an advanced intensive algebra-based course taught at the freshman college level. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. Registration for this AP course commits students to the end of the year AP exam.*



## **ANATOMY & PHYSIOLOGY - GRADE 11-12 | 1 UNIT**

### **343 HONORS**

**Prerequisite:** *Biology with teacher recommendation*

*The objectives of the honors anatomy and physiology lab course are twofold: first, to furnish students with detailed information regarding themselves and their bodies which will aid them in the daily lives, making them more health conscious and physically responsible individuals; and second, to provide an excellent basis for further professional training. Major body systems are studied, stressing the relation between structure and function. Clinical terms are taught so that students can better understand health professionals. Studies include the systematic dissection of fetal pigs and the examination of tissues. Lab experiments dealing with visual perception in relation to nervous system integration, blood pressure, and homeostasis are performed. This course is a foundation for more advanced studies in medicine, nursing, psychology, nutrition, physical education and other health related occupations. Students are assigned in-depth, independent reading, which compliments and expands upon material learned in class. This course meets the requirements of a lab science.*

## **MARINE BIOLOGY - GRADE 11-12 | 0.5 UNIT**

### **370 UNLEVELED (Semester)**

**Prerequisite:** *Biology*

*This lab course is designed to look at the biological aspects of ocean life, focusing on the ecology and evolution of marine invertebrates. Topics covered include marine environments, marine invertebrate ecology and evolution, and interdependence in the ocean. Local marine sites will be monitored when feasible. Students will be required to perform several research projects involving marine microorganisms. These projects may include internet research, class presentations, data collecting, and data analysis. The students will be required to complete research, homework, projects, and exam.*

## **MARINE BIOLOGY - GRADE 11-12 | 1 UNIT**

### **373 HONORS**

**Prerequisite:** *Biology and Chemistry*

*This lab course is designed to give students an in-depth look at the biological, physical, and technological aspects of the marine world. Topics covered include the composition of ocean water, evolution and ecology of marine invertebrates, developmental biology, marine ecosystems, marine geology, energy in the ocean, and marine pollution and conservation. Students will be required to perform several research projects involving marine organisms. These projects may include internet research, dissections, class presentations, data collecting, and data analysis. The students will be required to complete research, homework, projects, and exams. Local marine sites will be monitored when feasible.*





## **FORENSICS - GRADE 11-12 | 0.5 UNIT**

**350 UNLEVELED (Semester)**

**Prerequisite: Biology**

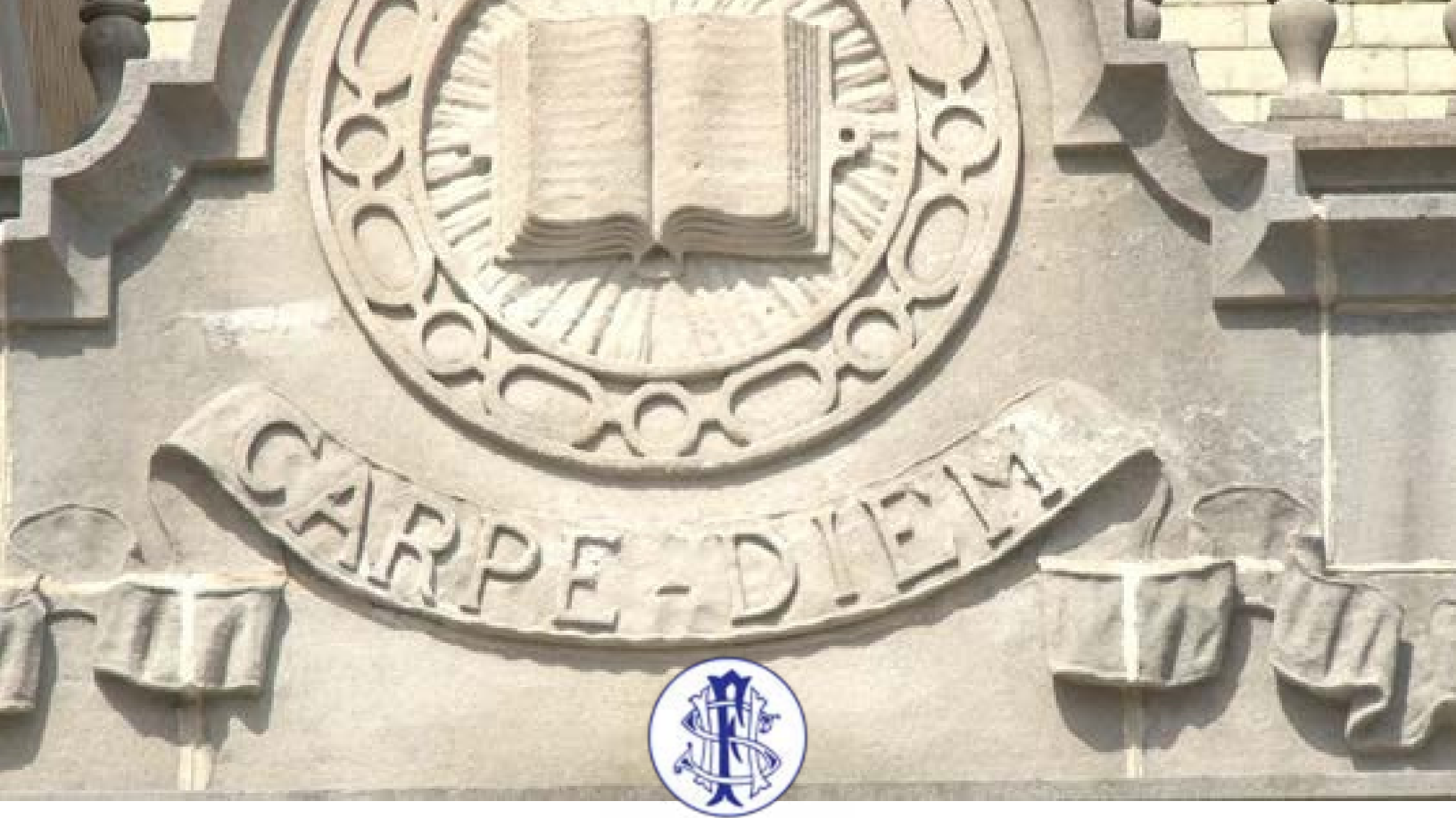
*Forensics is an entirely hands-on approach to learning techniques as they apply to crime investigation. Forensics labs will utilize biology, chemistry, physics, advanced math, and art as they apply to areas such as blood splatter analysis, DNA extraction, microscopy, and crime scene analysis. Forensics is an opportunity to explore career paths such as Crime Scene Investigator, Forensics Science Technician, pathology, toxicology, and more. Students will be expected to participate in cooperative groups and will be assessed on their lab techniques.*

## **ENVIRONMENTAL SUSTAINABILITY - GRADES 11-12 | 0.5 UNIT**

**358 UNLEVELED (Semester)**

**Prerequisite: Biology**

*This lab course will explore humanity's impact on planet Earth. Students will study environmental problems currently facing our world and learn ways to become more sustainable. Concepts such as climate change, resource depletion, extinction, alternative energy, air and water pollution, and recycling will be addressed. Students will work cooperatively on projects focused on the scientific principles surrounding these concepts.*



## TECHNOLOGY, ENGINEERING, COMPUTER SCIENCE COURSE OFFERINGS

*The rate at which our world continues to change from a technological standpoint is remarkable. Today, jobs that existed 25 years ago no longer exist, and jobs will exist in 25 years that we cannot predict today. FHS strives to offer opportunities for students to explore and experience current technological, engineering, and computer science knowledge and skills.*

Note: The Fairhaven High School Program of Studies reflects potential course offerings for the 2024-2025 school year. Student interest, class size, and teacher availability often influence course offerings. Courses and levels may be combined in order to meet minimum class size requirements.



