



FAIRHAVEN SCHOOL COMMITTEE MINUTES
March 18, 2026

FAIRHAVEN TOWN CLERK
RCUD 2026 APR 16 AM9:11

MEMBERS PRESENT: Brian Moroe, Nicole Pacheco, Erik Andersen, Stephanie Pickup, Kelly Ochoa, Donna McKenna

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

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

Approval of Minutes:

A motion was made by Ms. McKenna to approve the March 4, 2026 Regular Session Minutes, seconded by Mrs. Pacheco, approved (5-0) with one abstention of Mrs. Pickup.

A motion was made by Mrs. Pacheco to approve the March 4, 2026 Executive Session Minutes for content only, seconded by Ms. McKenna, approved (5-0) with one abstention of Mrs. Pickup.

A motion was made by Mrs. Pacheco to approve the March 10, 2026 Regular Session Minutes, seconded by Ms. McKenna, approved (6-0).

Report of the Student Advisory Committee:

Vishka Patel advised the Committee that a member of DECA placed for the National Competition. She also stated the Mr. Fairhaven Competition will take place this weekend.

Public Comment:

Mr. James Dupont, from Raynham Massachusetts, addressed the Committee (attachment A)

A motion was made by Mrs. Pacheco to pause the regular session meeting and begin the Public Hearing, seconded by Ms. McKenna, approved (6-0),

The regular session meeting paused at 6:40 pm.

The Public Hearing was called to order by Mr. Monroe at 6:41 pm.

FY27 Budget:

Superintendent Kohler presented the FY27 draft budget reminding the Committee that it is about values. (attachment B). She stated that the budget recommendation that stands before us right now from the Town Administrator and the Finance Committee, as far as she knows, results in a major cut. She stated she told the Town Administrator that today, again, you have to prioritize the schools. Superintendent Kohler expressed concern about the District's proximity to the required Net School Spending (NSS) level, noting it is the closest margin since 2015 and understands it is difficult for the public to fully understand due to delays in audits and adjustments. She emphasized that the proposed budget reflects only essential operations, lacking positions such as Special Education Team Chairs and Instructional Coaches, and conveyed frustration that schools do not feel adequately prioritized. She also urged the committee to advocate strongly at the upcoming joint meeting for at least the requested base budget, approximately \$26.5 million, without relying on an override, while noting that additional supports could be considered separately through an override if pursued. Superintendent Kohler stated the importance of focusing on student and family needs, maintaining a non-political stance, and continuing to advocate for educational priorities. She also raised concern about the potential impact the funding will have on the Acushnet agreement.

A motion was made by Ms. Ochoa to adjourn the Public Hearing and return to the regular session meeting, seconded by Ms. McKenna, approved (6-0).

The Public Hearing adjourned at 6:51 pm.

Regular Session meeting called back into order at 6:52 pm.

Reports & Recommendations of the Superintendent:

Receive Presentation of the 26-27 Program of Studies from the FHS Principal:

Andy Kulak, Principal of Fairhaven High School presented the 26-27 Program of Studies to the Committee (attachment C).

Capital Planning & Community Preservation Projects:

Superintendent Kohler told the Committee that \$700,000 has been put forward by the Capital Planning Committee for the Tripp School roof, stating that it is the building that we maintain and is rented by SMEC. That offers our students an incredible opportunity when they can't be serviced in our traditional schools. Superintendent Kohler also stated that today we got recommended approval by the committee for \$210,000 for our bathroom project.

Nurse Lead Stipend Update:

Superintendent Kohler told the Committee that like we did with the splitting of the stipend for the Athletic Director position, she is exploring the possibility of doing the same with the Nurse Lead Stipend. It would just split the funding between two people while bringing better coverage to the District. The Committee had no concerns with that concept.

Upcoming Events:

There is a joint meeting with the Select Board and Finance Committee on March 19, 2026. The next School Committee Meeting will be held April 15, 2026. The Acushnet Sub Committee meeting to discuss a tuition agreement will be held on March 31, 2026. The Annual Town Meeting is on May 2, 2026.

