



FAIRHAVEN SCHOOL COMMITTEE MINUTES
March 27, 2024

FAIRHAVEN TOWN CLERK
RCUD 2024 APR 17 AM 9:12

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

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

OTHERS PRESENT: Staff Members, Community Members, Parent Teacher Organization (PTO) Member

The meeting was called to order by Mr. Veitch at 5:34 pm.

Approval of Minutes

Motion to approve regular session minutes from March 13, 2024 made by Ms. McKenna, seconded by Ms. Pickup, roll call vote, approved unanimously (6-0).

Motion to approve executive session minutes from March 13, 2024 made by Ms. McKenna, seconded by Ms. Pickup, roll call vote, approved unanimously (6-0).

Motion to approve the joint session with the Select Board and Finance Committee minutes from March 20, 2024 made by Ms. McKenna, seconded by Ms. Pickup, roll call vote, approved unanimously with two abstentions (4-0-2).

Reports and Recommendations of the Superintendent:

FY25 Budget Update:

Mrs. Kohler shared that she and Mr. Vietch attended a joint meeting with the Select Board and Finance Committee on March 20, 2024. She stated she shared with the Town concerns with municipal spending. She also stated the District works hard to study and know how education reform financing works and to make sure the District meets net school spending (NSS), that is the number one goal. Required NSS is local contribution in Chapter 70 aid and it is always larger than or equal to the foundation budget. Mrs. Kohler stated our FY25 required NSS is \$24,568,609.

Mrs. Kohler presented slides showing the most recent budget update (Attachment A), proceeded to go through and explain each slide and update. The initial budget recommendation to the Town was \$25,149,917, which is indicative of the level service budget that was requested by the Town. Our level service budget is inclusive of the FY24 approved contingent budget numbers, positions, and programs. The Town's most recent shortfall for the Fairhaven Public School District (FPSD) is \$447,000. She stated she and Mrs. Potter have been working since the March 20, 2024 joint meeting with the State Grants Coordinator and the Town to help close that gap. She proposed to the Committee the adjustments for consideration that will not affect our NSS. With all offsets proposed FPSD will still be \$81,000 off, but Mrs. Kohler stated we do have a SPED Stabilization Fund that the School Committee and Select Board could vote to authorize FPSD to use, that would make this budget whole and in agreement with the Town. She stated then, that our new request is \$24,702,917.

Mr. Veitch stated that the Committee would not be voting on those figures at this meeting, the vote will be closer to the Town Meeting to ensure all the presented offsets have taken place.

Mrs. Pacheco asked what percentage over NSS does that number bring the District. Mrs. Kohler stated there are so many factors that the District won't truly know until two years out.

Mr. Monroe thanked the team for the hard work put in for being creative in trying to close the gap. Mr. Monroe also stated his biggest concern is that the number from the Town has changed multiple times within two to three weeks. Mr. Monroe asked with the Town Meeting only being six weeks out, is Mrs. Kohler confident that number won't change again? Mrs. Kohler believes the Town also appreciates the creativity the District has put into trying to meet the numbers and help the Town achieve a balanced budget. She is optimistic that if they present their budget to the Finance Committee and it is voted on, it will be firm for the Town and we will know what number we are working with. Mr. Monroe would like to create some long term goals with the Town moving forward so that FPSD is not one of the lowest funded Districts in the State, being in the bottom twenty. Mr. Veitch agreed and stated he has been working with the Town Accountant, Assistant Town Administrator Anne Carreiro and the Finance Policy Committee to establish policy regarding what percentage of the Town's money should be spent on schools. Mrs. Kohler asked Mr. Veitch if appropriate, to get to a point of asking for a percentage above NSS at the Finance Policy meetings. Mr. Veitch confirmed it is something they will be working towards.

Mr. Andersen commented that in rewatching the joint meeting that occurred on March 20, 2024, he is disappointed, because it was clear that members on the Finance Committee did not understand what NSS and Chapter 70 is. He states it is concerning that the District is beholden to people that do not understand this type of budget.

A motion was made to suspend the rules of the regular session meeting and enter into the Budget Hearing by Ms. McKenna, seconded by Ms. Pickup, roll call vote, approved (6-0).

Meeting suspended at 6:01pm.

Regular session meeting resumed at 6:06 pm.

