



FAIRHAVEN SCHOOL COMMITTEE MINUTES
October 16, 2024

FAIRHAVEN TOWN CLERK
RCUD 2024 NOV 14 PM 1:04

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

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

The meeting was called to order by Mr. Monroe at 6:33 pm

Approval of Minutes:

Motion to approve regular session minutes from October 16, 2024 made by Ms. Pacheco seconded by Mr. Andersen, roll call vote, approved (6-0).

Motion to approve executive session minutes for content only from October 16, 2024 made by Ms. Pacheco seconded by Mr. Andersen, roll call vote, approved (6-0).

Public Comment:

Mrs. Jessica Fildago addressed the Committee stating that she and her husband wanted to thank the faculty and were blown away by the atmosphere at the Elizabeth Hastings Middle School (EHMS) Open House. She also wanted to inform the Committee that her daughter had a bad experience with something and Principal Kyle Alves was great, responding quickly and addressing the situation immediately. Her daughter has since felt safe and comfortable in the school. She stated she wanted to bring something positive to the Committee, as she knows it is not often they get to hear the good that takes place within the District.

Reports and Recommendations of the Superintendent:

Receive & Review New England Association of Schools & Colleges (NEASC) District Report:

The Committee received and reviewed the final NEASC summary report (attachment A) prepared by the staff for the upcoming visit to the District on October 28, 2024 through October 30, 2024. The report was approved by 98% of the faculty, with two abstentions, and one no. Superintendent Kohler stated the report speaks primarily to the Priority Standards, noting each Priority is an area the District needed to focus on. She also told the Committee that if rewarded, Fairhaven will be the first District in the Commonwealth to receive accreditation. She believes the District is in a good position to receive the honor. She is also extremely grateful for all the hard work and dedication that Principal Andy Kulak and Learning and Teaching Coach Tracy Higgins, along with many other faculty members, have put into this process.

NEASC Process & Schedule:

Superintendent Kohler stated the NEASC members will be visiting all the schools in the District, interviewing faculty and students, and spending a lot of time in our documents and procedures. The full schedule is still in a very rough draft. She told the Committee they will be interviewed by the NEASC members on Tuesday, October 29th, for those who can make it.

Update on Enrollment:

Superintendent Kohler updated the Committee on enrollment. She stated compared to a year ago it is about thirty net down. The District had three reentries, twenty two new students, and seven withdrawals, being a net eighteen percent increase since the beginning of school. She noted there have been a couple of reentries from kids returning from Greater New Bedford Regional Vocational Technical High School, and will be looking into reasons for that. Superintendent Kohler is also monitoring the housing situation in Town. The East Fairhaven Elementary School (East) numbers are low, but a lot of the new condominiums are being built in the East district so there is potential to have more kids in a quick period of time. Ms. Smith asked if there is room for expansion, Superintendent Kohler stated yes, there is room right now, and will look at redistricting the elementary schools when and if needed.

Update on MCAS:

Assistant Superintendent Balestracci presented and reviewed the MCAS results with the Committee (attachment B). He stated the District is at or above the State at every level. Assistant Superintendent Balestracci also noted that although the State has declined, the District has not, stating we have been able to maintain and continue to improve.

Fairhaven High School (FHS) Innovation Pathways, Bank Branch Opening:

Assistant Superintendent let the Committee know that the grand opening of the South coast Credit Union branch at FHS will be on October 21, 2024 at 9:45am. He stated that this is our next step in the process with the Innovation Pathway designation that we received in the business and finance sector. Assistant Superintendent Balestracci noted that our students are engaging in the Pathways through academic coursework, internships, and externships. The bank will be staffed with South Coast Credit Union staff, and our students. He also thanked Marlene

Sabeh, College and Career Coordinator, for all the hard work that went into this program. The bank is an opportunity for our students to have real world experience with opening and managing a bank, as well as learning to manage finances, such as debit accounts, etc. Assistant Superintendent Balestracci stated the bank is not open to the public, only students, faculty and Town employees.

Upcoming Events:

Next School Committee meeting will be November 13, 2024 at 6:30 pm.

Special Town Meeting will be held November 19, 2024 at 7:00 pm.

Unfinished Business:

The Committee resumed the discussion on the Fundraising Policy: GBEBD. Ms. Pickup restating the teachers have been asking if they can fundraise for their individual classrooms, etc. Discussion ensued about the ethical concerns, as well as financial impact, and safety issues that may occur. Superintendent Kohler also stated the policy does not preclude them from doing it now, if a particular teacher is wanting to fundraise for a specific reason, it can be brought to the attention of the Superintendent's office for approval, they can then work together to figure out how to get them what is needed, such as working with the PTO, etc. Superintendent Kohler also noted that she has not received a request for this since she has been Superintendent. Mr. Monroe reiterated that the policy does not say it is banned, it is within the purview of the Superintendent, so the request should begin there. Superintendent Kohler also stated if she felt as though there was a need to review the policy moving forward, she will notify the Committee.

New Business:

A motion was made by Mr. Andersen to table the vote on the donation of \$500.00 from the Father's Day Road Race Committee to the Fairhaven High School Band, seconded by Ms. Pacheco, roll call vote, approved (6-0).

A motion was made by Mr. Andersen to accept a donation of \$500.00 from Ann & Robert Kocer for East Fairhaven Elementary School, seconded by Ms. Pacheco, roll call vote, approved (6-0).

Questions from individual Committee Members:

Ms. Smith shared details from a quarterly report provided to her at the last Southeastern Massachusetts Educational Collaborative (SMEC). She stated the Fiscal Year 24 financial audit is underway and she will receive the results at the next meeting on November 18, 2024. Ms. Smith stated that the Department of Elementary and Secondary Education (DESE) chose SMEC to do a financial review pilot with. It still needs to be finalized and she will share more information as she is updated.

Ms. Pickup asked about revisiting the fundraising options for facilities that was tabled a few meetings ago. Superintendent Kohler stated she will see where it left off and get it added to the next agenda for further discussion.

A motion to not 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 was made by Ms. Pacheco, seconded by Mr. Andersen, roll call vote, approved (6-0).

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

Adjourned at 7:32 pm.

Sheri Souza
Secretary to the School Committee
Fairhaven Public Schools

Approved, November 13, 2024



Fairhaven Public School District

Summary Report 2024

NEASC District Accreditation

School and Community Summary

Part 1 - School and Community Summary

The Town of Fairhaven is located approximately 60 miles south of Boston, Massachusetts. Fairhaven is known for its connection to the sea and has a rich heritage in the whaling and fishing industries - which are closely tied to the town's economy. As of the April 2024 census, Fairhaven is home to just over 14,780 residents. The median income for a household in the town was \$86,676 as of 2022. About 7.2% of residents were below the poverty line. Thirty percent of the population had a bachelor's degree or higher and 91% had a high school degree. North of Fairhaven is the Town of Acushnet. While the town does not have its own high school, many Acushnet residents send their children to Fairhaven High School (FHS). **There were 10,558 residents in the town of Acushnet according to the 2020 census.** In 2022, the median income for a household in Acushnet was \$88,196, and the median income per capita was \$44,630. About 6.4% of the population was below the poverty line.

