



FAIRHAVEN SCHOOL COMMITTEE MINUTES
March 26, 2025

FAIRHAVEN TOWN CLERK
RCUD 2025 MAY 1 AM 11:37

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

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

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

Delegations, Visitors, Etc:

Andy Kulak, Principal Fairhaven High School (FHS), Tanya Dawson, Student Services Director

Approval of Minutes:

Motion to approve regular session minutes from March 12, 2025 made by Mr. Andersen, seconded by Mrs. Pacheco, approved with one abstention of Mr. Veitch (5-0).

Motion to approve executive session minutes from March 12, 2025, for content only, made by Mr. Andersen, seconded by Mrs. Pacheco, approved with one abstention of Mr. Monroe (4-0).

Motion to approve regular session minutes from February 12, 2025 made by Mr. Monroe, seconded by Mrs. Pacheco, approved with one abstention of Mr. Veitch (5-0).

Report of the Student Advisory Committee:

Student Advisory member Emma Flannery spoke about the upcoming FHS field trips, the athletics programs, fundraising, the musical, and future events.

Reports and Recommendations of the Superintendent:

FHS 2025-2026 Program of Studies:

Principal Andy Kulak from FHS presented the 2025-2026 Program of Studies to the Committee (Attachment A). Mr. Monroe asked if the Algebra II with Financial Implications class still teaches standard prep for the SAT's. Mr. Kulak stated that yes it will. Mr. Veitch asked what type of teacher will teach the new Test Prep Course. Mr. Kulak noted, most likely, a Math or English Teacher.

PreSchool Program:

Student Services Director, Tanya Dawson presented the PreSchool Program to the Committee (Attachment B).

Budget Update:

Superintendent Kohler presented the FY26 Draft Budget to the School Committee (Attachment C) and reiterated that our FY26 NSS requirement is \$25,777,688, the Town Placeholder is \$25,256,166 which is \$521,522 below Net School Spending. The Committee continued to discuss possibilities of cuts and possible solutions.

Receive Wellness Policy ADF for First Read:

Assistant Superintendent Balestracci presented the updated draft Wellness Policy to the Committee for a first read (Attachment D). This will be added to the next agenda for discussion as well as a vote to be accepted.

Safe Route to Schools Update: Adams Street:

Superintendent Kohler stated she has been working with Joshue Crabbe from the Department of Public Works regarding the Safe Route to Schools program. She also stated Business Manager, Nicole Potter was able to refresh a previously done study on the middle school, and Adams Street, which allowed Mr. Crabbe to go to the Massachusetts Department of Transportation and receive preliminary indications that we will be able to place some school zones and crossing signs on Adams Street.

Innovation Grant Update and Vote:

Superintendent Kohler reiterated to the Committee what the Innovation Grant is and asked to formally receive the awarded grant money. A motion was made by Mr. Monroe to accept the Innovation Grant award of \$31,915, seconded by Mr. Andersen, approved (6-0).

Upcoming Events:

Next School Committee meeting will be held April 9, 2025

Fairhaven Public School District FY26 Budget Public Hearing will be held April 9, 2025

Superintendent Kohler asked the Committee to consider moving the time of the April 30, 2025 meeting to 4:30 pm, and only if needed due to the Town Meeting Precinct Meeting and Town Meeting Review that same night. The Committee agreed.

New Business:

Motion made by Mr. Monroe to accept a \$40 donation from Kathleen Morgan dba Periwinkles for the Family Center Hardship Fund, seconded by Mrs. Pacheco, approved (6-0).

Motion made by Mr. Monroe to accept the MyCap Grant allocation of \$4,620, seconded by Mr. Andersen, approved (6-0).

Motion made by Mr. Monroe to approve the School Nutrition Charge Policy EFD and Universal Free School meals Policy EFC (Attachment E), seconded by Mr. Andersen,, approved (6-0).

A motion to adjourn and 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 the chair so declares made by Mr. Monroe, seconded by Mrs. Pacheco, roll call vote, approved unanimously, (6-0),

Adjourned at 7:23 pm.