## **PROGRAMMING 1\* - GRADE 9-12 | 0.5 UNIT**

### **501 UNLEVELED (Semester)**

*Programming 1 is a semester-long elective course that is designed to introduce students to the world of computer science, as well as to instill an interest in computer programming and coding. Students will learn one of the most popular computer languages today: JavaScript. The course will primarily be project-based and student-centered, in which students are encouraged to think critically and creatively to solve, debug, troubleshoot, and create computer applications while developing computational thinking skills. By the end of the semester, students will be able to design games/applications with JavaScript. Part of the Innovation Pathways program, (must to be taken in addition to Data Science to meet the full credit requirement).*

## **PROGRAMMING 2 - GRADE 9-12 | 0.5 UNIT**

### **502 UNLEVELED (Semester)**

#### **Prerequisite: Programming 1**

*Programming 2 is a semester-long elective course that is designed to continue students' study of computer science. Students will explore the more advanced Object-Oriented programming language C# as well as the game engine Unity3D. Their study will include the incorporation of logic, control structures, methods, classes, and basic algorithms to create small programs that solve real-world problems. Students will continue to refine and improve their troubleshooting, debugging, and critical thinking skills to continue developing computational thinking. By the end of the semester, students will be able to create games/applications using the Unity3D game engine and C# language.*

## **PROGRAMMING ADVANCED SEMINAR - GRADE 11-12 | 0.5 UNIT**

### **503 UNLEVELED**

#### **Prerequisite: Programming 1**

*Introduction to Programming Seminar is a semester-long course in which students utilize and synthesize their computer programming skills to design applications, or games, individually or collaboratively using the Unity3D game engine. Students will be required to submit a project proposal, designs, and prototypes as they work toward finalizing a marketable application, or game. Students will incorporate Adobe Photoshop, and AutoDesk software modeling skills into final projects. This course is designed for students who are responsible learners who will complete projects in a timely, professional, and self-guided manner. Students will continue to improve on computational skills to develop programs that are efficient and incorporate best-practices in the field of computer development.*



## **COMPUTER AIDED DESIGN 1- GRADE 9-12 | 0.5 UNIT**

### **510 UNLEVELED (Semester)**

*Computer Aided Design 1 is a self-paced course introducing students to mechanical engineering and parametric design using the latest version of the software Autodesk Inventor. In this course, students apply basic physics principals as they learn how to create and manipulate objects in a virtual, three- dimensional environment. Students begin by learning to manipulate increasingly complicated geometry as they explore part design, and end with the assembly of multiple parts into working assembly models.*

## **COMPUTER AIDED DESIGN 2- GRADE 9-12 | 0.5 UNIT**

### **511 UNLEVELED (Semester)**

#### **Prerequisite: Computer-Aided Design 1**

*In this course, students will extend their knowledge of applied physics, engineering, and parametric design by learning advanced assembly design and analysis techniques with Autodesk Inventor. Built in features such as the content center will be used to improve the efficiency of assembly creation as well as learning the intricacies of working with sheet metal parts. Finally, students will learn how to document their creations by creating technical drawings, presentation files, hi-resolution images, and animations.*

## **COMPUTER AIDED DESIGN 3- GRADE 10-12 | 0.5 UNIT**

### **512 UNLEVELED (Semester)**

#### **Prerequisite: Computer Aided Design 2 and teacher recommendation**

Building upon the knowledge acquired in CAD 1 and 2, students will explore more advanced mechanical designs and simulations. Students will apply more advanced physics concepts by learning how to run dynamic simulations and stress analysis as on their prototype designs. Students will conclude this course with a review in preparation to take the Autodesk Inventor Certified User Exam.

## **CAD ADVANCED SEMINAR - GRADE 11-12 | 0.5 UNIT**

### **513 UNLEVELED (Semester)**

#### **Prerequisite: Computer-Aided Design 3 and teacher recommendation**

CAD Advanced Seminar is an independent study designed to allow interested students to continue their education in CAD by exploring an area of interest. Students have the option of continuing to use Autodesk Inventor and further their training in the field of mechanical design or explore other engineering fields such as architectural design and using Autodesk Revit, and civil engineering using Autodesk Civil 3D. Additionally, students may choose to explore 3D modeling and animation using Autodesk 3DS Max, Autodesk Maya, and Autodesk Mudbox, all of which are cutting-edge industry-standard products used in the fields of video game design, and motion picture and television special effects.