FAIRHAVEN SCHOOL COMMITTEE MINUTES

March 13, 2024

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Receive Student Opportunities Act (SOA) Plan:

The Committee received the SOA document prior to the meeting (Attachment B). Mrs. Kohler stated she touched upon the SOA during her budget update presentation, then reiterated we received \$600,000 student opportunity increases for Chapter 70 last year. There was not a mechanism in place to hold us accountable to using those funds toward anything specific which is what allowed that money to just go 'where it went'. The Department of Education is now having us be transparent on how we're going to use that money moving forward, so that should no longer be an issue. Mrs. Kohler stated Mr. Balestracci has been working on the District's SOA project. Mr. Balestracci then reviewed the SOA with the Committee, sharing the overview of what the monies are for.

Mrs. Pickup asked about the training to be provided regarding Sheltered English Immersion, asking if it is a certification? Mrs. Kohler stated it is an endorsement. Most of our teachers have the certification, they do need training up to a certain level of up to 15 PDP's or an actual endorsement and to maintain licensure. It also ensures they are using good language practices. Mrs. Pickup then asked if it is difficult for teachers to become certified in this. Mrs. Kohler confirmed it was typically pursued as a graduate class, but the District is going to be offering a class here.

Mrs. Pacheco commented she was excited to learn we send out family communications in thirteen home languages. Mrs. Morgan Matthews Byron at the Family Center has done an excellent job of making sure the communications are translated, or have links for all of those families to access for translation. Mr. Veitch stated this is a great point and example of how there is so much more that goes into education today in 2024 than in 1970.

Mrs. Pickup mentioned asking in the past about the Excel Opportunities at Bridgewater State College for Special Education Children. She asked if this is something that gets included into the inclusive curriculum review process or is it something different? Mr. Balestracci stated this wouldn't necessarily be part of the SOA, but the Excel Program is something that the Director of Student Services has taken a look at, the program has a large expense, but it may be something in future we can work toward. Mrs. Kohler clarified that some children with IEPs can go into AP classes. She stated our goal is to have the teachers work on the curriculum and see where those onramps can be and help have other places kids can accelerate into that if they choose.

Upcoming Events:

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

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

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

New Business:

A motion was made by Ms. McKenna to approve the 24-25 School Year Calendar, seconded by Ms. Pickup, roll call vote, approved (6-0).

A motion was made by Ms. McKenna, to accept an \$3,000 donation from Elizabeth Hastings Middle School (EHMS) PTO to EHMS for purposes covered under the grant, seconded by Ms. Pickup, roll call vote, approved (6-0).

A motion was made by Ms. Pacheco, to accept a \$500 donation from North Fairhaven Improvement Association for portable soccer nets at East Fairhaven Elementary,, seconded by Ms. McKenna, roll call vote, approved (6-0).

A motion was made by Ms. McKenna, to approve the SOA plan as presented, seconded by Ms. Pickup, roll call vote, approved (6-0).

A motion was made by Ms. Pacheco to allow the Superintendent to enter into a food service contract with the selected food service vendor, seconded by Ms. McKenna, roll call vote approved (6-0).

A motion was made by Ms. McKenna to award Spencer Preservation as the architect for the Fairhaven High School Phase I project and to give authority to the Superintendent to sign the contract with Spencer Preservation, seconded by Ms. Pickup, roll call vote, approved (6-0).

Any Business Not Reasonably Anticipated 48 Hours Prior to the Posting of this Meeting:

Mrs. Kohler explained to the committee a donation was received after the posting of the meeting. She is asking for a vote to take place tonight to ensure the rings are in before the end of the school year.

A motion was made by Ms. McKenna, to accept an \$11,500 donation from the Fairhaven High School Alumni Association, seconded by Ms. Pickup, roll call vote, approved (6-0).

The committee thanked Ms. McKenna for her twelve years of service to the Fairhaven School Department. She was presented with a plaque and a brick at Fairhaven High School.

A motion to adjourn was made by Ms. McKenna, seconded by Ms. Pickup, roll call vote, approved (6-0).

Adjourned at 6:39 pm.