Sheri Souza
Secretary to the Fairhaven School Committee

Approved: April 30, 2025



FAIRHAVEN HIGH SCHOOL

PROGRAM OF STUDIES

2025-2026

DRAFT



CIVIL RIGHTS

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



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SCHOOL COMMITTEE

Colin Veitch, Chairperson
Brian Monroe, Vice Chairperson
Erik Andersen
Nicole Pacheco
Stephanie Pickup
Brendalee Smith

SCHOOL DEPARTMENT ADMINISTRATION

Superintendent
Tara M. Kohler

Assistant Superintendent
Mark Balestracci

Director of Student Services
Tanya Dawson

Business Manager
Nicole V. Potter

Teaching & Learning PreK-12
Tracy A. Higgins

FAIRHAVEN HIGH SCHOOL ADMINISTRATION

Principal
Andrew Kulak

Assistant Principals
Andrew Davey
Nicole Giannandrea

LEADERSHIP TEAM

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

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

Athletic Director
Donnie Joseph
John Riccardi

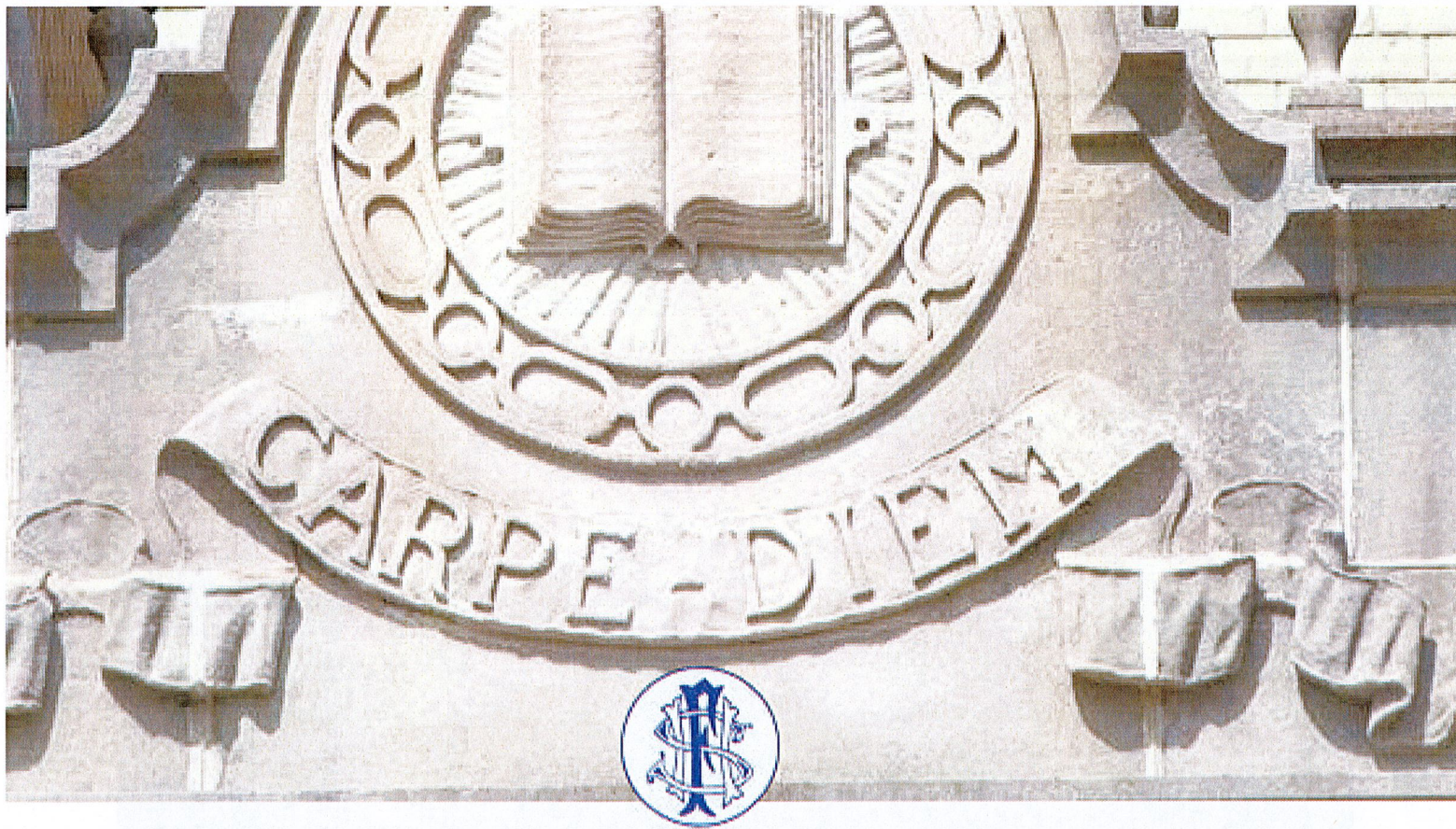
COUNSELING OFFICE

School Counselors
Nora Furtado
Christine Oliveira

Social Workers
Gloria Cutrone
Sharon LaCroix

School Nurse
Lauren Duffy

**College & Career
Coordinator**
Marlene Sabeh



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

21st CENTURY EXPECTATIONS FOR STUDENT LEARNING

ACADEMIC EXPECTATIONS

students will...

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

SOCIAL EXPECTATIONS

students will...

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

FAIRHAVEN HIGH SCHOOL



PROFILE OF A LEARNER

Students of FHS Will Develop the Skills They Need to be Successful

COLLABORATION

Combining Ideas With One Another, Sharing a Goal

COMMUNICATION

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

CREATIVITY

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

CRITICAL THINKING

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

CIVIC PARTICIPATION

Developing Awareness, Contributing To Your Community In a Positive Way

FAIRHAVEN HIGH SCHOOL



THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

1. Write Effectively

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

FAIRHAVEN HIGH SCHOOL



THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

2. Problem Solve

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

FAIRHAVEN HIGH SCHOOL



THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

3. Read Critically & Effectively

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

FAIRHAVEN HIGH SCHOOL



THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

4. Speak Effectively

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

FAIRHAVEN HIGH SCHOOL



THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

5. Connect & Apply Technology to Learning