## **DIGITAL SCULPTING 1 - GRADE 11-12 | 0.5 UNIT**

**522 UNLEVELED (Semester)**

**Prerequisite:** *Prior experience with Photoshop recommended.*

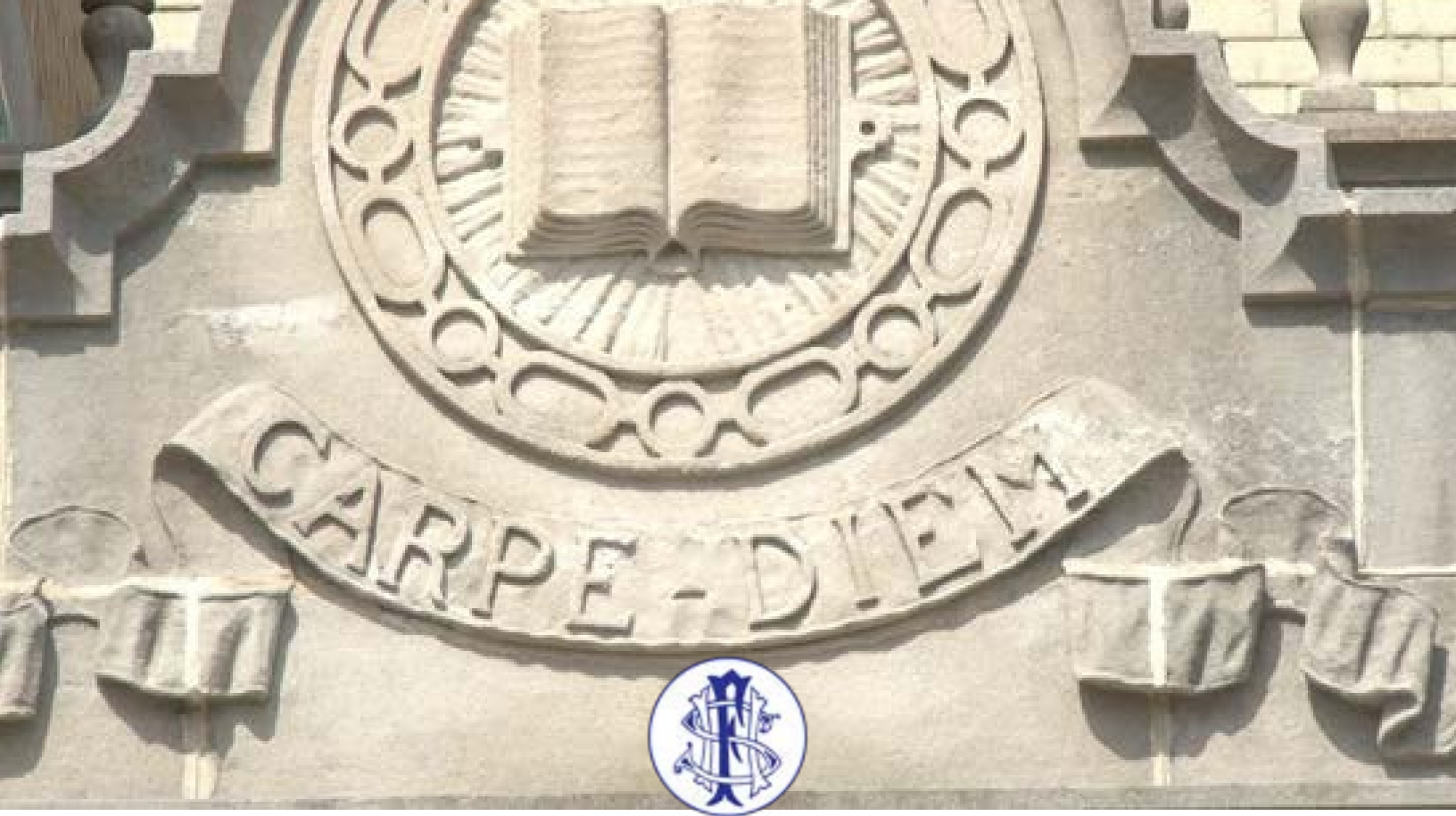
*This course is designed to introduce students to the world of 3D art. Students will learn the fundamental skills needed to bring their ideas to life following a real world workflow using professional grade software including Maya, Z Brush, Substance Painter and Photoshop. This is a project based course that requires students to work well independently.*

## **DIGITAL SCULPTING 2 - GRADE 11-12 | 0.5 UNIT**

**522 UNLEVELED (Semester)**

**Prerequisite:** *Digital Sculpting 1*

*This course is designed to build on the skills introduced during Digital Sculpting 1. Using the same software package, students will dive deeper into the tools used for creating increasingly complex designs. By the end of the semester, students will have fully created assets ready for use in the digital special effects or gaming environments.*



## INTERNSHIP STUDIES OFFERINGS

*Beyond the classroom, FHS provides several opportunities for career and college experiences. Internships and career exploration programs provide work-site experience, career exploration, job seeking skills, money management, and the development of positive work behaviors and attitudes. Dual Enrollment allows high school juniors and seniors to take college courses and receive credit towards both high school and college graduation.*

**Note:** The Fairhaven High School Program of Studies reflects potential course offerings for the 2024-2025 school year. Student interest, class size, and teacher availability often influence course offerings. Courses and levels may be combined in order to meet minimum class size requirements.



## **SCHOOL-TO-CAREER\*/WORK - GRADE 11-12 | 0.5-2 UNITS**

**544 | 548 UNLEVELED (1-2 PERIODS PER DAY)**

*Students commit to a career or worksite experience. The goal of the placement is to provide each student with an experience during which students will complete a planned series of activities and/or projects designed to give a broad understanding of the business or occupational area in which they are placed. Accountability includes verification of employment, completion of the appropriate work based learning program. Students participating must be in good standing. Students must provide their own transportation. \*Participants in the Innovation Pathways program will enroll in the class to complete the required 100-hour internship*