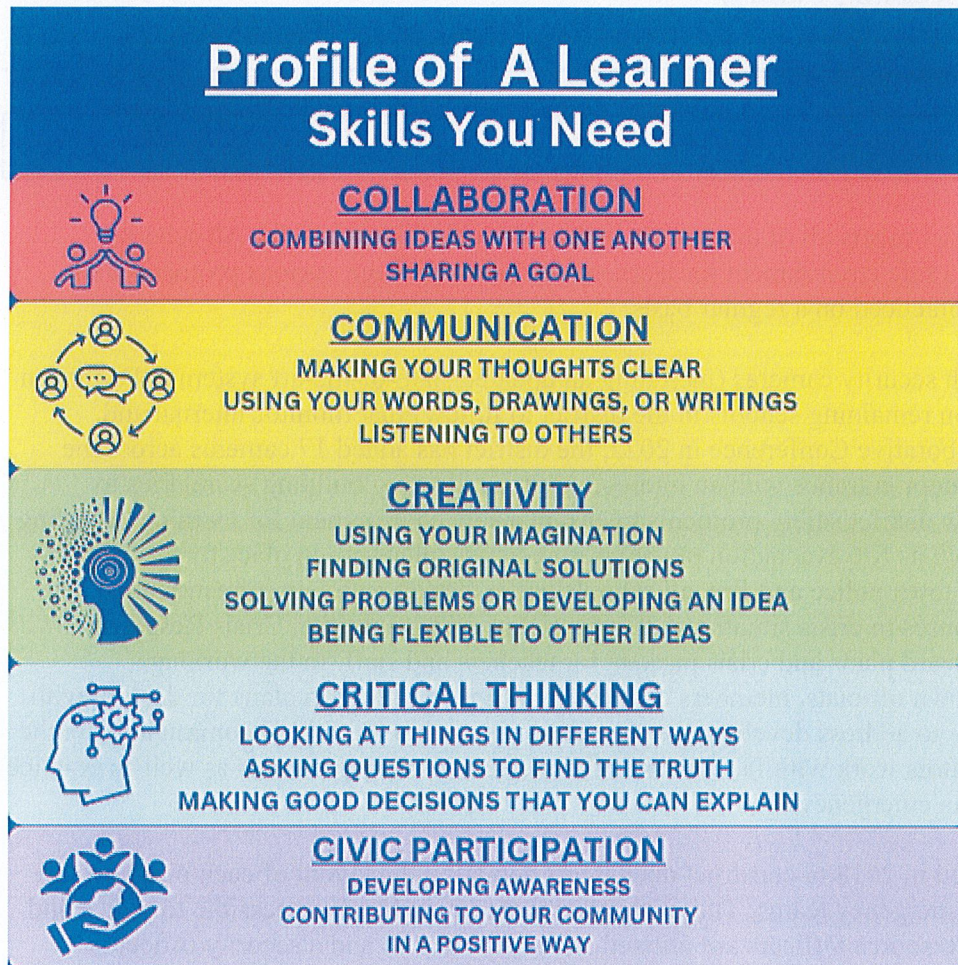
The Fairhaven Public School District consists of four schools. Two elementary schools serve grades PreK-5; one middle school serves students in grades 6-8; and one high school houses grades 9-12. The district serves over 1,700 students in grades PreK-12. Students from Fairhaven have the option of enrolling in a technical high school for grades 9-12. Approximately 40 students leave after grade 8. Enrollment in Fairhaven Public Schools has declined. Enrollment for 2022-2023 was 1,899; at the time of this report, we are at 1,728.

The total per pupil cost is \$14,644, below the state average of \$19,676. The fiscal year (FY) 2025 budget is \$24,702,183. The FY2024 school department budget was \$23,573,641. The Town of Fairhaven has been and continues to be generous with respect to allocating resources to its public schools. For example, the town and school department have plans to repair areas of concern at the high school and middle school respectively. Recently, construction of a Storage Barn has started on the turf field at Fairhaven High School.

The student attendance rate at the high school for the 2020-2021 school year was 91.1%. In 2023-2024, the student attendance increased to 92.9%. The high school's four year graduation rate was 93% in 2023. In the class of 2023, 83.4% of students continued their education after graduation at either a two or four year college. Comparatively, eighty-two percent of students from the Class of 2021 attended a two or four year college. The drop-out rate in 2023 was 1.6% compared to 2020-2021 when it was at 1%. With the most recent accountability report, the high school received status as a "School of Recognition" for substantial progress toward growth targets on the Massachusetts Department of Secondary and Elementary Education's (DESE) Accountability Report.

Fairhaven Public Schools increased its relationships with local businesses. Beginning with the Class of 2017, Fairhaven High School started a School to Career program pairing eligible juniors and seniors with local businesses to intern or work. Students enrolled in the program leave the building after their required academic courses are complete for the day.

Core Values, Beliefs, and the Vision of the Graduate



The Fairhaven Public School District has embraced the five essential skills of our Profile of a Learner (or Vision of a Graduate) to communicate our core values and beliefs.

As part of the Planning for Success work, schools will add any building specific beliefs connected to our Profile of a Learner.

District Guiding Principles and Core Values

Integrity - Ambition - Perseverance

All Kids; All the Time

School Improvement/Growth Plan

The district three year strategic plan is included.

Standards & Principles

Foundational Element 1.1a - Learning Culture

The school community provides a safe environment.

FOUNDATIONAL 1.1A

The Fairhaven Public School District **meets** all of the criteria in Foundational Element 1.1a. All schools endeavor to provide and maintain a safe environment for learners and adults through various protocols and procedures that are reviewed and practiced on a regular basis.

District facilities are equipped with security cameras (including an updated state-of-the-art system at Fairhaven High School with improvements on remaining schools in the district to follow) that monitor internal and external activities. Since the Collaborative Conference in 2022, the district has added 17 cameras across the district. Each school has a double door entrance with an intercom system allowing building secretaries to identify visitors. All schools follow district safety protocols to ensure a safe environment for learning. Building level and community protocols such as fire evacuation procedures and crisis plans are in place to ensure safety at all schools. In cooperation with town police and fire, all schools in the district maintain infrastructures and protocols to ensure effective responses to crisis situations. The district provides a written Crisis Response Protocol in addition to multiple hazard plans and crisis packets for teachers and staff. In the working relationship between school and town officials, members continually adapt and develop plans for dealing with crisis situations and meet regularly to address developing safety concerns within the school community. On the individual school level, administrators work with faculty and staff to address safety protocols as well as practice safety procedures in the event of an emergency.

BeSafe Technologies Inc. was hired in 2018 to construct documents depicting the layout of each building and provide that information to local emergency teams. These documents are immediately accessible to police and fire should a crisis occur. School Resource Officers are utilized at district schools and a security officer is provided at the High School. Routine canine visits occur at the High School to ensure the preservation of a safe learning environment. The Crisis Response Team, made up of Administrators, School Counselors, School Nurses, and the SRO, at each school meets to address ongoing areas of concern within the school at each grade level as well as to promote ongoing awareness of the school community and the Fairhaven community at large.

Future plans include the introduction and training of faculty and staff on Crisis Go—a digital application allowing faculty and staff to utilize their electronic device to prevent, prepare, and respond to crisis situations with improved efficiency.

Licensed nurses, school counselors, and social workers work collaboratively to ensure the physical and emotional health of all students. The school service department at each school routinely meets with students and provides support in a variety of areas of student life. Counselors support staff and students with accommodations, behavior improvement plans, and the ability to meet with students as needed. Licensed school psychologists and social workers are employed by the district to ensure the overall safety and well-being of students. At the beginning of each school year, all schools utilize student assemblies and classroom teachers to share information with students about expectations regarding behavior and personal safety.

The district superintendent meets regularly with town police and fire to discuss school-related safety protocols and serves on the Opioid Task with the Fire and Police Chiefs. Building-based roundtable meetings are held monthly at the middle school and high school, with SROs, nurses, counselors, etc., to address safety concerns.

Building principals meet with the crisis response team in developing and training for emergency situations and regularly debrief following drills and/or trainings. Schoolwide essential personnel are also trained in Nonviolent Crisis Intervention - Crisis Prevention Intervention (CPI).

In 2023, the district began utilizing ArxEd, a digital platform holding all mandated training. Each training can be accessed digitally by faculty and staff, decreasing the number of inconsistencies in presentation across the district.. Both the high school and the middle school have a student handbook. At the high school, students sign off to indicate having received and understood the policies delineated in the handbook. Students understand that there are consequences and building administrators practice progressive discipline. At the middle school, teachers utilize a behavior matrix chart that outlines behavioral intervention protocols. As a result, there are low instances of physical violence, use of drugs, alcohol, and tobacco products, and bullying. All schools strive to monitor the physical health and well-being of all students and staff members.

Rating: Meets the Standard

Foundational Element 1.2a - Learning Culture

The school has a written document describing its core values, beliefs about learning, and vision of the graduate.

FOUNDATIONAL 1.2a

The Fairhaven Public School District **meets** all of the criteria in Foundational Element 1.2a. To calibrate an understanding throughout the district, Fairhaven Public Schools has chosen to refer to our vision of the graduate as the Profile of a Learner (POL) in order to encompass learning competencies Pre-K through grade 12.

Starting in the winter of 2022 and 2023, the district solicited feedback on core K-12 skills from various stakeholders including parents, teachers, alumni, students, and local businesses. Utilizing this data, teachers from the entire district were led in narrowing down the information and synthesizing it into five areas or competencies that students should be proficient in upon graduation: collaboration, communication, creativity, critical thinking, and civic participation.

In the Spring of 2023, once the skill progressions for the Profile of a Learner had been developed, a 4-year implementation plan of the Profile of a Learner was created to effectively embed the core competencies into everyday life throughout the district. In the Winter and Spring of 2024, these skills were then refined by the POL Design Team that helped craft the learning progressions into age-appropriate and accessible visuals. Afterward, Profile of a Learner posters, icons, email signatures, and other relevant visuals were created to distribute throughout the schools.

District leadership continues to encourage staff as a whole to begin incorporating the five essential skills of our POL into instruction, assessment, reflective practices, and decision making as a whole.

The District also has adopted its vision of Integrity, Ambition, and Perseverance along with the moto ***All Kids; All the Time*** as a driving force of its three year district strategic plan for success. The high school maintains its core values and beliefs about learning now complemented with the Profile of the Learner.

Rating: Meets the Standard

Foundational Element 2.2a - Student Learning

There is a written curriculum in a consistent format for all courses in all departments.

