

A G E N D A
SCHOOL COMMITTEE MEETING
FAIRHAVEN PUBLIC SCHOOLS
128 WASHINGTON STREET
FAIRHAVEN, MASSACHUSETTS 02719

FAIRHAVEN HIGH SCHOOL
BERNARD F. RODERICK LIBRARY
12 Huttleston Avenue, Fairhaven
Wednesday February 24, 2016
6:30 p.m.

1. CALL TO ORDER
2. ROLL CALL OF COMMITTEE MEMBERS
3. DELEGATIONS, VISITORS, ETC
4. APPROVAL OF MINUTES
February 10, 2016- Executive Session
February 10, 2016- Regular Session
5. PUBLIC COMMENT
6. REPORT OF THE STUDENT ADVISORY COMMITTEE
7. REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT
Receive FY'17 Budget Update
Discuss upcoming events:
Next School Committee Meeting is March 9, 2016
8. UNFINISHED BUSINESS
9. NEW BUSINESS
Vote to expend \$18,169 from the FHS Trust Fund for restoration of the rear entrance of Auditorium
Receive on first reading revised policy IHBDA-Title I Parent Involvement Policy
Receive on first reading revised policy-IHBDB-Title I Supplement Not Supplant Policy
10. QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS
11. EXECUTIVE SESSION
12. ADJOURNMENT

Office of the Superintendent
FAIRHAVEN PUBLIC SCHOOLS
ADMINISTRATIVE CENTER

128 Washington Street
Fairhaven, MA 02719

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Robert N. Baldwin, Ed.D.
Superintendent of Schools

David G. Kenney
Special Education Director

Paul B. Kitchen
Business Administrator

To: *School Committee Members*

From: *Robert N. Baldwin, Superintendent of Schools*

Date: *February 22, 2016*

Re: *Appropriation from FHS Trust Fund*

Motion to expend \$18,169 from the FHS Trust Fund for repair services to the rear entrance of the auditorium, rendered by Guido's Plate Glass Service.

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FAIRHAVEN PUBLIC SCHOOLS TITLE I PARENT INVOLVEMENT POLICY

The Fairhaven Public School Committee intends to follow the parental policy guidelines in accordance with the *No Child Left Behind Act of 2001* as listed below. All Title I schools will distribute this policy to parents of students participating in the Title I program.

Policy Guidelines

- Involve parents in jointly developing the district's local plan under section 1112 and in the process of school review and improvement under section 1116;
- Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- Build the schools' and parents' capacity for strong parental involvement;
- Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as the partner NCLB projects, Community Partnerships for Children, Full Day Kindergarten, Special Education grants and programs, and any other appropriate program.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A funds, including:
 - Identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - using the findings of the evaluation to design strategies for more effective parental involvement; revising, if necessary, the LEA's parental involvement policies; and involve parents in the activities of schools served under Title I, Part A.

Expectations for Parent Involvement

The Fairhaven Public Schools intends that parents of participating students be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program. This shall include opportunities to jointly develop the Title I program plan and suggest modifications in the process for school review and improvement. The Title I program must be designed to assist students to acquire the competencies and achieve the goals established by law, as well as the goals and standards established by the Massachusetts Department of Education. These goals and standards must be shared with parents in a manner that will enable them to (1) participate in decisions concerning their child's education and (2) monitor and improve the educational achievement of their child.

School Policy

~~Each school must submit its Title I school parent involvement policy, which must meet all legal requirements. This policy must be developed jointly with and distributed by the school to parents of participating students. The policy must be updated annually. A copy of each school's parent involvement policy shall be kept on file with the school improvement plan in the Central Office.~~

References

No Child Left Behind Act (NCLB) of 2001 at <http://www.nochildleftbehind.gov>

Adopted: 10/11/2006

Revised:

FAIRHAVEN PUBLIC SCHOOLS TITLE I PARENT INVOLVEMENT POLICY

The Fairhaven Public School Committee intends to follow the parental policy guidelines in accordance with the *No Child Left Behind Act of 2001* as listed below. All Title I schools will distribute this policy to parents of students participating in the Title I program.