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

FAIRHAVEN HIGH SCHOOL



THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

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

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

FAIRHAVEN HIGH SCHOOL



ACADEMIC EXPECTATIONS

Delegation of Responsibility to Departments

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

P= primary responsibility for teaching and assessing expectation

S= secondary responsibility for teaching and assessing expectation



NURSE'S OFFICE

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

SOCIAL WORKER

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

SCHOOL COUNSELING SERVICES

At Fairhaven High School, the school counselors work proactively with students by delivering a counseling curriculum that systematically reaches all students in an effort to maximize student potential and academic achievement. The program is based on the Massachusetts School Counselor Association Comprehensive Model.

It is a standards-based program that is aligned with the Department of Elementary and Secondary Education Guidance Counseling Frameworks. The mission of the Fairhaven High School counseling department is to provide a comprehensive, developmental counseling program that supports the academic, college and career readiness, and personal/social growth of all students. By providing grade-level seminars in the classrooms, small groups, and in individual meetings, all students have access to the information they need to develop in the academic, personal/emotional, and college/career domains.



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

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

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

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

<i>Discipline</i>	<i>Units</i>
English (English 1-4, or relevant AP Course)	4
Mathematics (Must complete minimum study of Alg 1, Geom and Alg 2)	4
History World, U.S. I, and USII, APUSH, AP Gov to One year of World and two of US (USI, USII*, AP Gov, APUSH*). *must take a course with the Civics Project	3
Science (Biology, one physical science course, and another lab science preferred)	3
World Language (Two consecutive years)	2
Health & Physical Education 0.5 Must be Health	1.5
Media/Visual/Performing/Arts	1.5

GRADE PROMOTION

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

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

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



WHAT IS CLASS RANK?

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

WHEN IS IT COMPUTED?

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

WHAT'S INCLUDED?