FOUNDATIONAL 2.2A

The district now **meets** the standard for Principle 2.2a. Since the Collaborative Conference there are curriculum maps written in a consistent format for all courses PreK - 12. District schools utilized professional development hours 2023-2024 to address gaps that existed at the time of the Collaborative Conference. The district’s curriculum map template includes essential questions, content/topic details, skills/standards, and assessments. The months along the far left column of the map indicate sequencing. Learning activities can be found in the Unit Guide.

Voluntary paid curriculum hours in the summer of 2023 and 2024 afforded teachers time to craft curriculum for newly added courses. The goal to create Unit Guides as part of the curriculum work began SY2023-2024 and continues SY2024-2025. The Unit Guide follows the Understanding by Design (UBD) work of Wiggins and McTighe planning backward from assessments.

All curriculum maps, unit guides, and other curriculum specific documents are housed in the FPS | Curriculum K-12 Shared Google Drive accessible to all relevant staff. The Drive is organized by secondary and elementary with content based folders divided into subfolders grade levels in elementary and courses in secondary.

Rating: Meets the Standard

Foundational Element 3.1a - Professional Practices

The district has a current improvement/growth plan.

FOUNDATIONAL 3.1A

The Fairhaven School District **meets** foundational element 3.1a. Prior to the current school year, there was an established protocol wherein the superintendent would draft a district improvement plan including specific goals. The plan would then be approved by the School Committee and shared with building principals who then drafted their School Improvement Plan (SIP). Each school in the district would work from a SIP approved by the School Committee. The SIP was written in alignment with the District’s improvement/growth plan.

During the 2023-2024 school year, this process was further enhanced with a more inclusive approach utilizing the DESE Planning for Success model, yielding a new focused three year strategic plan for school and district improvement. Stakeholders involved in the process included teachers from each school in the district, community members, parents, a student, and a school committee member. This Planning for Success process was facilitated by Dr. Ruth Gilbert-Whitner and provided opportunities for all stakeholders to work collaboratively to identify the goals of the new plan. Four strategic objectives were identified by the planning committee— Teaching and Learning, Climate-Culture-Communication, Community and Family Engagement, and District Operations. These four objectives are the focus of the three-year district improvement plan. This new plan was approved by the School Committee in June of 2024. Continued work on Action plans and the implementation continues in the 2024-2025 school year.

Rating: Meets the Standard

Foundational Elements 4.1a - Learning Support

The district has intervention strategies designed to support students.

FOUNDATIONAL 4.1A

While strategies vary from school to school, Fairhaven Public Schools **meets** the criteria for Foundational Element 4.1a. Schools across the district employ a variety of intervention strategies designed to support learners. Grade Level and Content Team meetings occur once every seven days across the district allowing time for teachers to collaborate on how best to support students.

Academic interventions involve both Tier 1 and Tier 2 practices from providing inclusive intervention utilizing small group instruction within the classroom to providing students targeted instruction based on data collected. Academic courses at the secondary level support inclusion classes providing support for students receiving special education services. In addition, intervention and support classes exist for grades 6-12.

In the 2023-2024 school year, the Academic Lab was piloted in grade six providing dedicated time three times in the six day cycle. Data collected from beginning of the year assessments in ELA and Math is analyzed to create tiered instructional groups in each subject area. The grade 7 Academic Lab will begin in October of 2024. Future plans include creating a variation of the Academic Lab for grade 8 students SY 2024-2025.

The addition of a College and Career readiness Counselor in 2022 has led to stronger processes for students to learn about and access college and career pathways. The implementation of DESE sponsored MyCAP at FHS in 2024 provides our 9-12 students with a digital platform to explore and save information about College and Academic Planning. Future plans include expanding MyCAP work to EHMS in 2025.

In 2024, ELL curriculum resources K-12 were purchased to support the needs of our growing MLL population. The Student Services Department and the MLL Coach developed an FPS Multilingual Learner Handbook to inform staff and families of the needs of our growing MLL population. The district MLL Coach and College & Career Coordinator collaborate to provide MLL students with valuable information and guidance about their future career pathways, ensuring they receive the academic, emotional, and practical tools needed for success both in high school and beyond.

Social and emotional intervention programming throughout the district includes both individual and group counseling to support social emotional development and peer problem solving through the work of our student services department including social workers, school psychologists, and guidance counselors. Administrators, school counselors, and school nurses collaborate weekly in Student Support Team (SST) meetings. Students who are struggling in school for social and emotional, or academic reasons can be referred to SST by any member of the faculty. During the 2023-2024 school year, there has been a district-wide implementation of the DESSA screener, utilized to identify students in need of further support and skill development. In addition to DESSA, the district has also purchased the Wayfinder SEL Curriculum for use in all schools and grade levels. The combination of DESSA data and targeted SEL lessons ensure that we are reaching all of our students.

The FPS Family Center housed at Elizabeth Hastings Middle School (EHMS) opened in 2022 to support all families enrolled in Fairhaven Public Schools. The Center is open during the summer allowing time for workshops designed to meet the needs of families and to provide additional information and resources about specific topics.

Rating: Meets the Standard

Foundational Element 5.1a - Learning Resources

The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.

FOUNDATIONAL 5.1A

Fairhaven School District **meets** all of the criteria in Foundal Element 5.1a. All schools in the district ensure safe, secure, and healthy learning environments. Across the district, schools have safety plans put in place and participate in regular faculty meeting safety training. Staff are trained in CPI and all buildings have implemented Multi-Hazard Plans. Schools within the district continue to update and add security cameras to address any gaps. BESAFE Technologies provide each school with specific models for security to help improve crisis responses. All schools provide a sufficient level of student services such as social workers and school psychologists to address the diverse needs and safety concerns of students. At the same time, all schools are clean and well maintained. The district continues to develop multi-phased approaches to addressing capital improvements in all buildings. Custodial services regularly clean all facilities. Faculty and staff are able to take advantage of the ML Order System to request custodial assistance and maintenance, and facility use beyond the school day. Finally, the district meets all applicable federal and state laws and are in compliance with local fire, health, and safety regulations through annual inspections. The district regularly meets with town police and fire in the development of safety plans and responses and consistently conducts drills to ensure effective execution.

Rating: Meets the Standard

PRIORITY AREA 1

The district will complete a Profile Of A Learner that includes the skills, knowledge, understandings, and dispositions necessary for each student's success at all levels (Standard 1, Foundational Element 1.2a, Principle 1.2, Standard 2, Principle 2.1, Standard 3, Principle 3.2)

ACTION - IMPACT - GROWTH

Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

The Fairhaven Public School District has demonstrated immense growth in this priority area. Starting in the winter of 2022 and 2023, the district solicited feedback on core K-12 skills from various stakeholders including parents, teachers, alumni, students, and local businesses. Utilizing this data, teachers from the entire district were led in narrowing down the information and synthesizing it into five areas or competencies that students should be proficient in upon graduation: Collaboration, Communication, Creativity, Critical Thinking, and Civic Participation. During professional development time, staff then examined summative assessments and reflected on ideal performance outcomes. Using the list of performance outcomes, staff collaboratively developed learning progressions for each of the five selected profile skills.

In the Spring of 2023, once the skill progressions for the Profile of a Learner had been developed, a 4-year implementation plan of the Profile of a Learner was created to effectively embed the core competencies into everyday life throughout the district. In the Winter and Spring of 2024, these skills were then refined by the Profile of a Learner Design Team that helped craft the learning progressions into age-appropriate and accessible visuals. Afterward, Profile of a Learner posters, icons, email signatures, and other relevant visuals were created to distribute throughout the schools.

In the Spring of 2024, a volunteer group of Early Adopters began to trial Profile of the Learner strategies throughout the district. At the high school, adopters promoted reflective practices with students in the classroom using a single-point rubric sheet created by the Design Team. Teachers from both elementary schools initiated a reflection system to document student work and foster student self-reflection. These teachers also began piloting student-led conferences to present the Profile of a Learner or Vision of a Graduate essential skills. By this point, the Design Team finalized the 4-year implementation plan and shared it with faculty and staff. Administration then began to encourage staff as a whole to begin incorporating the five Profile of a Learner skills into instruction, assessment, and reflective practices.

IMPACT

Fairhaven Public Schools has already begun to live the Profile of a Learner. Posters are visible throughout schools, teachers are referring to and referencing the profile skills in instruction and assessment, and are beginning to adopt reflective practices with students - which also aligns with the district's UDL initiative. At the start of the 2024-2025 school year at the high school, administrators presented to the student body the Profile of a Learner and outlined expectations for the school year.