Policy Guidelines

- Involve parents in jointly developing the district's local plan under section 1112 and in the process of school review and improvement under section 1116;
- Provide the coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- Build the schools' and parents' capacity for strong parental involvement;
- Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as the partner NCLB projects, Community Partnerships for Children, Full Day Kindergarten, Special Education grants and programs, and any other appropriate program.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served with Title I, Part A funds, including:
 - Identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - using the findings of the evaluation to design strategies for more effective parental involvement; revising, if necessary, the LEA's parental involvement policies; and involve parents in the activities of schools served under Title I, Part A.

Expectations for Parent Involvement

The Fairhaven Public Schools intends that parents of participating students be provided with frequent and convenient opportunities for full and ongoing participation in the Title I program. This shall include opportunities to jointly develop the Title I program plan and suggest modifications in the process for school review and improvement. The Title I program must be designed to assist students to acquire the competencies and achieve the goals established by law, as well as the goals and standards established by the Massachusetts Department of Education. These goals and standards must be shared with parents in a manner that will enable them to (1) participate in decisions concerning their child's education and (2) monitor and improve the educational achievement of their child.

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References

No Child Left Behind Act (NCLB) of 2001 at <http://www.nochildleftbehind.gov>

Adopted: 10/11/2006

**Fairhaven Public Schools
No Child Left Behind [NCLB] Educational Program
Title I Math/Reading Support Program**

Title I Supplement Not Supplant Policy

Fairhaven Public Schools adheres to the "Supplement not Supplant" requirement as established by NCLB and Title I. Title I funds do not supplant public education services that are provided to all students. The district uses Title I funds only to supplement, and to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of children participating in Title I programs. The federal grant programs in the Consolidated Local Application supplement the regular school budget, rather than supplant the budget. Fairhaven's Title I Program is a Targeted Assistance Program and meets the supplement not supplant requirement. As a Targeted Assistance Program, funds are used to provide in-class reading support to Title I students by paraprofessionals, under the direction of a classroom teacher and reading specialist. Fairhaven's Targeted Assistance Program meets the following requirements, as outlined in Title I:

- Uses Title I funds to help participating children meet the State's student performance standards
- Is based on effective strategies for improving achievement of children
- Ensures that planning for students in the Targeted Assistance Program is incorporated into existing school planning
- Through in-class support, uses effective instructional strategies and provides an accelerated, high quality curriculum and minimizes the use of pull-out model
- Coordinates with and supports the regular educational program
- Provides instruction by highly qualified staff
- Provides opportunities for professional development for administrators, teachers and paraprofessionals who work with children in the Targeted Assistance Program
- Provides strategies to increase parental involvement, including family literacy services
- Serves only children who are most at risk of failing to meet the State's performance standards
- Provides supplemental services through in-class support to meet the special educational needs of children who are participating in the program to enable those children to meet the State's performance standards
- Uses the State's system of assessment to review the effectiveness of the program

The Targeted Assistance Program operates in ~~four~~two of the district's schools—Leroy L. Wood (K-5) Elementary School,

~~Rogers (PreK-5), Oxford (K-5) Elementary Schools and Hastings Middle School (6-8).~~ Highly-qualified teacher/tutors provide in-class instructional support, under the direction of a classroom teacher. Title I funds are used to support the salaries of nine Title I teacher/tutors. These funds serve those students who have been identified and selected for Title I services. Title I also provides stipends for two Title I Liaisons, who work closely with classroom teachers, paraprofessionals, and principals. Title II-A and Title V funds are used to supplement all programs, including the Title I Program, primarily through professional development, mentoring, instructional support materials, and parent involvement programs. The duties of the district Director of Instructional Services include functioning as the Title I coordinator. This Program Coordinator is also responsible for effective consultation with the area private schools. With the identified needs across the district, one (1) Assistant Principal of Teaching and Learning and an Interventionist are funded through Title I. This staff member will coordinate a core curriculum, universal instructional practices, common assessments, data teams and professional development. The Assistant Principal will compile, organize and clearly articulate classroom, grade level and school data, and facilitate teacher data team dialogue and support data driven instructional adjustments. The Assistant Principal will also identify areas where instructional strategies need to be adjusted to meet the needs of our lowest performing students across the district. The Assistant Principal of Teaching and Learning will collect, organize and label district common assessments to verify alignment and identify gaps that exist within K-12 Curriculum and Assessment. Vertical alignment maps link each year's benchmarks to the