Sheri Souza

Secretary to the School Committee
Fairhaven Public Schools

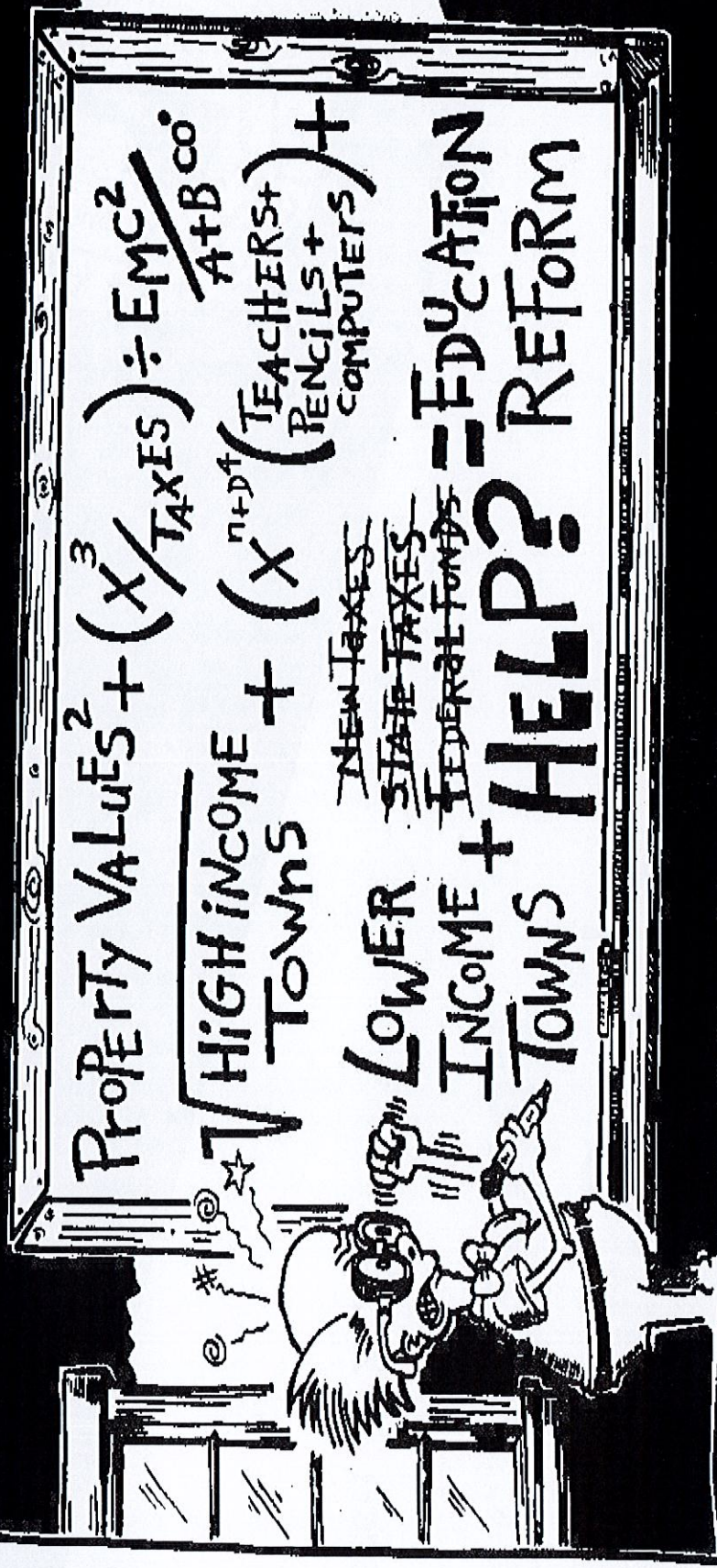
FAIRHAVEN PUBLIC SCHOOLS

FY25 Budget Update

Presentation

March 27, 2024





EDUCATION REFORM'S FINANCING FORMULA

Big Picture



Required Net School Spending = Local Contribution + Ch 70 Aid

Required Net School Spending > = Foundation Budget

FY25 Required Net School Spending: \$24,568,609

Per Pupil Expenditures

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		2022				Enrollment (2022-23 school year)			
Org Name	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		



Student Opportunity Act



Student Opportunity Act

Overview

The Student Opportunity Act (Chapter 132 of the Acts of 2019) ushered in a new phase in the Commonwealth's commitment to ensuring that **every** student in the state experiences high-quality learning opportunities that lead to success in school and in postsecondary success.

Background and Context

Overall, Massachusetts leads the nation on many measures of student learning experiences, student achievement, and postsecondary success for its students. However, a closer look reveals **inequitable gaps in experiences and outcomes across racial and ethnic groups, in economically disadvantaged communities compared to higher income communities, for students with disabilities relative to their non-disabled peers, and for English learners compared to students whose first language is English.**

"Closing these gaps is our collective work for the next decade, and the SOA will fuel our efforts to ensure all students achieve at high levels and are prepared for success after high school."