The high school also began to recognize students through Profile of a Learner Cards in which students are nominated by teachers and recognized by the school for making progress toward meeting a POL skill. This is also shared on the school's social media platforms. Several teachers at Elizabeth Hastings Middle School began to incorporate the language and activities related to Profile of a Learner in their classrooms. These teachers reported their progress out to the staff of the school during a staff meeting and began the conversation with staff regarding data collection for student-led conferences and solicited feedback. Students are also being recognized

for these skills on a monthly basis. Teachers in all schools are referring to the competencies in their lessons and all teachers will begin helping students to select and reflect on assignments related to the skills within the Fairhaven Profile of a Learner. At both elementary schools, students are engaging in reflection both verbally and through writing about their learning experiences. Students have documented their learning on paper as well as digitally in Google Classroom. Specialists are also creating graphics in their respective classrooms that connect to the arts. As a result, students have produced reflective evidence demonstrating their incorporation of the Profile of a Learner skills into their learning processes.

GROWTH

Later in the Fall of 2024, students at the Middle School and High School will be creating a Google folder to serve as a portfolio of evidence for their Profile of a Learner skills. Students will be guided to upload at least one piece of evidence for each skill throughout the school year. The high school plans to use “School-Based Lesson” periods to facilitate this work. In the Spring of 2025, high school and middle school students and staff will hold Student-Led Conferences, in which students will refer to their portfolios and demonstrate their competency in three of the five skills. Further in the future, the current Freshmen, the Class of 2028, will be the first to conduct a Senior Portfolio Defense in the Spring of 2028 at the high school. In the meantime, each year Student-Led Conferences will be held, and students will continue to reflect on their growth and collect evidence in achieving the five skills. The Elementary schools will be implementing Glow & Grow Reflections, Profile Presentations, and Introduction and Welcome letters. The Design Team will create a common document for teachers to utilize in showcasing learning outcomes and artifacts. Members of the Design Team, along with early adopters, will pilot the conversations regarding implementation of the conferences and artifact collection. Additional support may be provided through professional development for educators as student-led conferences and portfolios are implemented. Lastly, the portfolio will accompany students as they advance to the next grade.

PRIORITY 2

The district will complete the written curriculum in a consistent format that includes units of study with guiding/essential questions, concepts, content, skills, instructional strategies, assessment practices, and the Profile of a Learner for all courses in all departments. (Standard 2, Foundational Element 2.2a, Principles 2.2, 2.3, 2.4)

ACTION - IMPACT - GROWTH

Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

ACTION

The Fairhaven Public School District has demonstrated rapid growth in the development of a curriculum in common written format. There is now a written curriculum in a consistent format for all courses in all departments. Curriculum Maps and Unit Guides are shared in the district's Google Drive - *FPS | Curriculum K-12*.

The district's curriculum map template includes essential questions, content/topic details, skills/standards, and assessments. The months along the far left column of the map indicate sequencing. Learning activities can be found in the Unit Guide. A goal to create Unit Guides as part of the curriculum work continued from 2022 through 2024. The Unit Guide follows the Understanding by Design (UBD) work of Wiggins and McTighe planning backward from assessments.

Voluntary paid curriculum time in the summer of 2022 resulted in Unit Guide drafts in some History and English courses 6-12 as well as K-2 ELA. In the summer of both 2023 and 2024, paid curriculum time allowed teachers to craft curriculum for newly added courses at the high school level i.e., *Qualitative Reasoning, Local History, Writing Beyond the Classroom* to name a few.

There is a common understanding that these maps are fluid, we continue to refine them as needed. The Profile of a Learner Design Team, including teachers for all four district schools, fine tuned the learning progressions created by the staff in 2023 for each of our five essential skills. Design Team representatives brought the learning progressions to grade-level teams, beginning the initial discussion around the school-wide competencies of collaboration and communication, and also examined research-based "look fors" that students would demonstrate and would be able to "know" and "do" at each grade. Levels of success of reaching these competencies were also discussed from beginning to expert level.

In the summer of 2023, the AP for Teaching and Learning K-12 met with building principals individually to assess the status of each grade level/content course's map, answer any questions, and set goals for completion. The 2023-2024 opened with principals emphasizing and supporting the work. The school year's professional development plan afforded time for teachers to revise maps and create unit guides aligned with state standards through the lens of Social and Emotional Learning (SEL), Universal Design for Learning (UDL), and Profile of a Learner (POL). As this report is written, the 2024-2025 school year will include professional development and PLC time to continue to fine tune maps and unit guides to reflect these initiatives.

IMPACT

District teachers have spent hours since the winter of 2023 to fine tune curriculum resulting in maps and unit guides that embrace a common format and commitment to what we do as educators. The time spent as colleagues has helped to emphasize the work as a group effort that will only benefit our students. Our district initiatives include SEL, UDL, and our POL. Time together as grade level and/or content teams across the district has helped press the need for the integration of these initiatives as part of every student's daily

experience in our buildings.

GROWTH

The 2024-2025 school year, the district plans to provide more information about and time for educators to explore how all three of our initiatives - POL, UDL, SEL - can be integrated on a daily basis from lesson warm-ups to content and instruction. Professional development topics have been planned to meet this goal.

PRIORITY 3

The schools will improve the consistency of coordinated and directed academic and social-emotional interventions and services for all students to support their success and well-being. (Standard 4, Principles 4.1, 4.5)

ACTION - IMPACT - GROWTH

Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

The Fairhaven Public School District has demonstrated significant growth in this priority area.

Prior to the Collaborative Conference visit in 2022, the district had begun the work of strengthening our efforts in social and emotional learning and the vision of the graduate. We are excited and inspired by the fact that we now have a screening tool, a library of social and emotional lessons, and a clear vision of the graduate that are interconnected supporting a common practice district wide.

In the fall of 2023, teachers completed the DESSA-Mini Universal Screener K-8 and the DESSA Self-Assessment survey was given to students at Fairhaven High School. At both elementary schools, teachers filled out DESSA surveys taking each child's SEL abilities into account. Students flagged at the elementary level were then assigned to a group where they would work on different strategies they were lacking. Similarly, students flagged at the secondary level were shared with English teachers at the high school and their homeroom teacher at the middle school who were asked to provide an additional assessment of students flagged. Results from this work led to SACS and School Psychologists running specific and targeted groups in response to student data. Both elementary schools utilized lessons from the DESSA website corresponding with student needs.

In conjunction with DESSA, the district committed to a three year contract with Wayfinder, a comprehensive social and emotional learning platform K-12. The platform is a digital application with a comprehensive library of lessons in different modalities. Much like the Collaborative for Academic Social and Emotional Learning (CASEL) five core competencies, Wayfinder embraces six competencies, or Waypoints, including: Self-Awareness, Adaptability, Empathy, Collaboration, Agency, and Purpose. All six closely reflect CASEL's core competencies and the essential skills identified in the district's Profile of a Learner (POL). Notable is the connection that threads through our Universal Design for Learning (UDL) initiative started in January of 2023.

During the Winter and Spring months of the 2022-2023 school year, the SEL Focus Group—including school representatives from each building—completed the course "Where SEL and UDL Unite" with Katie Novak. Additionally, staff received in-person training from Katie Novak on developing a Universal Design for Learning (UDL) approach for lesson development and implementation to address the needs of all learners. Professional Development work has centered around employing the use of UDL through district-wide workshops and school-based promotion centered on "voice and choice" as a means for developing lessons, curriculum, and assessments. Across the district Professional Learning Community (PLC) time has been used to facilitate a focus on UDL using *UDL Now!* by Katie Novak as a guide. A copy of the book was purchased for all teachers K-12 in 2023. As part of this initiative, all teachers were provided with additional behavioral resources, including copies of *The Behavior Code Companion* by Jessica Minahan.

In the spring of 2023, the district worked with building principals to release the Wayfinder platform to teachers to explore and pilot to the extent they felt comfortable doing so. During the summer of 2024, the SEL Focus Group met with district-level members to plan the rollout of Wayfinder across the district. On the second day of our two day opening, district faculty and staff were reintroduced to Wayfinder and presented with a three tiered

approach to utilizing Wayfinder lessons in their classrooms—a collection culled by our EL Coach and School Psychologist, Wayfinder's Collection of grade level Workbooks, or the Favorites collection. Teachers were given dedicated time during professional development in Fall 2024 to explore Wayfinder resources. Building-based administration supported this work by providing time during grade-level Professional Learning Communities (PLCs).

School adjustment counselors, teachers, and building administrators are utilizing these resources during classroom morning meetings. Building administrators worked to identify organized and consistent times when teachers can facilitate Wayfinder lessons. Currently, we have elementary schools running Wayfinder lessons during their morning meeting time; at the middle school, this will occur during Academic Lab time; at the high school, scheduled building lessons 14 times during the school year will ensure student participation in lessons. As part of this initial roll out, teachers across the district are strongly encouraged to explore and utilize lessons and activities from the platform to nurture their classroom culture around social and emotional learning.