## **SCHOOL-TO-CAREER ON CAMPUS - GRADE 11-12 | 0.5-2 UNITS**

**549 UNLEVELED (1-2 PERIODS PER DAY)**

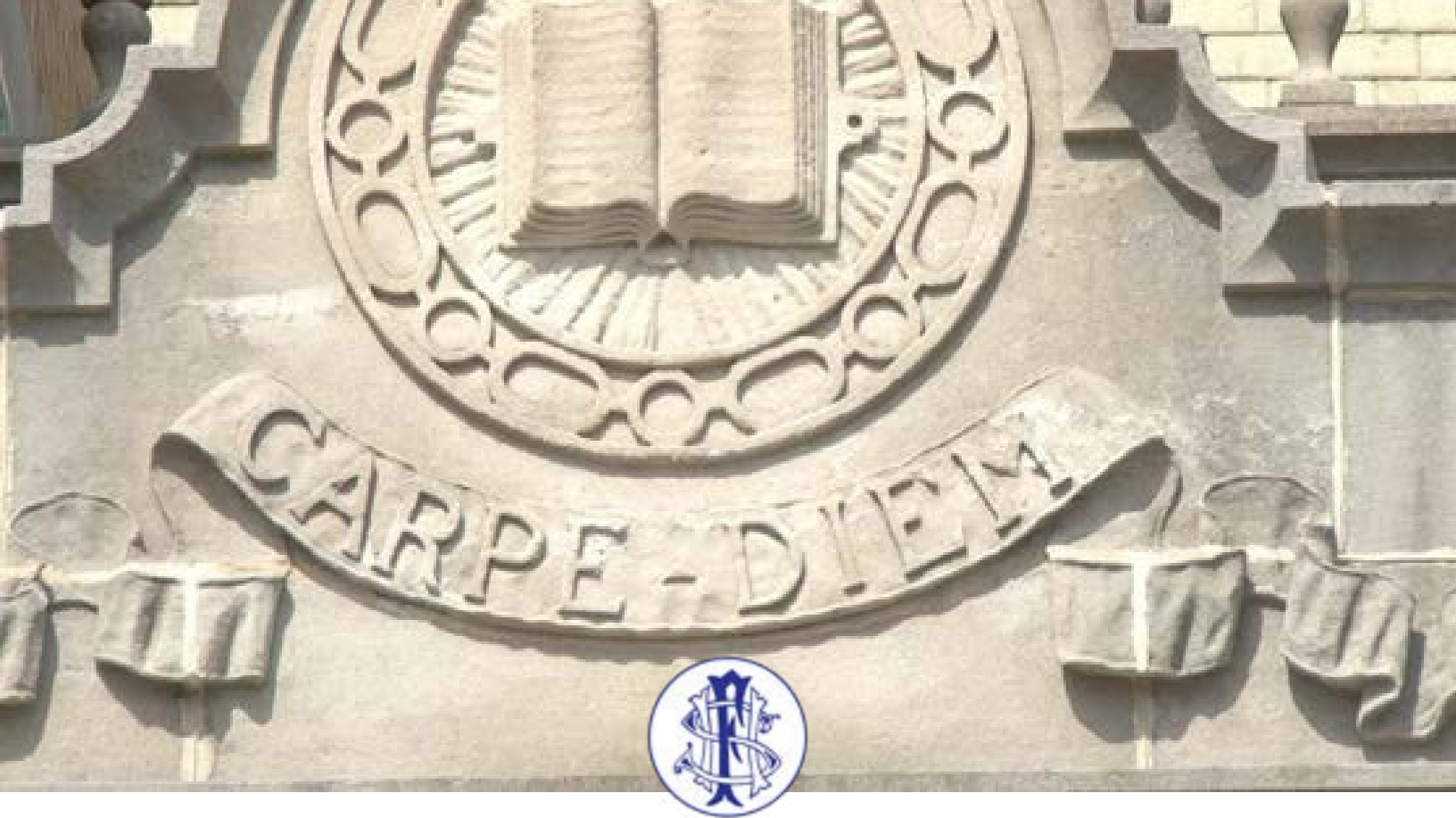
*Students will be placed in a school-based internship within the Fairhaven Public Schools based on interest, experience, abilities and supervisor needs. Students can select from any of the career clusters available in the public school setting such as Education, Food Services, Technology, Sports Management and Office Management and other occupational areas identified in school. The goal of the placement is to provide each student with a work-site experience during which the student will complete a planned series of activities. Students may elect to participate in this course for one period a day (two periods with permission from the principal). Accountability is based on two semester projects: one, research based on the student's desired career; second, based on interview with the placement supervisor; third, a reflective essay about the experience.*

## **DUAL ENROLLMENT\* - GRADE 11-12 | 1 UNIT**

**ADVANCED PLACEMENT**

*Dual Enrollment is a program in which high school juniors and seniors take college courses and receive credit towards both high school and college graduation from an accredited Massachusetts State College or University (UMASS Dartmouth, BCC, Cape Cod Community College). Please check with your school counselor to see if you are eligible. Students must provide their own transportation.*

*\*Participants in the Innovation Pathways program enroll in this class to take a dual enrollment class at BCC or Massachusetts Maritime Academy*



## HEALTH & PHYSICAL EDUCATION COURSE OFFERINGS

*The Health and Physical Education program provides opportunities to improve and maintain good health and creates learning environments that promote healthy behavior change for all students. Coeducational classes in both program areas are designed to immerse students in curriculum related to all areas of health: physical, intellectual, emotional and social. Students will graduate with practical and fun lifestyle tools they can use to promote healthy behaviors in their lives that will last a lifetime. Courses are designed to provide opportunities for social interaction among students, to improve knowledge and stress the importance of living a healthy lifestyle, and to foster an appreciation for the value of being physically fit.*

***All students must enroll in and pass 1.5 units of health and physical education in order to fulfill graduation requirements. Each course listed below is 0.5 units and is a semester course.***

**Note: The Fairhaven High School Program of Studies reflects potential course offerings for the 2024-2025 school year. Student interest, class size, and teacher availability often influence course offerings. Courses and levels may be combined in order to meet minimum class size requirements.**





## **CORE HEALTH - GRADE 9-12 | 0.5 UNIT**

### **711 UNLEVELED (Semester)**

*This course is designed to increase students' knowledge of the various factors that have an affect on their health. Students will be empowered to make healthy decisions related to their physical, intellectual, emotional and social health, sexuality and disease prevention. There will be daily opportunities to discuss and apply their habits, lifestyle choices, personal goals, and will leave this course with the tools they need to be a healthy and productive member of society*

## **CORE PHYSICAL EDUCATION - GRADE 9 | 0.5 UNIT**

### **726 UNLEVELED (Semester)**

*This course aims to providing opportunities for students to improve and maintain a healthy level of physical fitness through small/large group exercise opportunities. Co-educational classes are designed to provide opportunities for social interaction among students, to improve basic motor skills and to develop an understanding of rules and safety procedures associated with human movement. This course will consist of a variety of activities designed to give students a background of the several units offered in later grades as electives. The combined Physical Education sections account for one semester PE unit towards the required 1.5 Physical Education units for graduation.*

## **AEROBICS/TONING/YOGA/DANCE - GRADE 10-12 | 0.5 UNIT**

### **737 UNLEVELED (Semester)**

*This course is designed as an introduction to physical exercise by means of the four different areas of aerobics, dance, yoga and toning. Students will be exposed to many different techniques and types of activities that will help in relation to relieving anxiety and stress, reducing high blood pressure and also learning the benefits of being aerobically fit. The students will discuss various articles related to nutrition to assist with maintaining and improving their nutritional health.*

## **LIFETIME FITNESS - GRADE 10-12 | 0.5 UNIT**

### **745 UNLEVELED (Semester)**

*With a focus on health and fitness, this course guides students in strategies and techniques to make continual improvements in all areas of wellness. Students will learn the importance of physical activity in their lives. They will learn about both health and skill related fitness and how they can be applied to their overall activity patterns. Fitness assessments enable students to establish baseline levels of fitness and work toward improvement in specific areas while reflecting on personal progress. The ultimate objective of this course is for students to identify activities that can be incorporated into lifelong fitness.*



## **PERFORMANCE EDGE TRAINING - GRADE 10-12 | 0.5 UNIT**

**746 UNLEVELED (Semester)**

*This course is designed to show students how to achieve their best self through constructive behavior. Students will work to improve and maintain a healthy level of physical fitness through strength training, flexibility and Plyometric activities. Included in this course will be a comprehensive program addressing the facts of students and steroids. Students should be aware that students will develop and conduct a personal training regimen during this course.*

## **WELLNESS HEALTH - GRADE 10-12 | 0.5 UNIT**

**768 UNLEVELED (Semester)**

**Prerequisite: Core Health**

*This course is designed to educate the student body and the community about how to prevent and find resources for various health issues faced by society today. Students taking this course will also explore the concepts, which influence behaviors that relate to their overall well-being. There will be a variety of topics covered in this course that are related to health promotion and maintenance. This course will provide students with the opportunity to research and develop a plan to educate the community through different outreach projects. The overall goal of this course is to use the latest health research to educate the student body and school community about preventable health problems faced by society today.*