— Commissioner Jeffrey C. Riley



Reading Proficiency

SY2021 - 2022

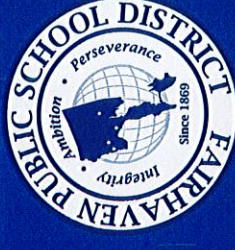
Percent of Students Proficient* at the End of the Year *on or above grade level reading			
	Kindergarten	Grade 1	Grade 2
Proficiency	75%	72%	80%

SY2022 - 2023

Percent of Students Proficient* at the End of the Year *on or above grade level reading			
	Kindergarten	Grade 1	Grade 2
Proficiency	64%	76%	84%
			88%

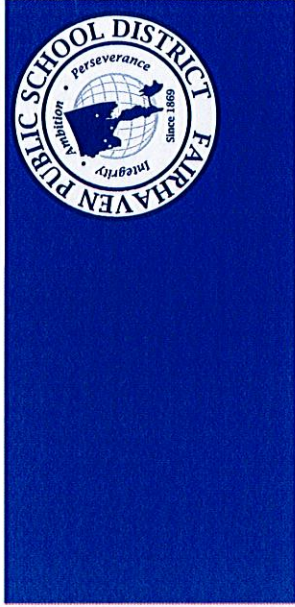


Core Values



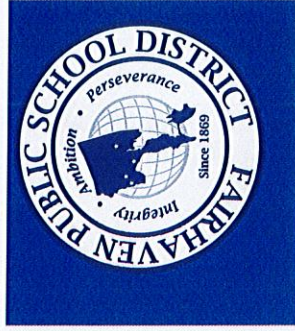
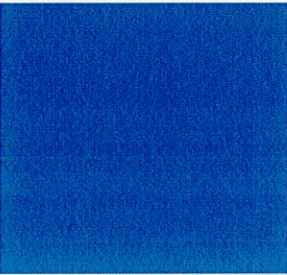
The implementation of our district's vision for all of our graduates states our shared beliefs regarding the purpose of our schools, the role of our adults, and the fundamental principles and practices around teaching and learning.

1. **Safe and supportive learning environment.**
2. **Mindsets of ambition, perseverance, and integrity.**
3. Provide an educational program delivered by a consistent **system of teaching and learning** supported by a continuum of student services to meet our mission.
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. Prioritize **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. 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.**



SALARY BUDGET

STATE CODE		FY 2025 REQUESTED
1000	DISTRICT LEADERSHIP AND OPERATIONS District Leadership and Administration TOTAL	723,273 723,273
2210	TEACHING AND LEARNING Building Leadership/Supervisory	1,403,279
2305	TEACHERS CLASSROOM Kindergarten Primary Grades 1-2 Intermediate Grades 3-5 Intermediate Grades 6 Elementary Art, Music, Phys Ed, Tech Elementary Social Studies Elementary Science World Languages 6 - 12 Mathematics 6 - 12 Science and Technology 6 - 12 Art 6 - 12 Music 6 - 12 Health and Physical Education 6 - 12 Media/Instructional Technology/Library English Language Learner Sick Leave Teacher Classroom Total TOTAL	595,494 1,206,411 1,807,205 377,253 472,425 476,640 978,720 349,648 1,000,112 1,105,345 425,545 329,158 512,253 54,283 272,227 45,100 20,579,141 31,972,426
2320	STUDENT SERVICES Curriculum Director/Supervisory	259,694
2360/2330	PROGRAMS Pre-School Inclusion/Reading Sub Separate Classrooms Child Specific Student Support Speech Therapists/OT/BCBA Sped Program Total TOTAL	386,753 1,156,091 664,253 159,823 361,062 2,671,902 20,428 20,428
2330	K-2 WNV Program STEP Program	57,000 464,779 659,008 1,380,787
2440	Tutorial/Instructional Services Guidance Counselor/School to Career Psychological Services/Social Workers	57,000 464,779 659,008 1,380,787
2710	TOTAL STUDENT SERVICES	4,132,881
2800	SUBSTITUTE TEACHERS	305,000
3100	FAMILY ENGAGEMENT CENTER	62,434
3200	MEDICAL HEALTH SERVICES	324,993
3220	INSTRUCTIONAL LEADERSHIP Curriculum Director/Supervisory	51,796
3510	Athletics	158,104
3520	Student Activities	80,002 321,502
3600	SECURITY Criminal Monitors	34,151
3600	School Security	39,424
3550	Crossing Guards	22,320 93,895
4110	Custodial Services	645,404
4220	Maintenance of Buildings	244,821
4400	Technology	76,930 968,855
	TOTAL	18,911,649
	FY 2025 Salary Budget	