Since the Collaborative visit, much work has been done to improve the district's academic intervention programming. Beginning with grade four in 2023-2024, teachers set a goal to provide small group instruction based on literacy assessments and iReady testing for reading and math. At the secondary level, we initiated the Academic Lab with grade 6 at Elizabeth Hastings Middle School. This 55 minute period occurs three times in the six day cycle. Data from the iReady BOY Assessments in ELA and Math are used to develop groups based on student needs in both content areas. In January, teachers will analyze groups based on MOY data and adjust as needed. Teachers offer executive functioning support as the school year begins, followed by small group targeted instruction, conferences, and social and emotional learning lessons from Wayfinder. Profile of a Learner tasks will be an added activity during this time beginning in October of 2024.

For the 2024-2025 school year, the Academic Lab initiates for grade seven students using the same structure and schedule of three days in the six day cycle for 55 minutes. As 2024-2025 begins, the principals and AP for Teaching and Learning are meeting with grades four and five teachers at both elementary schools to support instructional strategies that embrace a stations, or centers, model and involve grouping students based on data. This model facilitates small group instruction providing opportunities for intervention and enrichment opportunities for all students. To better support our Multi Language Learners (MLL), all district schools received training in September 2024 on EL Language Barriers, Objectives, and Vocabulary Language Instruction for staff. In addition, a curriculum for our MLL students was purchased for K-12 EL teachers. Beyond academics, the district added Intramural athletics grades 6-8 promoting physical activity, teamwork, and social engagement. Both elementary schools practice Responsive Classroom promoting a set of social and emotional competencies — cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies — academic mindset, perseverance, learning strategies, and academic behaviors.

The implementation of MyCAP—this year at FHS and next year at EHMS—provides an online college and career readiness platform. In 2024, both the middle and high school principals signed affiliation contracts with mefa-pathway. Students accounts have been created at the high school in anticipation of the work in 2024-2025 to familiarize staff and students with myCAP. The College and Career Coordinator met with grade 8 in the spring of 2024 to educate students.

The district has begun work to fine tune grade level and department PLCs in each building inspired by the work of the Planning for Success team in 2024. An inquiry cycle of looking at student assessment outcomes and student work, adjusting practice, and revisiting student work is the main focus. Members of the planning for Success -Teaching and Learning strategic objective team will attend the Center for Leadership and Equity (CLEE) fall meeting in November to learn more about utilizing facilitative leadership tools and protocols to make improvements for equity, share our collective learning and expertise on leveraging adult learning and collaboration to reach our vision of equity. Information from this meeting will be shared with district leadership to better support adults in the district leading the work.

Since the Collaborative visit in the fall of 2022, the Fairhaven Public School District's Family Center has developed a close working relationship with Child and Family Services (C&FS) to ensure that students receive additional social-emotional support. Fairhaven Public School counselors often make referrals for office-based counseling for students and C&FS provide in-school counseling for students. The FPS Family Center is open during the summer which allows C&FS Counselors a local place to service Fairhaven Students. Also, in the past C&FS has co-hosted workshops with the FPS Family Center for Fairhaven Families to give them additional information and resources about specific topics.

IMPACT

The district's efforts to improve social and emotional interventions have had a widespread and significant impact. Our actions have created a more supportive environment for students academically and emotionally. DESSA Universal Screener has allowed staff to identify students in need of assistance so that they can be more closely monitored or directed to the services required. Our Guidance Counselors and School Adjustment Counselors continue to work closely with students needing both academic and emotional support. The DESSA adds a layer of pertinent information to the work while Wayfinder adds a layer of tools. Our faculty and staff have ready-made lessons for their classes and themselves through the Wayfinder platform. In addition, teachers and students have become more aware of the importance that SEL plays in the classroom. It is the district's belief that Wayfinder will enhance students' ability to manage emotions and allow them to build stronger relationships.

Data from the implementation of the Academic Lab for grade 6 students in 2023-2024 indicates that it has helped teachers close learning gaps by providing targeted small group instruction.

Through the Family Center, the school has created more opportunities to connect with the community and has supported students' well-being both in and out of school. The inclusion of myCAP has created an environment where students are led to take ownership of their future goals and encouraged to reflect and refine those goals throughout the years. Finally, intramural athletics at the middle school level have provided an outlet for students to engage physically while developing skills like collaboration and communication.

GROWTH

At the time of the Collaborative Conference in 2022, the district did not have an SEL curriculum, or means to support teachers and students aside from our counselors and school psychologists. Teachers were left to find and patchwork their own SEL curriculum. Now, teachers have access to DESSA data and lessons, as well as Wayfinder lessons and activities.

The district will continue to use the DESSA assessments to determine which students need additional SEL support. Small groups will continue to be pulled to address these needs with the school adjustment counselor. Wayfinder resources will continue to be used to build an awareness of the social and emotional skills at the classroom and school level, as well as contribute to the culture of both. The schools will continue to integrate MLL resources and utilize the new EL curriculum that has been purchased and provided by the district.

The district has continued to reflect on and improve the SST process. Paired with the addition of the DESSA Universal Screener, we feel our capacity to identify and support all students has grown exponentially.

FUTURE

Upcoming in 2024-2025, district administration will model using some of the social-emotional activities provided on the Wayfinder platform and regularly ask teachers to share wins and areas for improvement.

The Academic Lab will be brought up to grade 8 for the 2025 - 2026 school year. The high school will consider the piloted building lessons structure to determine where similar time and structure can be used to provide what students need for academic support.

PRIORITY 4

The schools will further engage educators in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. (Standard 3, Principles 3.2, 3.3).

ACTION - IMPACT - GROWTH

Please describe the actions you have taken to achieve your goal, the impact it has had on student learning or the school community, and your next steps or questions regarding this priority area.

All four schools in the district adhere to a PLC schedule where grade level and content teams meet once in every six day cycle. Educators discuss student outcomes, set goals, and identify measurable actions to support student success. These goals are aligned with the school and district goals. Educators have received professional development on several topics including academic and social emotional learning. These include full day professional development offerings and faculty meeting activities centering on being a trauma sensitive school, welcoming newcomers, Universal Design for Learning, English Language Learners, DESSA, Wayfinder, and CommonLit 360. Educators also attended various workshops, conferences, and courses on UDL, SEL, Newcomers, and MLL in order to continue learning skills and meeting the needs of all students.

District administration is involved and willing to collaborate with staff in order to improve and has demonstrated this willingness by not only their regular attendance in the building but also through their listening tours where they invited staff to give feedback in person on two separate occasions. Information gathered through the listening tours contributed to the district's strategic goals.

In May 2023, the district established UDL and SEL Focus Groups for PreK-12, which included representation from elementary schools. Feedback surveys were conducted on Opening Days for the 2023-2024 school year. During Spring 2024, district leaders including our school administration team participated in Wayfinder Training, and elementary teachers were given dedicated time during professional development in Fall 2024 to explore Wayfinder resources prior to implementation during the school year. Building-based administration supported teachers by providing resources during grade-level PLCs. Additionally, delegates from across the district, including teachers and administrators, engaged in Planning for Success training and meetings from Winter through Summer 2024. This delegation identified priority areas for the district and developed strategic objectives and outcomes, which were shared by school-based representatives at staff meetings as the Fairhaven Public School District's Three Year Strategic Plan. Furthermore, a Listening Tour took place in Spring 2024 with the Assistant Principal for Teaching and Learning and the Assistant Superintendent. A component of the tour was to gather feedback regarding professional development moving forward.

An SEL Focus Group worked collaboratively during the Spring and Summer of 2024 to establish a schedule and rollout plan for Wayfinder. Similarly, a group of teachers, academic coaches and academic leads worked together during professional development time during SY23-24 to refine goals and develop actionable steps toward developing accountability systems for the profile of a learner district-wide, with stakeholders from elementary and secondary grade levels. Together, the team refined the POL to include student-friendly language, discussed and analyzed the implementation of a portfolio system, and came to a consensus on a graphic that would meet the needs of elementary, middle, and high school students.

Departments have continued to collaborate at grade level and between courses. Last spring, The English and History Departments collaborated with administration and students to offer electives that promote student engagement and agency. The top two choices from each discipline were considered as options. The History Department also launched a local history elective to engage students through a collaborative process. In addition, new Math Department courses have been added to the program of studies at Fairhaven High School.

In addition, The English and History Departments are currently collaborating on improving student reading and writing outcomes with data from the newly purchased CommonLit360 platform which will be used to enhance teachers' understanding of student strengths and needs. The math curriculum grades 6-8 is in a revision and pilot process to reflect the Department of Secondary and Elementary Education's (DESE) pathways for Algebra I grade 8 and the accelerated pathway for grade 7.

At the high school, library staff has collaborated with the tech department to improve communications through the expansion of digital signage in the libraries, cafeterias, and the rotunda that broadcasts important information. Starting in the spring of 2024, the Media classroom at EHMS was relocated in order to provide a library/media center space. The library space has been outfitted with comfortable reading chairs, a rug and a large round table for collaborative work. Additionally, we installed a librarian work station to house laptop computers installed with Follett Destiny Library Manager software. We are in the process of ordering fiction, non fiction and graphic novels. Initial order has been placed and the books have been cataloged. The creation of the EHMS library continues to be a work in progress.