## **UNIFIED PHYSICAL EDUCATION - GRADE 10-12 | 0.5 UNIT**

**725 UNLEVELED (Semester)**

**Prerequisite: Core Physical Education**

*Unified Physical Education provides an opportunity for students of all abilities to come together through lifetime activities, physical fitness and sports to work together to help create an inclusive and accepting school environment for all students. Please note that this is a fitness class. We will increase physical fitness and work on activity-specific skills.. We hope to encourage new friendships and social inclusion among classmates. Students will be encouraged to use their skills learned to support one another.*

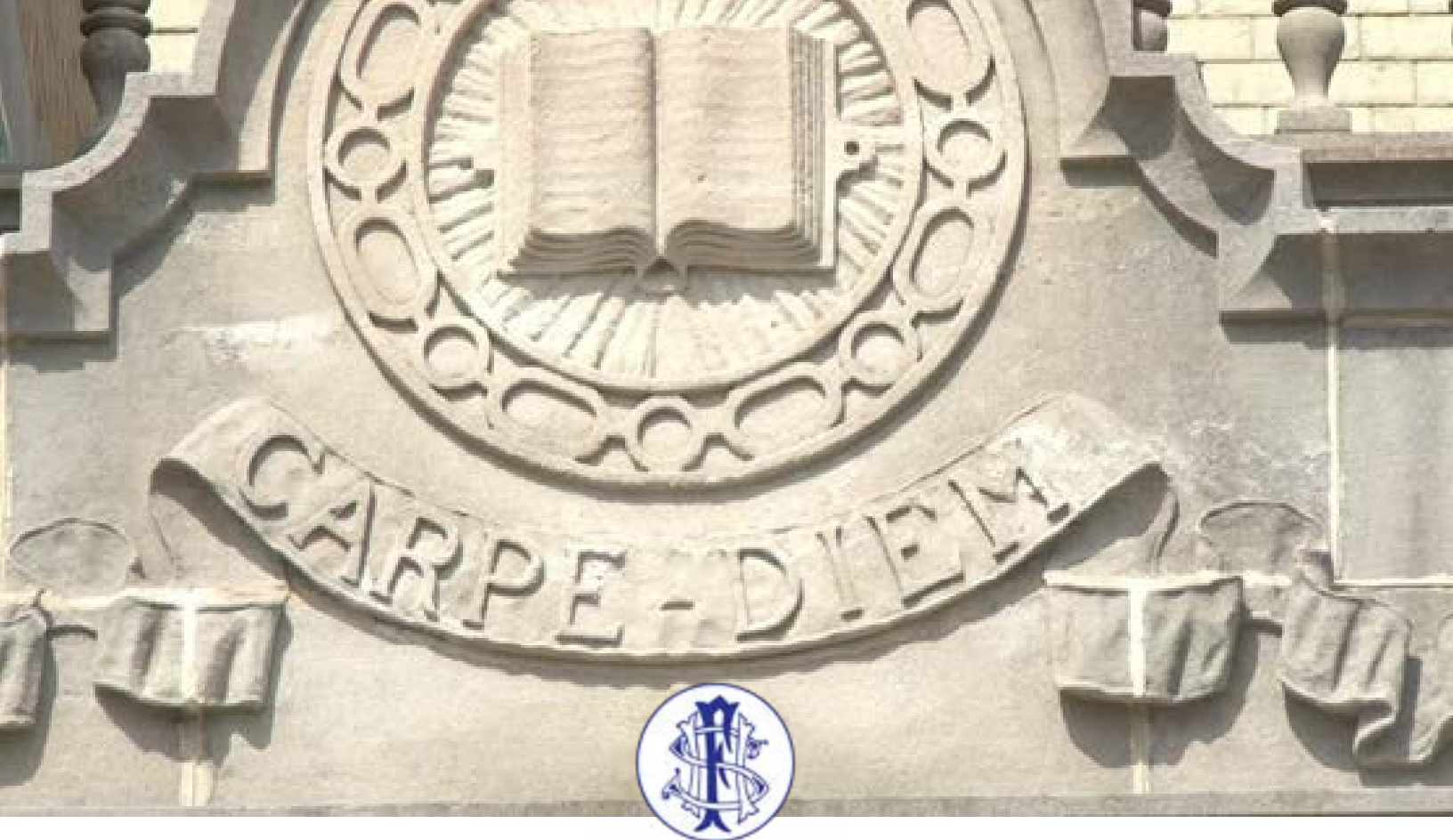


## **TEAM SPORTS - GRADE 10-12 | 0.5 UNIT**

**744 UNLEVELED (Semester)**

**Prerequisite: Core Physical Education**

*The Team Sports course provides students the opportunity to experience a variety of team sports. Activities include but are not limited to flag football, soccer, ultimate frisbee, whiffle ball, basketball, floor hockey, badminton, and pickleball. Content includes a comparison of various invasion games examining strategies, proper sportsmanship, refereeing, rules, and skill development. This class is designed for the competitive student.*



## VISUAL & MEDIA ARTS COURSE OFFERINGS

*The study of the arts compliments our instructional mission at FHS. Through the study of our art pathways, students can enrich their intellectual curiosity and/or career path.*

*A student at FHS can fulfill art requirements by taking courses in one area of study or in a variety of areas.*

Note: The Fairhaven High School Program of Studies reflects potential course offerings for the 2024-2025 school year. Student interest, class size, and teacher availability often influence course offerings. Courses and levels may be combined in order to meet minimum class size requirements.



## **ART 1 - GRADE 9 -12 | 0.5 UNIT**

### **813 UNLEVELED (Semester)**

*Art 1 is an introduction to the fundamentals of our Visual Arts Program, and sets the foundation for advancing skills in future courses. This course is an opportunity for students to survey various art media and techniques through drawing, painting, color theory, and design. The students engage in sequential art lessons incorporating art history, art production, and art criticism. Art 1 provides students with a basic understanding of The Elements and Principles of Art & Design. This course offers students opportunities to draw from observation as well as from their imagination while communicating their ideas with confidence.*

## **ART 2 - GRADE 10-12 | 1.0 UNIT**

### **802 UNLEVELED**

**Prerequisite: one of the following: Art 1, Digital/Creative Imaging, or Graphic Design 1**

*Art 2 is designed for students to explore art in greater depth with emphasis on personal expression through media exploration. Students gain a deeper understanding of art concepts through creating, producing/ presenting, responding, and connecting. This class encourages students to synthesize and relate their intent while strengthening their technical skills. This enlightens not only the students' artistic creation but also gives them a better understanding and appreciation of the art of others.*