State Code		FY21 Actual	FY22 Actual	FY23 Actual	FY24 Budgeted	FY25 Budgeted	FY25 Adjusted	FY25 Offsets	Notes
1000	District Leadership & Administration	129,713	218,806	277,278	201,700	246,200	246,200		
2210	School Leadership	29,376	34,642	42,519	58,125	65,225	65,225		
2250	Tech/Maintenance Agreements	5,351	0	2,780	6,200	28,975	28,975		
2357	Professional Development	26,295	62,782	42,349	79,823	82,951	67,951	(15,000.00)	Title IIA/IV
2410	Textbooks	44,287	37,924	99,559	54,905	56,802	56,802		
2430	Instructional Equip./General Supplies	97,479	174,140	204,340	159,708	188,363	188,363		
2440	Other Instructional Services (Tutoring)	99,418	96,088	92,086	84,450	89,780	89,780		
2450	Instructional Technology	309,490	470,370	454,956	248,308	353,549	219,549	(134,000.00)	ESSER Grant
2710	Guidance and Adjustment	543	329	0	18,605	18,000	18,000		
2800	Psychological Services	18,643	13,617	12,740	9,000	9,000	9,000		
	TOTAL INSTRUCTION	630,882	889,892	951,329	719,124	892,645	743,645	(149,000.00)	
3200	Medical Health Services	3,280	11,082	18,195	9,441	9,866	9,866		
3300	Transportation Services	1,236,807	1,642,392	1,713,425	2,134,943	2,092,506	1,875,506	(217,000.00)	PK, MCV/F, Route
3500	Athletics/Student Activities	173,082	233,894	226,408	303,894	383,691	383,691		
3400	Food Service	165,487	42,952	0	1,200	1,200	1,200		
3600	School Security	209	115,354	3,291	2,000	35,000	35,000		
	TOTAL STUDENT SERVICES	1,578,865	2,045,674	1,961,319	2,451,478	2,522,263	2,305,263	(217,000.00)	
4110	Custodial Services	1,715	1,600	1,726	1,500	1,500	1,500		
4120	Heating of Buildings	219,933	218,094	247,399	228,000	240,000	240,000		
4130	Utility Services	357,100	354,147	266,360	397,750	402,260	402,260		
4200	Maintenance	647,389	895,111	991,286	311,025	321,925	321,925		
4225	Building Security Equipment	21,765	2,280	3,657	29,582	30,882	30,882		
4400	Networking and Telecommunications	2,171	12,648	1,840	2,500	2,500	2,500		
	TOTAL MAINTENANCE	1,250,073	1,483,880	1,512,268	970,357	999,067	999,067		
5260	Non-Employee Insurance	3,390	3,390	3,390	3,390	3,390	3,390		
5300	Lease Agreements	49,185	51,943	46,352	49,900	28,950	28,950		
7100	Capital Expenditures	727,161	155,068	126,868	0	0	0		
9000	Out of District Tuitions	1,177,789	1,067,477	1,207,809	1,057,447	1,545,753	1,464,753	(81,000.00)	SPED Stab
	OPERATIONAL EXPENDITURES	5,497,873	5,916,130	5,959,745	5,453,396	6,238,268	5,791,268		
	SALARY				18,500,245	18,911,649	18,911,649		
	TOTAL REQUEST		22,179,843	22,910,638	23,953,641	25,149,917	24,702,917	(447,000.00)	
	REDUCTION*				-200,000				
					23,753,641				
	INCREASE					1,396,276	949,276		
	PERCENTAGE INCREASE					5.88%	4.00%		
	*Override Failed to Support					As of 3/13/24	As of 3/27		

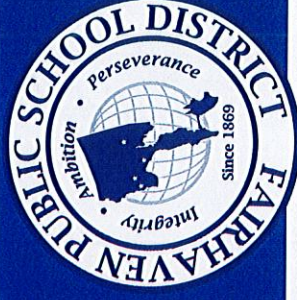
Special Education Expenses

SPECIAL EDUCATION EXPENSES

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



School Budget Request



\$25,149,917

Expiring Grants and Associated Reductions

ESSER III: Previously reduced positions through attrition

FY25 – After School Programs and transportation, School Adjustment Counselor, High School SPED teacher, Student Technology Coordinator, Innovation Teacher

Workforce Health Grant – Float Nurse, per diem support



Restructure Request

Retiring IT Professional Development specialist to Full Time



Budget Entry Point

FY'25 Town Budget Process requested reductions across all departments to establish a "Level Service" budget.

What does this mean for the Fairhaven Public Schools Budget?

- Level Service Budget presented March 13 and March 20
 - Inclusive of FY'24 approved contingent budget numbers positions/programs.

Town's most recent budget shortfall for the Fairhaven Public Schools is \$447,000.