IMPACT

The focus on collaboration has strengthened our focus on developing a curriculum that meets students where they are. Through the implementation of 21st-century pedagogical practices (UDL) and new resources (CommonLit360) we have worked to refine our approaches to the students before us. The results of our reflective practices have directly impacted our pedagogical practices through the training in Universal Design for Learning. These trainings have reshaped the lens of lesson development and implementation as part of each building's culture and the district's professional practice. Additionally, building administration is open to highlighting Wayfinder resources and allowing teachers to highlight their favorite resources, provides an open dialogue for teachers to reflect on these resources.

Prior feedback gathered via surveys and the Listening Tour in spring of 2024 have been used to better shape professional development (PD) to include time for teachers to collaborate regarding district initiatives—SEL, UDL, POL. In addition, a Peer2Peer PD will occur October 11 where teachers offer relevant sessions for teachers. The district ran this type of PD in 2018; teacher feedback suggested we return to this practice. The district has committed to including paraprofessionals for participation in all relevant professional learning including Joel Ristuccia's Trauma Sensitive Schools presentation in October.

GROWTH

Taking the considerable amount of work we have been doing across the district, will add an additional layer in exposure to and information about academic and social and emotional learning. In October 2024, district faculty and staff will experience Trauma Sensitive training with Joel Ristuccia from Lesley College during a professional development. Throughout the school year Mr. Ristuccia will extend the work with the high school specifically to further move the culture toward trauma sensitivity. Moving forward, PLC time will continue to be used to strengthen pedagogical approaches in order to meet the needs of our students. Teachers will consider SEL while developing lessons to meet the needs of diverse learners. Continued focus on measuring the impact of our POL, staff will regularly monitor and work with students as they develop additions to their POL portfolio folders. Staff and students will continue to reflect on their progress and growth in the 5C's. Planning for Success and share these results at the building-based level. Continued reflection on progress of the district's Strategic Improvement Plan will reinforce our collective commitment to the identified objectives, and make adjustments as needed to ensure progress is made toward reaching our goals at each school, level, and the district as a whole.

Principle Rating Changes

Please list any principles that you feel may have changed ratings on the Principles of Effective Practice Rubric since the Collaborative Conference based on your work in your priority areas or other areas of the district. List each principle with a very brief explanation of the work that has been done.

PRINCIPLE

Standard 1 Principle 1.1

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL/DISTRICT

Implementing

EXPLANATION

The district has moved from Developing to Implementing in this principle due to the increased efforts to support all students toward success. The recent introduction of several newcomer students to the district during the 2023-2024 school year shone a light on our MLL supports and as a result, the district has reinforced the work that is done to ensure our MLL students are making progress and are supported.

The addition of our Profile of the Learner work has added opportunities for collaboration, and improved school and district improvements in overall positive culture in our buildings.

From the district perspective, we are a unified school district with common expectations around what it means to be successful, while honoring safety, respect, and inclusivity from a whole child perspective. We are Blue Devils from PreK-12. *All students; All the Time.*

PRINCIPLE

Standard 1 Principle 1.5

RATING AT COLLABORATIVE CONFERENCE

Initiating

RATING AT DECENNIAL/DISTRICT

Developing

EXPLANATION

The district has moved from Developing to Implementing in this Principle due to implementation of our Profile of the Learner work in conjunction with the UDL training around lesson design and instructional practices. Students are offered more choice and opportunity in demonstrating their learning with the idea that teachers meet the student where they are academically and focus on individual growth. Staff has been encouraged to be more involved in the professional development programming and to be instrumental members of the committee work that leads to district growth.

PRINCIPLE

Standard 2 Principle 2.1

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL/DISTRICT

Implementing

EXPLANATION

The district has moved from Developing to Implementing in Principle 2.1 due to the extensive work done to take a grass roots, district approach to develop an authentic Profile of the Learner for all students in Fairhaven Public Schools. We have impressively begun to imbed Profile of the Learner competencies into daily instructional practices, and are continuing to work on appropriate expectations and deliverables for students to demonstrate their progress toward achieving the vision. We understand the need to continue to grow and refine our implementation procedures, expectations, and outcomes as we move into SY25.

PRINCIPLE

Standard 2 Principle 2.2

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL/DISTRICT

Implementing ?

EXPLANATION

The district has moved from Developing to Implementing in Principle 2.2 due to the focused work on completing the written curriculum in a consistent format for all courses, in all departments, and at each level within the district. The curriculum template contains the appropriate areas outlined in the standard. It is understood that curriculum work is fluid and we have systems in place to continue to refine, as needed, to provide our students with the best and most effective curricular experiences that leads to academic success, and achieving the vision.

PRINCIPLE

Standard 2 Principle 2.4

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL/DISTRICT

Implementing

EXPLANATION

The district has moved from Developing to Implementing in Principle 2.4 as evident in work to update our written curriculum in conjunction with the UDL strategies explored in professional development. These strategies support the instructional practices that are necessary to teaching and learning reflected in curriculum maps and unit guides. There has been a focus on student choice, voice, and meeting the needs of individual students within our classrooms. This has allowed improved opportunities for our students to demonstrate their learning that is more individualized. We have also refined our MLL and continue to refine our special education practices to better meet the needs of our students.

PRINCIPLE

Standard 2 Principle 2.8

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL/DISTRICT

Implementing

EXPLANATION

The district has moved from Developing to Implementing in Principle 2.8 due to focus on refining curriculum writing and UDL instructional practices that have continued to evolve and improve over the last two years. Students are now afforded more opportunities to demonstrate their learning in a variety of ways that make individual sense. There has been improvement in understanding and supporting individual student growth toward success.

PRINCIPLE

Standard 3 Principle 3.1

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL/DISTRICT

Implementing

EXPLANATION

The district has moved from Developing to Implementing in Principle 3.1 due to the focus on utilizing the DESE *Planning For Success* method of developing an inclusive strategic improvement plan. During the 2023-2024 school year, the district began the process by including all stakeholders to collaborate and identify specific areas to focus on for growth over the next three years. Stakeholders included students, parents, staff, administration, and community representatives. The three year strategic plan was approved by our School Committee in June of 2024 for implementation beginning in the 2024-2025 school year. The plan is inclusive, targeted, focused on growth, and achievable within the three years.

PRINCIPLE

Standard 3 Principle 3.2

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL/DISTRICT

Implementing

EXPLANATION

The district has moved from Developing to Implementing in Principle 3.2 due to the increased focus on including staff members in the growth process. Goals and objectives have been developed with more voice and involvement from members of the staff that will likely be responsible for implementing those goals and objectives. For all significant growth initiatives, inclusive committees have been and will continue to be formed to improve inclusivity and improved growth.

PRINCIPLE

Standard 3 Principle 3.5

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL/DISTRICT

Implementing

EXPLANATION

The district has moved from Developing to Implementing in Principle 3.5 due to the initiatives, processes, and procedures that work to support the whole student. The increased MLL and SPED focused improvements, along with DESSA, Wayfinder, and improved SST procedures assist in supporting each individual student. Improvements in Universal Design for Learning and Profile of a Learner integration in classroom experience and coursework help to improve student outcomes.

PRINCIPLE

Standard 4 Principle 4.2

RATING AT COLLABORATIVE CONFERENCE

Developing

RATING AT DECENNIAL/DISTRICT

Implementing

EXPLANATION

The district has moved from Developing to Implementing in Principle 4.2 due to increased access to supports that emphasize on each student's overall health, and mental health. The improvements made in overall access will increase school satisfaction and overall success. In addition, the district has improved college and career readiness counseling with the addition of our full time College and Career Readiness (CCR) Counselor. The programmatic approach of our CCR counselor has enhanced the work of our guidance staff and improved a student's ability to choose their college and/or career path better informed and with the skills necessary to navigate the process with confidence.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Please evaluate your district's capacity for growth as a learning organization based on the four criteria below - conceptual understanding, commitment, competency, and capacity.

CONCEPTUAL UNDERSTANDING Is there a shared understanding of what optimal or effective learning looks like in the district? How do you know?

A shared understanding of effective learning is evident in the integration of our SEL, UDL, and POL work across the district. While each focus is in a different place on the continuum, faculty and staff across the district are engaging in conversation, collaboration, and professional development on a regular basis through PLCs, faculty meetings, focus groups, and scheduled professional development. We know teachers have the support through our building administrators, this work remains in the forefront as faculty and staff plan to meet the academic and social and emotional needs of all students.

The district has made a substantial investment in our Universal Design for Learning and Profile of a Learner work providing vetted outside vendors to provide objective guidance and a deep dive into the process. Consultants were hired for each focus—Katie Novak, author of *UDL Now!* and Abby Benedetto of Core Shifts. Our work with both consultants highlight student agency, voice, and choice. Whether students are showing their academic, social and emotional, or profile of a learner skills, they will have more than one option and modality in which to do so.