## **ART 3 - GRADE 11-12 | 1.0 UNIT**

### **823 UNLEVELED**

**Prerequisite: Art 2**

*Art 3 enables students who already have a proficient understanding of art and are skilled in the use of art media, an avenue for creative self-expression. Through a series of challenging projects using knowledge of the aesthetic concepts and techniques gained in the two previous art courses, students are encouraged to discover their potential and individual expression in depth. An important component to this course is the critique process. Through both in-process and summative critiques, students gain an awareness of the importance of peer-to-peer, group, and classroom discussion regarding their own work and the work of others. Students undertake a number of projects that challenge their creativity, problem- solving capabilities, and personal self-expression.*



## **ART 4 - GRADE 12 | 1.0 UNIT**

### **825 UNLEVELED**

*Prerequisite: Art 3*

*Art 4 is designed for students who are interested in continuing their experience of art, and who are looking to continue developing their creative expression. Students taking this course work within the Art 4 Honors and/or Advanced Placement Studio Art curriculum, however are not required to perform the weekly homework, summer component, or College Board Portfolio submission. Students taking this course are expected to focus on: a sense of quality in their work; develop a concentration on a particular visual interest or problem; and produce a breadth of work demonstrating experience in the format, technical and expressive means of the artist.*

## **AP DRAWING - GRADE 11-12 | 1.0 UNIT**

### **843 ADVANCED PLACEMENT**

*Prerequisite: At least two years of art or a strong body of past work.*

*AP Drawing is a program administered by the College Board to provide highly motivated high school students with an opportunity to earn college credit in art with a drawing focus. Students will submit a drawing portfolio to the College Board with work that focuses on the use of mark-making, line, surface, space, light and shade, and composition. AP® Drawing is not based on a written exam; instead, students submit a portfolio based on an investigation of the student's choosing. Students should consider marks used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas. Students can work with any materials, processes, and ideas. Drawing, painting, printmaking, collage and mixed media work are among the possibilities for submission. Students will be encouraged to develop a strong personal artistic voice. Throughout the year, students will document/photograph and write about their processes and finished work. The course culminates with a gallery show.*

## **AP STUDIO ART: 2-D DESIGN - GRADE 12 | 1.0 UNIT**

### **838 ADVANCED PLACEMENT**

*Prerequisite: Art 3 and permission of the teacher*

*AP 2-D Art & Design is designed for students who are seriously interested in the advanced level experience of art. It also enables highly motivated students to do college level work while still in high school. Successful completion of this course is not based on a written exam: instead the student is asked to submit a portfolio of work for evaluation by College Board near the end of the school year. Beginning in 2019-20, the AP Art and Design portfolios will each consist of two sections: Sustained Investigation- students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision, and Selected Works- students will submit works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas. An important component to this course is the critique process. Through both in-process and summative critiques, students reinforce their awareness of the importance of peer-to-peer, group, and classroom discussion regarding their own work and the work of others.*



## **PORTFOLIO DEVELOPMENT - GRADE 11-12 | 1.0 UNIT**

### **837 COLLEGE PREP**

**Pre-requisite: Art 2 or Art 3 and permission of the teacher**

*Portfolio Development is designed for the highly motivated, independent, and skilled art student with a serious interest in the visual arts. Students in this course are encouraged to critically evaluate their own work, as well as the artwork of others. Students focus on strengthening various techniques and media through exploration and meaning-making. This course is offered as an opportunity for AP students as well as other advanced students pursuing a higher-level art education, including preparing a portfolio for application purposes.*

## **CERAMICS 1 - GRADE 10-12 | 0.5 UNIT**

### **818 UNLEVELED (Semester)**

*This course is an introduction to the techniques, methods and materials of Ceramic Art. Students will learn a variety of clay working methods including slab building, pinch forming and coil building. Basic finishing, decorating, and glazing methods will also be introduced. In addition to developing technical skills, students will be challenged to express their ideas creatively and effectively. Through discussions, quizzes and research, students will also learn about visual design and art history.*

## **CERAMICS 2 - GRADE 10-12 | 1.0 UNIT**

### **819 UNLEVELED**

**Prerequisite: Ceramics 1**

*Ceramics 2 is designed to build upon skills and techniques gained in Ceramics 1. Students explore a wider variety of ceramic techniques in clay and glaze applications. Ceramics 2 students are introduced to the pottery wheel and complete a three-piece, wheel-thrown place setting. Through more challenging hand building techniques and surface design application students will further explore their creativity and begin to develop a personal style in their artwork. This course continues to emphasize The Elements and Principles of Art & Design, methods, materials, critiques, safety, studio practices and maintenance, and exhibition of final projects.*



## **CERAMICS 3 - GRADE 11-12 | 1.0 UNIT**

**820 UNLEVELED**

**Prerequisite: Ceramics 2**

*Ceramics 3 is for students who have successfully completed Ceramics 2 and wish to build on the skills they have acquired. The Ceramics 3 curriculum is designed to maximize individual goals and artistic exploration of students. Projects shift from technique and design-driven work to conceptual art work and technically challenging utilitarian pottery. Students continue to work on the wheel, as well as, handbuilding both utilitarian and sculptural projects. The goal is for students to develop their own artistic style and direction while they continue to build their handbuilding and wheel throwing skills. Students in Ceramics 3 will learn and assist in the studio processes of a ceramics studio. In addition to caring for their personal space and tools, students participate in day to day studio upkeep like recycling clay and assisting in loading and unloading kilns.*

## **CERAMICS: PORTFOLIO DEVELOPMENT - GRADE 12 | 0.5/1.0 UNIT**

**821 UNLEVELED (Semester/Full-Year)**

**Prerequisite: Completion of Ceramics 1, 2, &3 Upon approval of instructor and student's' written proposal.**

*An independent study in Ceramics is for students who have successfully completed all other levels of Ceramics and are serious about pursuing ceramics on a higher level. This class is student driven. Students must propose their own ideas for projects and the teacher acts solely as facilitator. Students who would be considered for Independent Study should demonstrate leadership in the classroom, be able to assist in studio maintenance, processes and upkeep. This includes participating in day to day studio upkeep like recycling clay and assisting in loading and unloading kilns.*

## **DIGITAL ART 1 - GRADE 9-12 | 0.5 UNIT**

**846 UNLEVELED (Semester)**

*An entry-level to the Adobe software suite, Digital Art 1 focuses on foundation techniques and art making in Adobe Photoshop. Students explore tools as well as methods to organize and develop personalized artistic ideas and work. Through an analytical process students learn how to interpret student and professional artwork. Students are provided the opportunity to create personalized artwork based on their own experiences and interests, using the tools and techniques covered during the course.*





## **DIGITAL ART 2 - GRADE 10-12 | 0.5 UNIT**

**847 UNLEVELED (Semester)**

### **Prerequisite: Digital Art 1**

Digital Art 2 students continue to work in the Adobe software suite learning advanced techniques to communicate artistic ideas in their artwork. Exposure to working artists and development of visual language is fostered through presentation, critique and feedback. Students will advance their familiarity with Photoshop through watching demonstrations, and completing structured exercises as well as open-ended projects.