Being Mindful of Net School Spending:

Business Manager worked with State Grant Coordinator to make following adjustments:

- Allowance of \$15,000 for Professional Development from Title IIA and Title IV.
- Allowance of \$134,000 in Technology Instructional Supplies from ESSER III.

Superintendent worked with Town Administrator and Assistant Town Administrator to coordinate the following:

- Create a McKinney-Vento/Foster Care transportation account within the town to absorb approximately \$128,000 costs that will get partially reimbursed to the town general fund.
- Offset Pre-K transportation with additional \$30,000 from the Pre-K tuition revolving account.

Transportation Coordinator worked to assess bus eligible students, locations of stops, and bus capacity numbers:

- to reduce a route for a savings of approximately \$59,000.

Assistant Superintendent and Director of Student Services:

- working to hard to meet the needs of all students to limit any unanticipated OOD costs.

FPS Proposed Adjustments for Consideration

Total offset from Instruction: **\$149,000**

- \$15,000 reduction from Professional Development (Grant Offset)
- \$134,000 reduction from Instructional Technology (Grant Offset)

Total Reduction and offset from Transportation: **\$217,000**

- \$30,000 (Pre-K Tuition Offset)
- \$59,000 (Elimination of 1 bus)
- \$128,000 (McKinney-Vento/Foster Transportation offset account)

- Total offset for Out of District Tuitions: **\$81,000**
Offset from Special Education Stabilization Fund



Total Proposed Adjustments for FY'25

Total Amount of Adjustments:

\$447,000



New Proposed Budget Request for FY25

\$24,702,917

STUDENT OPPORTUNITY ACT PLAN

Fairhaven Public Schools

Section 1: Summarize your District's Plan

Section 1: Summarize your district's plan

The Fairhaven Public Schools is focused on improving outcomes for all students through the use of evidence practices/programs as well as a focus on the whole child's social and emotional needs. Our three-year SOA Plan focuses on addressing gaps in access, curriculum, and achievement for our High Needs English Learner population.

- Effective Programming English Learners:
 - FPS analysis of student data indicates disparities in access and achievement among our high needs and English Learner population.
 - FPS will review its EL policies and procedures to ensure efficacy and will update policies and procedures to reflect the desired outcomes for students.
 - FPS will increase outreach and services for our EL students and families to provide unfettered access to all programming in our school district.
- Inclusive Curriculum Review Process:
 - FPS will continue its curriculum review process to ensure that barriers to access are eliminated, curricula is expanded to reflect all learners, and curriculum and instruction is of the highest quality.
- Professional Training for Educators to Implement Curriculum with Fidelity: FPS will provide professional learning opportunities for all staff in the areas of:
 - Universal Design for Learning and eliminating barriers for access to curriculum and instruction.
 - Training will also be provided in the areas of Sheltered English Immersion.
 - Inclusive Practices, and Social/Emotional Learning to ensure all educators are trained and skilled in delivering highly effective instruction to ensure equitable access for all students with an emphasis on high needs and English Learner populations.

In total across each of these initiatives, FPS will invest \$54,000/year (\$162,000 total) to support our three-year plan to improve access and outcomes for our students and families.

Submission Questions:

Section 2: Analyze Your Data and Select Groups for Focused Support

Analyze Your Data and Select Groups for Focused Support

In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measure and for which student groups.

Fairhaven Public Schools, situated in a suburban district within the Commonwealth, caters to approximately 1,759 students from Fairhaven (PreK-12) and Acushnet (Gr. 9-12 only). Our student body composition comprises 82.7% white, 2.1% African American, 2.3% Asian, 7.9% Hispanic, 0.4% Native American, and 4.7% multi-race, Non-Hispanic. Moreover, 2% of our learners are English Language Learners, 37.6% are low-income, 18.5% are students with disabilities, and 48.2% are identified as high needs.

Upon analyzing state and local data points, we've discerned disparities within the aforementioned populations. Discrepancies on MCAS assessments include significant gaps between our high-needs and non-high-needs groups, as well as within the students with disabilities and English Learner cohorts. These gaps persist across early literacy proficiency levels, ELA, Mathematics, and Science, Technology, and Engineering assessments, spanning several grade levels and starting as early as grades K and 1.

In summary, our deep dive analysis revealed 3 critically important areas requiring significant attention.

1. Elementary School Challenges:

- Significant gaps in early literacy proficiency (i.e. reading at grade level) in grades K-3.
- Lack of consistency in service delivery for high needs and English Learner populations.
- EL Population is identified as having gaps in reading and literacy levels as compared to their peers

1. Middle School Challenges

- Significant gaps in achievement were identified amongst our high needs population as well as students with disabilities and English Learners across grades 6-8.
- Inconsistent implementation of instructional practices to meet the needs of high

needs and English Learner populations.