previous and following year's benchmarks, providing continuity among grade levels and/or subjects. The Assistant Principal will aid in identifying gaps/redundancies, if any; and revise, if necessary Horizontal and Vertical Alignment- Conditions for School Effectiveness NEASC Standards Educator Evaluation Elements, Curriculum documents are aligned to the common core horizontally across grade levels within each school and from school to school. Curriculum documents are aligned to the common core vertically between all grade levels and from school to school, especially at transition points (e.g. from elementary to middle and middle to high school.) Effective curricular coordination and vertical articulation exist between and among all areas within the school as well as with the receiving and sending schools in the district. An Interventionist will be paid \$12,000 to identify at-risk Hastings Middle School and Acushnet students in their own middle school and to take a proactive and preventative approach when possible, but also to work with these students to resolve any issues that may impact personal growth and achievement. This means working with the middle school in coordinating high school services to students, provide services to students and families, and promote the ongoing development of each student's academic, personal/social, and career potential. It is our intent that this position will assist all students in realizing their abilities, interest, and goals as they transition through the secondary educational process to become successful members of society and life-long learners. Direct services to student: using the multi-tiered intervention system. Three (3) Title I paraprofessionals will focus their support on Mathematics and ELA while working directly under the guidance of the Assistant Principal of Teaching and Learning. A combination of Title I and district funds are used to provide this salary. The district funds all other salaries, professional development, curriculum work and instructional supplies related to the Title I and regular educational program. The regular school budget funds all teacher salaries, with the exception of some Kindergarten and special education positions. Additionally, the district funds salaries of all elementary principals, and technology personnel, and the district academic coordinators. Local funds are also used to support professional development and tuition reimbursement for all classroom teachers and administrators.

Adopted: 10/11/2006

Revised:

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No Child Left Behind [NCLB] Educational Program
Title I Math/Reading Support Program**

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- Uses Title I funds to help participating children meet the State's student performance standards
- Is based on effective strategies for improving achievement of children
- Ensures that planning for students in the Targeted Assistance Program is incorporated into existing school planning
- Through in-class support, uses effective instructional strategies and provides an accelerated, high quality curriculum and minimizes the use of pull-out model
- Coordinates with and supports the regular educational program
- Provides instruction by highly qualified staff
- Provides opportunities for professional development for administrators, teachers and paraprofessionals who work with children in the Targeted Assistance Program
- Provides strategies to increase parental involvement, including family literacy services
- Serves only children who are most at risk of failing to meet the State's performance standards
- Provides supplemental services through in-class support to meet the special educational needs of children who are participating in the program to enable those children to meet the State's performance standards
- Uses the State's system of assessment to review the effectiveness of the program

The Targeted Assistance Program operates in four of the district's schools—Wood (K-5), Rogers (PreK-5), Oxford (K-5) Elementary Schools and Hastings Middle School (6-8). Highly-qualified teacher/tutors provide in-class instructional support, under the direction of a classroom teacher. Title I funds are used to support the salaries of nine Title I teacher/tutors. These funds serve those students who have been identified and selected for Title I services. Title I also provides stipends for two Title I Liaisons, who work closely with classroom teachers, paraprofessionals, and principals. Title II-A and Title V funds are used to supplement all programs, including the Title I Program, primarily through professional development, mentoring, instructional support materials, and parent involvement programs. The duties of the district Director of Instructional Services include functioning as the Title I coordinator. A combination of Title I and district funds are used to provide this salary. The district funds all other salaries, professional development, curriculum work and instructional supplies related to the Title I and regular educational program. The regular school budget funds all teacher salaries, with the exception of some Kindergarten and special education positions. Additionally, the district funds salaries of all elementary principals, technology personnel, and the district academic coordinators. Local funds are also used to support professional development and tuition reimbursement for all classroom teachers and administrators.

Adopted: 10/11/2006