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

WEIGHTED VALUES BY GRADE AND LEVEL

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

GRADING SYSTEM

A+ 97 - 100

A 93 - 96

A- 90 - 92

B+ 87 - 89

B 83 - 86

B- 80 - 82

C+ 77 - 79

C 73 - 76

C- 70 - 72

D+ 67 - 69

D 65 - 66

F 50 - 64

F- Below 50

Minimum passing grade = D



HOME SCHOOLED GRADES

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

HIGH SCHOOL COURSES TAKEN WHILE IN MIDDLE SCHOOL

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



SAMPLE OF AN END OF YEAR CLASS RANK COMPUTATION

Steps 1 & 2

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

Step 3

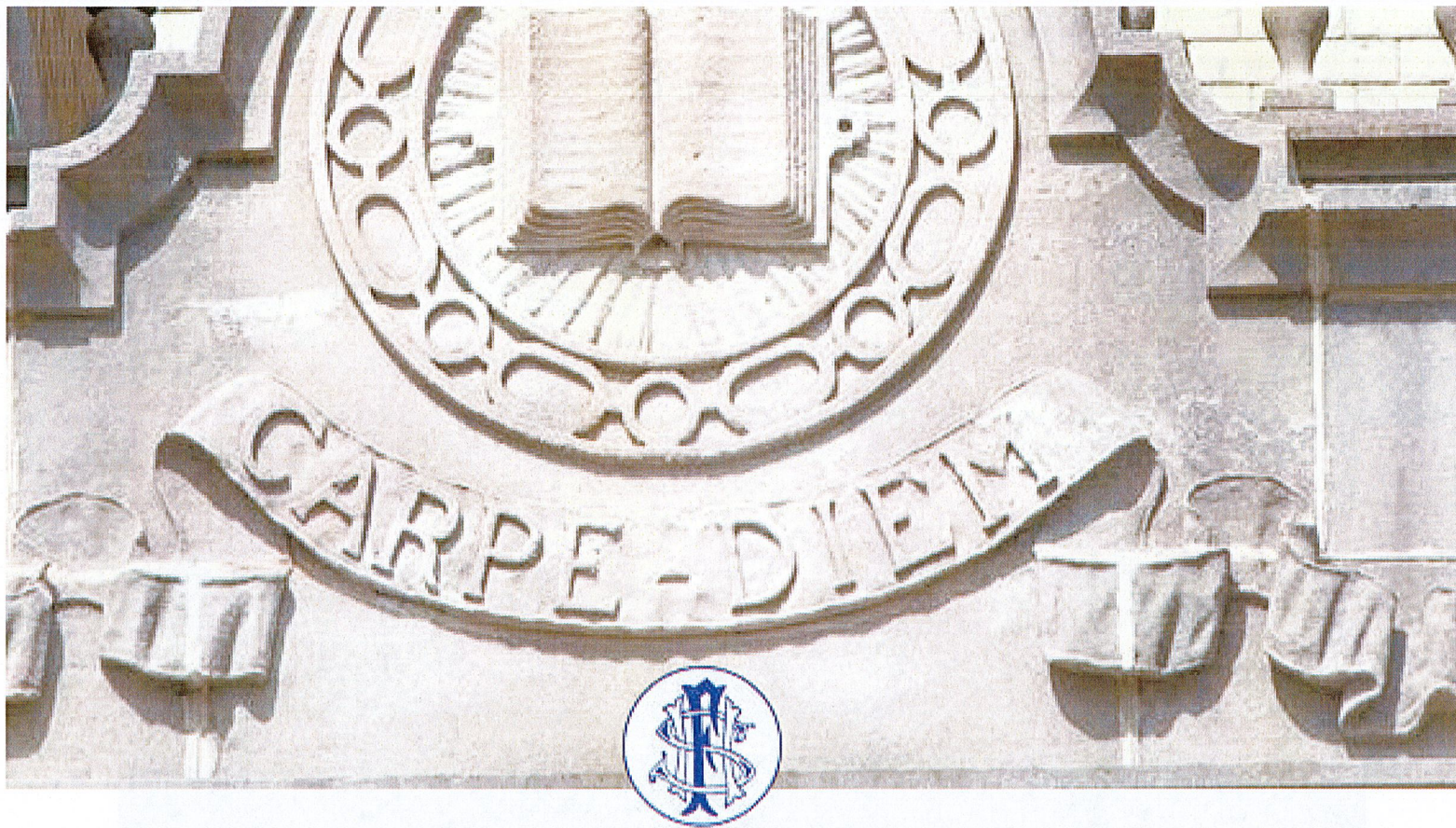
Sum of Products (20.7)

Units Attempted (5)

= GPA (4.14)

Step 4

Place GPA in rank order with others in class.



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

ENGLISH	4 YEARS
MATH	4 YEARS
NATURAL & PHYSICAL SCIENCE*	3 YEARS
SOCIAL STUDIES	3 YEARS
WORLD LANGUAGE**	2 YEARS

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

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

DUAL ENROLLMENT

Dual Enrollment is a program in which high school juniors and Seniors with a required GPA of 3.0 may take college courses and receive credit towards both high school and college graduation from an accredited Massachusetts State College or University. Please check with your school counselor to see if you are eligible.