- Lack of consistency in service delivery for high needs and English Learner populations.

2. High School Engagement, Access, and Achievement

- Significant gaps in achievement have been identified in ELA, Math, and Science among our high needs population as well as our students with disabilities and English Learners.
- Inconsistent implementation of instructional practices to meet the needs of high needs and English Learner populations.
- Lack of consistency in service delivery for high needs and English Learner populations.
- Gaps in student participation in co-curricular activities.

What does your deeper analysis (including triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?

1. Elementary School Early Literacy Proficiency Levels:

- Provide targeted training for faculty and staff to support improved outcomes for our English Learner population.
- Review Curriculum to identify barriers to access and ensure material is of the highest quality and reflective of our student demographics.
- Increase outreach and engagement opportunities for targeted populations.

2. Middle School Engagement, Access, and Achievement:

- Provide targeted training for faculty and staff to support improved outcomes for our English Learner population.
- Review Curriculum to identify barriers to access and ensure material is of the highest quality and reflective of our student demographics.
- Increase outreach and engagement opportunities for targeted populations.

1. High School Engagement, Access, and Achievement:

- Provide targeted training for faculty and staff to support improved outcomes for our English Learner population.
- Review Curriculum to identify barriers to access and ensure material is of the highest quality and reflective of our student demographics.
- Increase outreach and engagement opportunities for targeted populations.

Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years?

- High Needs Students
- English Learners
- Hispanic/Latino Students

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

Confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and Math.

Yes. The Fairhaven Public Schools will adopt the three-year improvement targets set forth by the Department of Elementary and Secondary Education (DESE) for the "Lowest Performing Students" group as our district's SOA Plan improvement targets.

Section 4: Engage Families/Caregivers and other Stakeholders

Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented.

For the Fairhaven Public Schools, effective communication to and engagement with our families and caregivers is one of our foundational principles. Through reflection and feedback gathering, we have identified the following strategies to support improving our overall engagement with families and caregivers across all schools and grade levels.

- Family Resource Center: Fairhaven Public Schools is proud to have a year-round, full time and fully staffed Family Resource Center located at the Elizabeth Hastings Middle School. The staff member works with families in need, those identified by the school as in need of support, as well as many programs to ensure students and families have full access to all school, district, and community services.
- Provide all communications, district and school forms, letters, etc. in the home language of our families. This includes providing more targeted efforts to engage with our families.
- Host formal and informal opportunities for students and families to engage with our schools outside of the school day. Events include informative sessions, training, and enrichment opportunities. Provide Interpreter Services as needed to support access.

- Beginning in the Spring of 2024, FPS will conduct an annual family feedback survey to ensure up to date feedback from all stakeholders, especially families and caregivers.
- Quarterly leadership meetings with SEPAC
- Develop a ELPAC team for the district.

Metrics for Measuring Family/Caregiver Engagement:

- FPS will conduct an annual family feedback survey to go out in April of each year (4 week allotment of time for responses)
- The Family Resource Center maintains daily data for families served throughout the school-year and summer break.

Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan?

Fairhaven Public Schools has engaged in the Planning for Success process which allowed us to establish a 35 member team inclusive of administrators, faculty and staff, students, parents/caregivers, community members, select board representation and school committee representation. We have engaged with the following community organizations and groups:

- School Councils and PTO's for each school
- Focus Groups of Educators (Civil Rights Task Force)
- Special Education Parent Advisory Committee
- MASSHIRE Workforce Board of Greater New Bedford
- Listening tours for all students, faculty and staff
- State and Local agencies to collaborate to provide support for access and outcomes

Fairhaven Public Schools will continue its outreach to engage families in meaningful ways to improve access and outcomes for all students.

Confirm you engaged with the following stakeholder groups in the development of this plan: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.

Yes.

Confirm that your school committee voted to approve this plan and provide the date of the vote.

Yes, our School Committee voted to adopt the SOA plan on (Update Date after 3/27 SC Meeting).

Submission Questions:

Section 5: Select Evidence-Based Programs to Address Disparities in Outcomes

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

Focus Area 1.3: Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities.

Which EBP's will your district implement within this focus area?

EBP 1.3B: Students and families as valued Partners: Create opportunities and systems for students and families to effectively participate in authentic decision-making, with support as needed.

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (By June 2027).