## **DIGITAL ART 3 - GRADE 11-12 | 0.5 UNIT**

**848 UNLEVELED (Semester)**

### **Prerequisite: Digital Art 1 and 2**

Digital Art 3 students continue their use of Adobe Photoshop and begin to build their skills in Adobe Illustrator. Through the examination and creation of illustration, design, spatial relationships, typography and imagery; they apply visual solutions for a variety of Graphic Design applications. A focus on developing a personal voice through visual language, students create in-depth, long-term, and extended projects resulting in a curated portfolio. Students have the option to become certified in Adobe Photoshop at the culmination of the course.

## **DIGITAL PHOTOGRAPHY - GRADE 9-12 | 0.5 UNIT**

**834 UNLEVELED (Semester)**

Digital Photography introduces students to basic concepts for acquiring digital images and the process of manipulating images through Adobe Photoshop and Lightroom software. Students examine and practice the art of photography, while exploring the technical and stylistic aspects of digital photo making. By analyzing the work of other photographers, students investigate the various concepts, skills, and techniques used. Using Adobe software, students work with their own photographs in the digital realm applying what they learn to select, manipulate, display, and print their work.

## **DIGITAL PHOTOGRAPHY 2 - GRADE 9-12 | 0.5 UNIT**

**835 UNLEVELED (Semester)**

Digital Photography 2 students build upon concepts covered in Digital Photography 1 using Adobe Photoshop and Lightroom software. Students examine and practice the art of photography, furthering their understanding of the technical and stylistic aspects of digital photography making. Students will also work with traditional darkroom techniques by shooting and developing their own film and prints. Using Adobe software, students work with their own photographs in the digital and analog realm applying what they learn to select, manipulate, display, and print their work. This course has a culminating and comprehensive portfolio website.



## **DIGITAL PHOTOGRAPHY 3 - GRADE 10-12 | 0.5 UNIT**

### **836 UNLEVELED (Semester)**

*Digital Photography 3 is for students interested in continuing their experience of photographic art, and who are looking to continue developing their creative expression. By analyzing the work of other photographers, students work in more depth with conceptual development, concepts, skills, and techniques. A focus on developing a personal voice through visual language, students create in-depth, long-term, and extended projects resulting in a curated portfolio and comprehensive website. Exhibition submissions are expected accompanied by thorough artist statements.*

## **AP 2-D ART & DESIGN : PHOTOGRAPHY - GRADE 11-12 | 1.0 UNIT**

### **839 ADVANCED PLACEMENT**

*Prerequisite: Digital Photography 1, Digital Photography 2, Digital Photography 3, and permission of the instructor. AP 2-D Art & Design with an emphasis in Photography is designed for students who are highly self-motivated and seriously committed and interested in the advanced level experience of photography. It also enables highly motivated students to do college level work while still in high school to build a superior portfolio. Successful completion of this course is not based on a written exam: instead the student is asked to submit a portfolio of work for evaluation by the College Board near the end of the school year. The AP Art and Design portfolios consists of two sections: Sustained Investigation- students will submit images and writing to document their inquiry-guided investigation through practice, experimentation, and revision, and Selected Works- students will submit works of art and design and writing to demonstrate skillful synthesis of materials, processes, and ideas. An important component to this course is the critique process. Through both in-process and summative critiques, students reinforce their awareness of the importance of peer-to-peer, group, and classroom discussion regarding their own work and the work of others.*

## **MEDIA ARTS 1 - GRADE 9-12 | 0.5 UNIT**

### **850 UNLEVELED (Semester)**

*In this course, students will produce and examine video and film production, and editing methods using professional equipment and software. Students will harness video editing and cinematography to untap creativity and potential, while learning how to create content for social media and television audiences.*



## **MEDIA ARTS 2 - GRADE 10-12 | 0.5 UNIT**

**851 UNLEVELED (Semester)**

### **Prerequisite: Media Arts 1**

*In this course, students will develop advanced storytelling and filmmaking techniques that better engage audiences on social media, television, and the web! Students will create enhanced documentary and fictional filmmaking projects with advanced photography, improved editing methods, and special effects.*

## **MEDIA ARTS 3 - GRADE 11-12 | 1.0 UNIT**

**852 UNLEVELED**

### **Prerequisite: Media Arts 2**

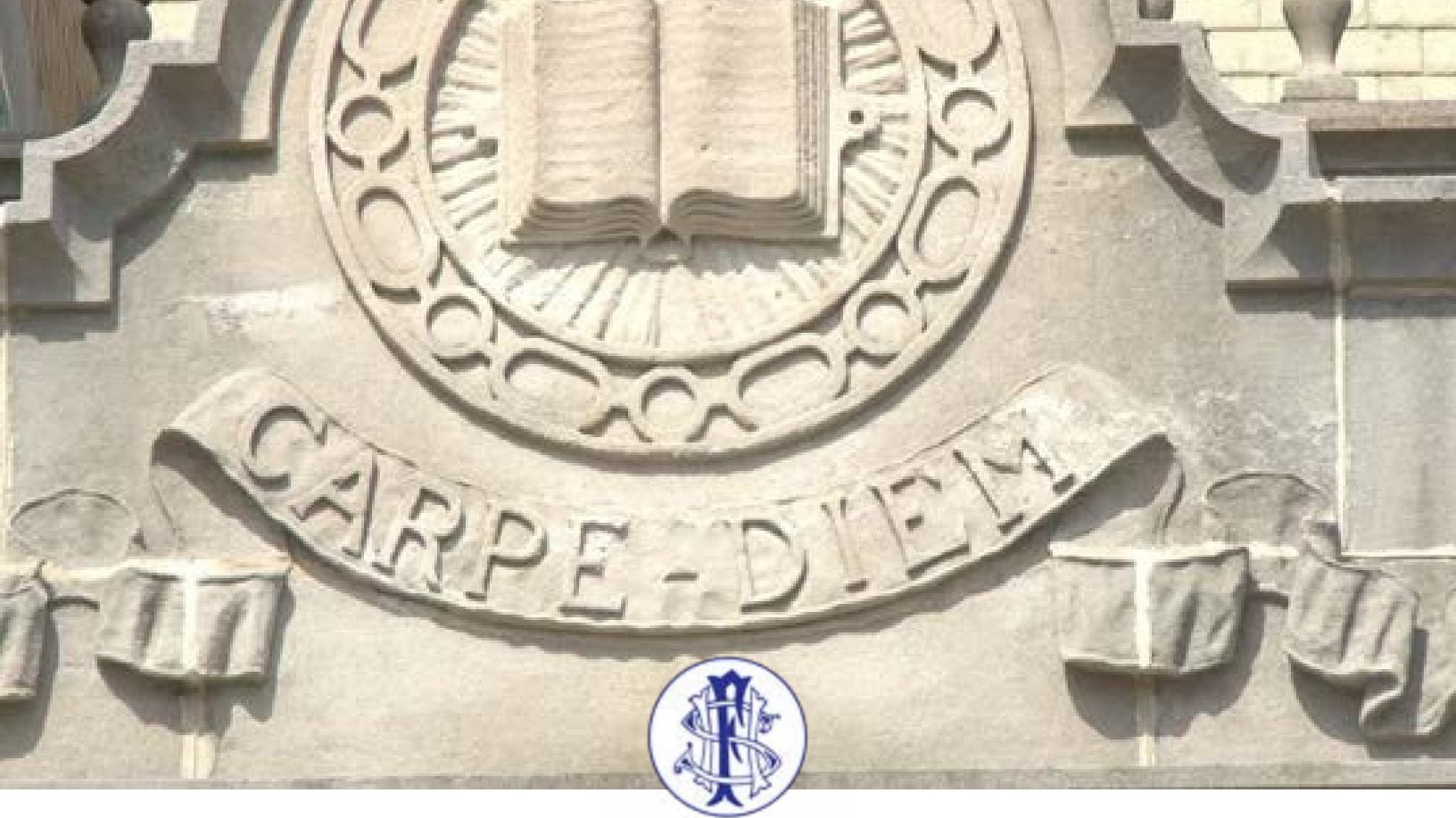
*In this course, students will create innovative and collaborative film and video projects that engage audiences in Fairhaven, Acushnet, and the world! Students will unlock their inner passion, and produce advanced video content that expresses important stories and issues to our community. Students will be challenged to compete in video and film festivals across New England.*