Optimal learning in Fairhaven Public Schools is predicated on the belief that we serve All Kids; All the Time.

COMMITMENT To what extent are members of the school community committed to the district's Profile of a Learner? To what extent are members of the school community committed to a growth mindset for students? For adults? For the district? To what extent is the school community committed to alignment to the Standards of Accreditation?

The skill progressions for the Profile of a Learner had been developed, a 4-year implementation plan of the Profile of a Learner was created and shared with faculty and staff across the district in May of 2024. The work of SY2025 will involve embedding the core competencies into everyday life throughout the district. Key showcase opportunities are being created at each school, for example at the high school POL cards are given weekly to students who exemplify one or more of the five essential skills. The POL Design Team including representation from each school will be planning the Student Led Conferences as part of our POL practices. The Team will meet at least quarterly to continue fine tuning Learning Progressions and a protocol for Student Led Conference

Our PLC structure supports continuous emphasis on the spirit of ongoing improvement and a growth mindset that utilizes collaboration, data collection, and reflection. The schools demonstrate a culture of learning focused on the strengths of both students and adults. Lessons and activities are supported in each building through varying modes that respect all learners and meet them where they are in their learning journey. We envision the synthesis of UDL and the five essential POL skills as key supporters in continuing this work.

The district's Planning for Success Team including representation from faculty and staff, school committee, students, parents, and administration cultivated a clear understanding of the purpose and value of the POL. As the work continues the Standards of Accreditation will remain a source of consideration. Weekly PLCs and

scheduled PD time supports the shared commitment to alignment with Accreditation Standards, and the integration of the district's POL, UDL, and SEL priorities to educate ALL students.

COMPETENCY To what extent does the school community understand and acknowledge the changes that need to be made in order to align with the Standards? To what extent do faculty members, staff members, and school and district leaders have the skills, knowledge, and dispositions necessary to help students achieve the district's Profile of a Learner. What additional professional learning will be required for the district to align with the standards?

Fairhaven Public Schools have embraced the Profile of a Learner's (POL) five essential skills and recognize their connection to the work we do in Social and Emotional Learning (SEL), Universal Design for Learning (UDL), and the Standards. The district committed significant resources to train all educators in UDL methodology with the presentations, books, and resources from Katie Novak, founder of Novak Education. During professional development time, teachers interacted with video and media on POL, SEL, and UDL materials, and collaborated regarding how to incorporate methodology in their classrooms, and shared their ideas in Google Documents.

The Fairhaven Public School District has specific school-based autonomies that strengthen our ability to develop mission-based ways of helping students achieve the school's Profile of a Learner.

These autonomies include:

1. Staffing: Fairhaven has the freedom to hire its staff in order to create a unified school community.
2. School Leadership: At the secondary level - Leads and Coaches; elementary level - Principals and Teacher Leadership Teams
3. District Leadership: District administration crafts policies and procedures meant to uphold the motto to teach All Kids; All the Time and supports teachers in this endeavor
4. Curriculum and Assessment: Fairhaven has the freedom to structure curriculum and assessment practices to best meet students' learning needs. Schools administer state and district required tests, but with the flexibility to determine the school-based curriculum and assessment practices that will prepare students for these assessments.

CAPACITY Does the district have the time, resources, and support needed to make progress on its identified priorities?

Fairhaven Public School District has a lump sum per-pupil budget with discretion to spend in the manner that provides the best programs and services to students and families. Our Profile of a Learner provides a clear vision of where and to what extent funding should be allocated to support the work. Professional Development hours in conjunction with building faculty and PLC meetings provide the time needed to make progress.

Part 5 - Planning for the Decennial/District Visit

In preparing for the Decennial visit, the Steering Committee should identify any areas, in addition to the priority areas, that the district would like the visiting team to look at and provide feedback on. Also, the Steering Committee should begin to brainstorm possible activities they will plan during the visit to demonstrate growth in their priority areas.

ADDITIONAL AREAS OF FOCUS Please provide information on any particular areas for the visiting team to review more deeply concerning the current priority areas or any areas of growth for the future and suggest any specific areas of focus for the team's classroom observations.

No additional areas have been identified at this time.

VISIT PLANNING What activities are you planning for the decennial visit to demonstrate growth in your priority areas?

To demonstrate growth in the district's priority areas, there will be teacher, student, and constituent group meetings.



Fairhaven Public Schools 2024 MCAS Performance Trends

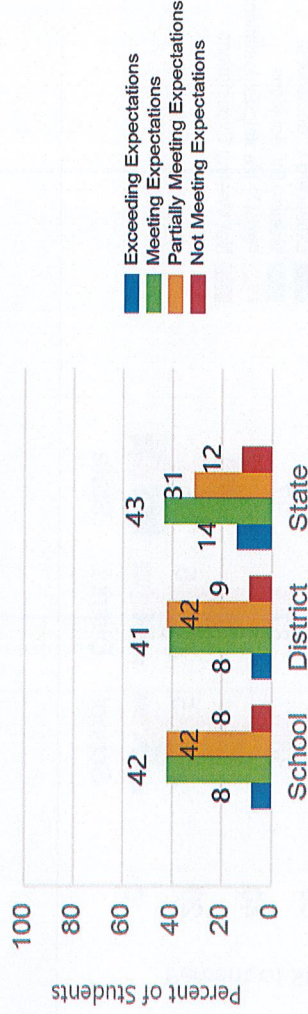
MCAS Results by Achievement Level: School, District and State Comparisons: Grade 10 ELA and Math

All Students

Participation Rate: 98%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	11	8	8	14
Meeting Expectations	58	42	41	43
Partially Meeting Expectations	59	42	42	31
Not Meeting Expectations	11	8	9	12
Total Included	139			

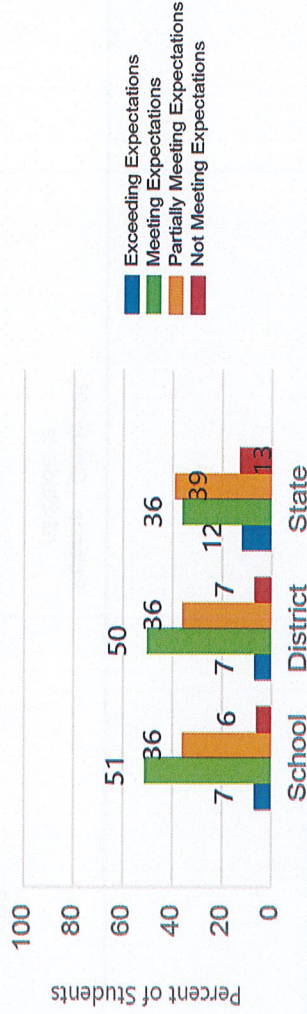
English Language Arts - Grade 10
All Students



Participation Rate: 99%

Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	10	7	7	12
Meeting Expectations	71	51	50	36
Partially Meeting Expectations	50	36	36	39
Not Meeting Expectations	8	6	7	13
Total Included	139			

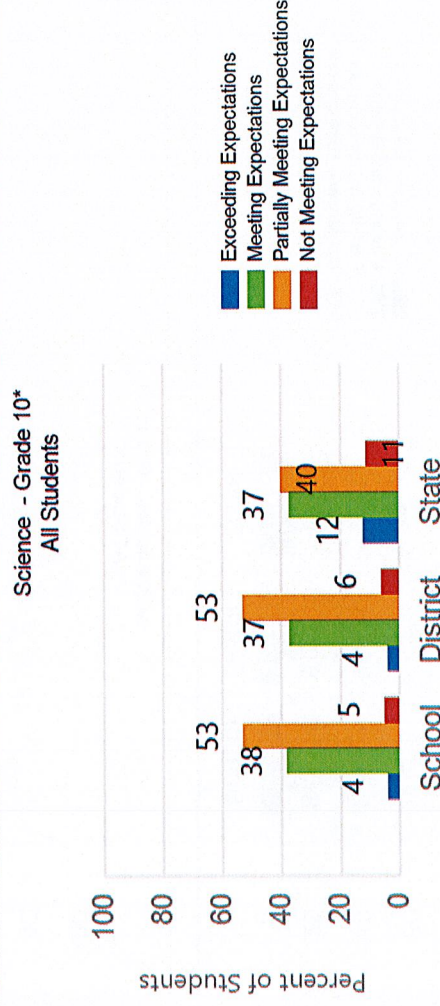
Mathematics - Grade 10
All Students



MCAS Results by Achievement Level: School, District and State Comparisons: Grade HS Biology

Participation Rate: 100%

Science	N Students Included	% School	% District	% State
Exceeding Expectations	6	4	4	12
Meeting Expectations	51	38	37	37
Partially Meeting Expectations	72	53	53	40
Not Meeting Expectations	7	5	6	11
Total Included	136			