FPS currently has a Family Resource Center that is in its second full year of existence. We utilize the center to support families in need, however, it is not utilized at the level we would like nor is it accessed by some of our most marginalized populations, specifically English Learner families. The center supports students and families with food insecurity, to apply for and secure SNAP benefits, to gain access to mental-health support resources, and also for school supplies, life essentials, etc. To date, FPS does not have an ELPAC team and receives minimal engagement from EL families throughout the district for both academic and co-curricular programming. .

By June 2027, the Family Resource Center will be a robust program that engages and serves all families. FPS will expand upon its current use of the family resource center and will provide more opportunities for families to engage to receive support in a safe and discrete manner. We will have a full pantry, clothing closet, translation services, enrollment services, McKinney-Vento services, and more. We also intend to expand on the family resource center space to provide a location for students and families to access mental health counseling, family support services, and other wraparound supports. We strive to provide a family resource center that is free from barriers to access and one where all families, including ELL students and families feel welcomed and supported.

FPS will also have a full and complete ELPAC Team which will meet regularly with the district administration and the leadership team from our district SEPAC. This will provide voice and leadership for our marginalized populations in need of support and will also result in improved engagement.

<p><i>Which schools will be impacted by these efforts (answer can be district-wide)?</i></p> <p>All schools within the district will be impacted by our efforts.</p>
<p><i>What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY26+FY26+FY27)? Total should be cumulative.</i></p> <p style="text-align: center;">\$162,000</p>
<p><i>Describe the anticipated allocation of funds to this EBP in more detail. (Per Year)</i></p> <p><i>Professional Development: \$25,000</i> <i>Student/Pupil Services: \$15,000</i> <i>Instructional Materials: \$14,000</i></p>
<p><i>Which budget foundation category (G.L. c. 70(will be included in this anticipated annual allocation?</i></p> <p>Professional Development, Instructional Materials, Pupil Services.</p>
<p><i>What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report progress against these metrics in your annual update to DESE starting next year.</i></p> <ul style="list-style-type: none"> ● School and district data collections at school-sponsored events: Attendance records, meeting agendas, communications, events, statistics, etc. ● Feedback trends from our annual family culture/climate feedback survey. ● Changes in select indicators from the family culture/climate feedback survey. ● Increase for participation on SEPAC and ELPAC teams ● Increased participation of English Learners and High Needs students in co-curricular and athletic programs.
<p><i>Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.</i></p> <p>2.1: Select and skillfully implement high-quality and engaging instructional material that support culturally and linguistically sustaining practices and foster deeper learning.</p>
<p><i>Which EBP's will your district implement within this focus area?</i></p> <p>2.1B: Supporting Curriculum Implementation: Engage teachers in professional development linked directly to the curriculum and set up a process to regularly monitor the effectiveness of curriculum implementation.</p>
<p><i>Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (By June 2027).</i></p>

Currently, FPS has established consistent curriculum formats, maps, and unit guides. However, there is no standing policy/procedure for evaluating our current curriculum and revising it to better meet the needs of our students. FPS has inconsistent implementation of instructional practices to meet the needs of high needs and English Learner populations.

Through our data analysis, we have determined that our curriculum is in need of review and revision to better reflect our student demographics in all classrooms. We have also determined that our instructional practices need to be more accessible and inclusive to support meeting the needs of our high needs and English Learner populations.

By June 2027, all FPS curriculum will be reviewed and updated to reflect the necessary changes. This will be completed at the 30,000 foot level with updated curriculum maps, all the way down to the unit and lesson plans implemented in the classroom. FPS will have all eligible staff trained and endorsed for Sheltered English Immersion. All staff will be fully implementing Universal Design for Learning (UDL) in all lessons, projects, and assessments. FPS will see improved outcomes for all students, specifically our high needs and English Learner population.

Which schools will be impacted by these efforts (answer can be district-wide)?

All schools within the district will be impacted by our efforts.

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY26+FY26+FY27)? Total should be cumulative.

\$162,000

Describe the anticipated allocation of funds to this EBP in more detail. (Per Year)

Professional Development: \$25,000

Student/Pupil Services: \$15,000

Instructional Materials: \$14,000

Which budget foundation category (G.L. c. 70) will be included in this anticipated annual allocation?

Professional Development, Instructional Materials, Pupil Services.

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report progress against these metrics in your annual update to DESE starting next year.

- Increase in academic language achievement of English Learners as measured by local data.
- Increase in % of high needs and EL students participating in Advanced coursework (Honors and Advanced Placement courses).
- Increase in Student Growth Percentile on ELA and Mathematics MCAS Assessments for high needs students and English Learners.

- Increase in % of English Learners meeting or exceeding expectation in ELA, Mathematics, and Science MCAS Assessments.
- Decrease in office referrals for high needs and EL student populations.