## **MEDIA ARTS 4 - GRADE 12 | 1.0 UNIT**

**853 UNLEVELED**

### **Prerequisite: Media Arts 3**

*Students will produce a high-quality media portfolio showcasing their mastery of the filmmaking processes over the past four years. Students will develop film projects with deep meaning and will engage with a community through social media, web, and television platforms. Students will be challenged to compete in video and film festivals across New England.*



## MUSIC & PERFORMING ARTS COURSE OFFERINGS

*The study of the music compliments our instructional mission at FHS. Through the study of our music pathways, students can enrich their intellectual curiosity and/or career path. A student at FHS can fulfill their music requirements by taking courses in one area of study or in a variety of areas.*

Note: The Fairhaven High School Program of Studies reflects potential course offerings for the 2024-2025 school year. Student interest, class size, and teacher availability often influence course offerings. Courses and levels may be combined in order to meet minimum class size requirements.



## **BAND MARCHING/CONCERT - GRADE 9-12 | 1.0 UNIT**

### **913 UNLEVELED**

*This course will cover the traditional to modern repertoires of marching, concert and bands with an emphasis on skillful playing. Students will learn music theory, terminology, scales, basic arranging and the skills needed for becoming a life-long musician. Music selection will vary from year to year but each musical style will be represented yearly. Students will be encouraged and supported to audition for SEMSBA District and All-State. Students will be required to attend all football games, the Veteran's and Memorial Day parades, all school sponsored events, and formal concerts.*

## **STRINGS ENSEMBLE & ORCHESTRA - GRADE 9-12 | 1.0 UNIT**

### **916 UNLEVELED**

*This course will cover the traditional to contemporary repertoire of orchestra with an emphasis on skillful ensemble playing. Students will learn music theory, terminology, scales, basic arranging and the skills needed for becoming a life-long musician. Music selection will vary from year to year but each musical era from Baroque to Modern will be represented each school year. Students will be encouraged and supported to audition for SEMSBA, District and All-State Orchestras. Attendance at performances of professional orchestras will be encouraged. Students will be required to participate in school sponsored events and formal concerts.*

## **MIXED CHORUS - GRADE 9 | 1.0 UNIT**

### **921 UNLEVELED**

*This course is open to all freshmen students and covers vocal techniques, basic music skills, theory, and listening. Selections vary from year to year but will include all styles of music in unison, two, three, and four parts. Students will be encouraged and supported to audition for SEMSBA, District and All-State Choirs. Students will be required to participate in school sponsored events and formal concerts.*



## **CONCERT CHOIR - GRADE 10-12| 1.0 UNIT**

### **922 UNLEVELED**

*This choir is composed of students who are recommended by the instructor. This course covers more advanced vocal techniques, sight singing, musicianship, music theory, and listening. All styles of music will be sung using up to eight parts. Selections vary from year to year and will include all styles of music. Students will be encouraged and supported to audition for SEMSBA, District and All-State Choirs. Students will be required to participate in school sponsored events and formal concerts.*

## **PIANO LAB - GRADE 9-12| 0.5 UNIT**

### **912 UNLEVELED**

*This course is for students who wish to learn to play the piano individually or in a group setting. Each student is provided with their own keyboard station and headphones. Little to no experience is required, as the course begins with training in basic skills. Students with an intermediate level knowledge of piano are also encouraged to join, as much of this course is self-paced. The course will explore basic music theory and piano skills, various genres of music, performance skills, and compositional techniques using digital audio workstations. All students will be expected to display progression of skills in an individual and/or group setting.*

## **POPULAR MUSIC PAST & PRESENT - GRADE 9-12| 0.5 UNIT**

### **937 UNLEVELED**

*This course will explore the roots of popular music and learn how these styles influence the music of today. This course includes listening and discussion of stylistic traits of each genre and artist, how traditional instruments are used in popular music, and how technology affects popular music. Students will read, listen, discuss, and respond to how the socio-economic, cultural, and political climate of a time period or geographical area affects musical styles and expression. Highlights of the course include discussions and lessons on today's artists, exploration of music recording and mixing, and the project-based learning structure*

## 2024-2025 FHS Program of Studies Changes and Updates

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1. Profile of a Learner update (pg5): Updated with current language descriptions
2. Graduation Requirements: Removed COVID modified graduation requirements - no longer applicable
3. Innovation Pathways Program (pg 24): Added description and requirements of the new Business and Finance pathway
4. English Elective (pg29): Mystery and Crime: Unraveling the Literary Secrets
  - a. Semester based elective
  - b. Literature of a theme
5. English Elective (pg29): Writing Beyond the Classroom
  - a. Semester based elective
  - b. Creative Writing experience
6. History Dept addition (pg34): Advanced Placement Economics
  - a. Micro and Macro Economics
  - b. College level
7. History Elective (pg35): Local History
  - a. Focus on local communities (Fairhaven, New Bedford, Acushnet, Dartmouth, Westport)
  - b. Local historic figures (Henry Huttleston Rogers, Manjiro, Melville, Massasoit, Booker T Washington, Hellen Keller, etc.)
8. Removed History Elective: Contemporary World Issues
9. General language updates, corrections, edits, page numbers