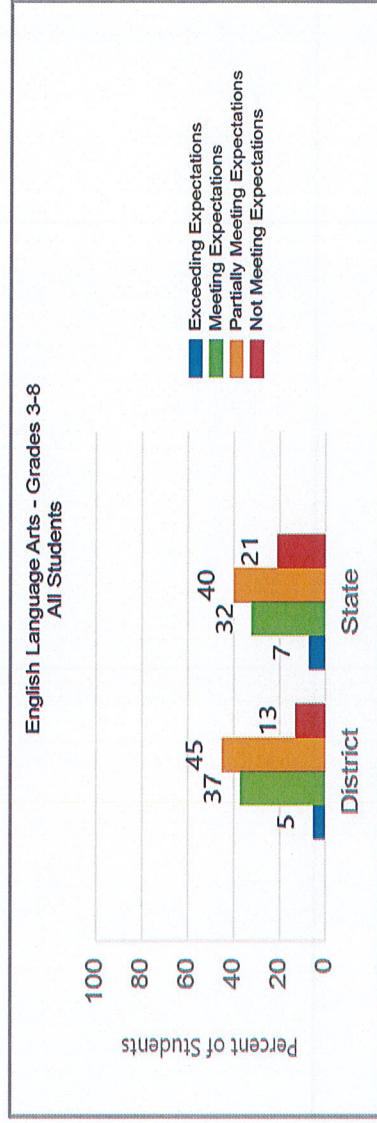


PE303 MCAS Results by Achievement Level: District and State Comparison: Grades 3-8

All Students

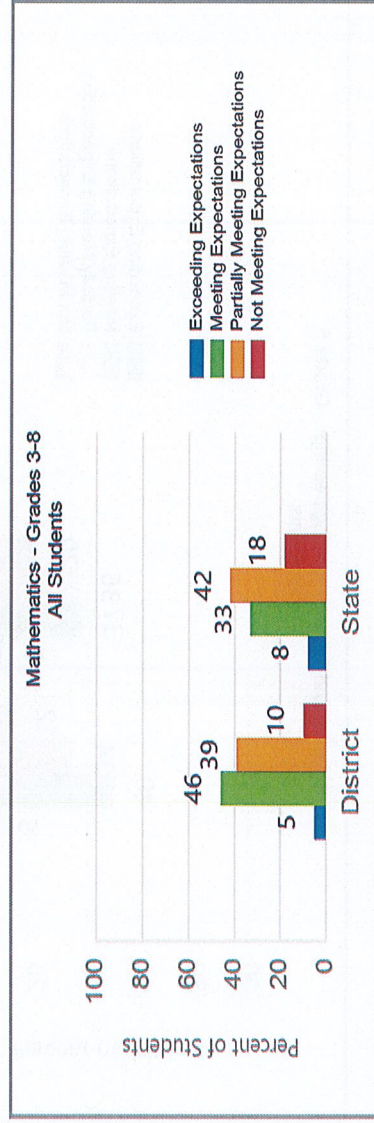
Participation Rate: 99%

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	37	5	7
Meeting Expectations	300	37	32
Partially Meeting Expectations	364	45	40
Not Meeting Expectations	103	13	21
Total Included	804		



Participation Rate: 98%

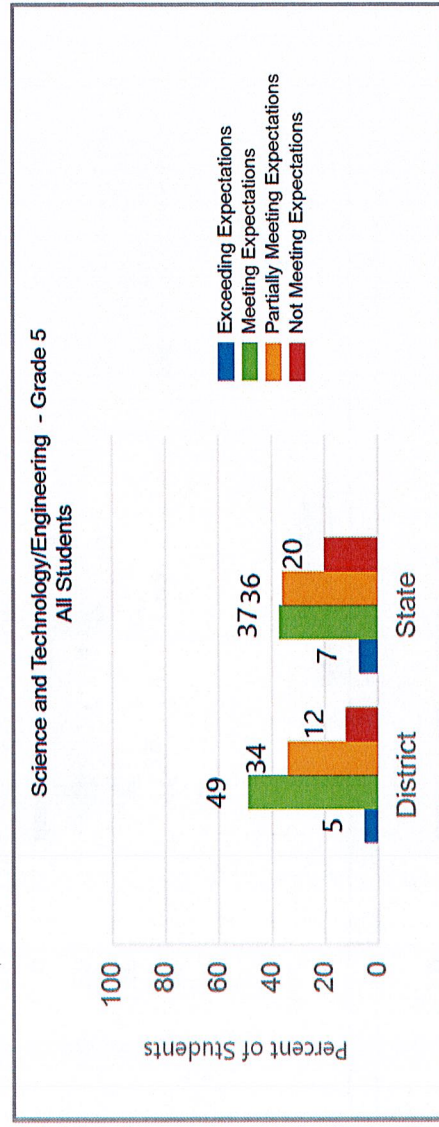
Mathematics	N Students Included	% District	% State
Exceeding Expectations	42	5	8
Meeting Expectations	366	46	33
Partially Meeting Expectations	312	39	42
Not Meeting Expectations	77	10	18
Total Included	797		



PE303 MCAS Results by Achievement Level: District and State Comparison: Grade 5 STEM

Participation Rate: 98%

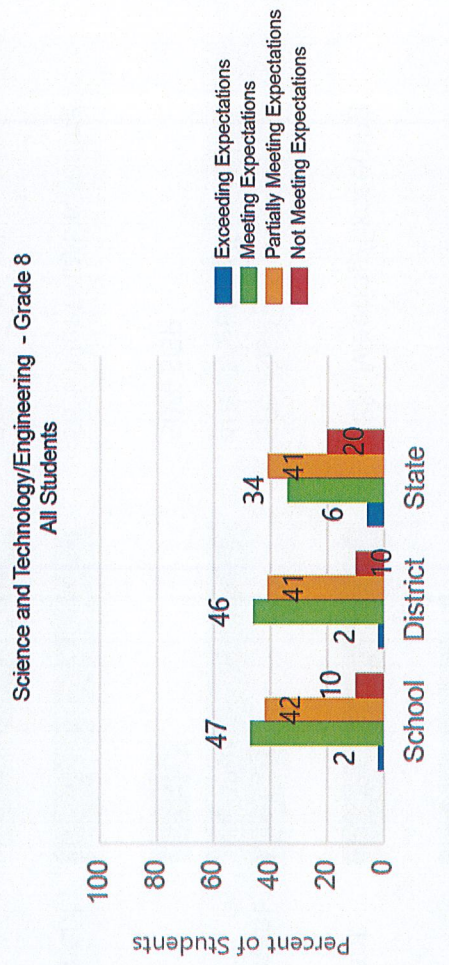
Science	N Students Included	% District	% State
Exceeding Expectations	7	5	7
Meeting Expectations	63	49	37
Partially Meeting Expectations	44	34	36
Not Meeting Expectations	15	12	20
Total Included	129		



**PE303 MCAS Results by Achievement Level: School, District and State Comparisons:
Grade 8 STEM**

Participation Rate: 98%

Science	N Students Included	% School	% District	% State
Exceeding Expectations	3	2	2	6
Meeting Expectations	67	47	46	34
Partially Meeting Expectations	60	42	41	41
Not Meeting Expectations	14	10	10	20
Total Included	144			



School/District Highlights

School	Highlight	School Data	State Data
East Fairhaven Elementary	Grade 4 Math Growth and Achievement	54% SGP 60% Meeting/Exceeding	50% SGP 46% Meeting/Exceeding
	Grade 5 ELA Growth	51% SGP	49% SGP
Leroy Wood School	Grade 4 ELA and Math Achievement	ELA: 58% Meeting/Exceeding	37% Meeting/Exceeding
		Math: 62% Meeting/Exceeding	46% Meeting/Exceeding
	Grade 5 ELA Achievement	49% Meeting/Exceeding	38% Meeting/Exceeding
Elizabeth Hastings Middle School	Grade 5 Math Achievement and Growth	73% SGP 72% Meeting/Exceeding	50% SGP 40% Meeting/Exceeding
	Grade 8 Math Growth	59% SGP	50% SGP
Fairhaven High School	Grade 7 Math Achievement	46% Meeting/Exceeding	38% Meeting/Exceeding
	Grade 8 Math Achievement	57% Meeting/Exceeding	37% Meeting Exceeding
	Grade 10 Math Achievement	58% Meeting/Exceeding	48% Meeting/Exceeding

Summary and Next Steps

The Fairhaven Public Schools achieved above or at a level in line with overall state results.

School-based leadership teams have conducted deep dives into their respective school results and have plans in place to address areas for growth and improvement.

The District is providing ongoing professional development and support to improve student outcomes by using research-based strategies that focus on UDL (Universal Design for Learning and SEL (Social/Emotional Learning)).