New Business:

A motion was made by Mrs. Pacheco to approve the 2026-2027 school year calendar, seconded by Ms. McKenna, approved (6-0).

A motion was made by Ms. Ochoa to accept a donation of \$10,000 from the Fairhaven High School Alumni Association for the Fairhaven High School Music Program, seconded by Ms. McKenna, approved (6-0).

A motion was made by Mrs. Pacheco to accept a \$9,000 grant from the One8 Foundation for the Project Lead the Way Gateway Program for Elizabeth Hastings Middle School, seconded by Ms. Ochoa, approved (6-0).

A motion was made by Mrs. Pickup to accept a donation of a 3D Printer for the Innovation Classroom at East Fairhaven Elementary School, seconded by Mrs. Pacheco, approved (6-0).

A motion was made by Ms. Ochoa to extend the Champions contract by using the one year extension option, seconded by Mrs. Pacheco, approved (6-0).

A motion was made by Ms. Ochoa to allow Mariner Youth Soccer the use of the turf field for occasional practices and games, seconded by Mrs. Pacheco, approved (6-0).

A motion was made by Mrs. Pacheco to amend the Music Programs prior approval of out of state travel for a multi day competition to an out of state trip to New York City for a day, seconded by Ms. McKenna, approved (6-0).

Unfinished Business:

Update on Acushnet Tuition Agreement:

Superintendent Kohler reminded the Committee that the Acushnet students can still enroll for the 26-27 school year. Stating the Sub Committee meeting will be held on March 31, 2026 to start the discussion for a new tuition agreement.

Questions from Individual Committee Members:

Mrs. Pickup told the Committee that the Lagoa Friendship Fact Committee has been working to create an intergenerational culinary event. Work together with Principal Kulak and the Director at the Senior Center to collaborate and really bring our students and our seniors together for a one day event. Details are still being worked out, but she is hoping that the Mayor of Lagoa, who will be in Fairhaven in May, can attend as well.

Mr. Monroe stated he would like to move forward with having the Student Advisory Committee members follow guidelines as stated in the Massachusetts General law.

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

Adjourned at 7:23 pm.

Sheri Souza

Secretary to the School Committee
Fairhaven Public Schools

Approved, April 15, 2026

James B. DuPont
118 Elm St-East, Raynham, MA 02767
508 951-3663

Good evening, Mr. Chairman and members of the Fairhaven School Committee.

I come tonight to deliver a message regarding a matter of grave and immediate importance to the students of the Fairhaven School District, their School Committee, and the administration and staff of the Fairhaven School Department.

The issue is two-fold:

First, it concerns the decades-long practice of underfunding by the MA State Legislature of the various categories of so-called 'local aid' which, as all of you know, is a significant factor in setting the rate of the local property tax and, hence, how much the property owners are asked by you to pay.

Prior to FY '81 - the first year in which Proposition 2 & 1/2 was in effect - the cities and towns simply put another nickel on the local tax rate to make up any shortfall in local aid and went on with things.

After Prop 2 & 1/2 took effect the cities and towns were limited in how much they could raise the prior year's levy.

Consequently, many local services - mostly education - were annually paired back due to the annual recurring shortfalls in state money being returned to the local governments.

This brings me to my second point: Where does so-called 'state revenue' come from?

Answer: It comes from every resident and business in every city and town including Fairhaven.

Why isn't that money being returned to you - the people who actually need it - for day-to-day things like police, fire, seniors, and, most importantly, schools?

It has been my experience that our state legislators have not made full funding of local aid a priority.

Members of the majority party bemoan how 'tough things are this year on Beacon Hill' while the minority party elected representatives shrug their shoulders and say 'There isn't much I can do about it.'

Last year Raynham's annual budget process resulted in a failure to pay the regional school district's assessment. After a failed Prop 2 & 1/2 override, a large layoff of school employees then followed.

A resident I discussed this with said, 'It sounds like bad management.'

I responded that it wasn't bad management but, rather, a shortfall caused by our state legislators not fully funding Chapter 70 and Chapter 71.

His response: 'It sounds like our local government mismanaged their relationships with our state legislators.'

Mr. Chairman, this leads me to the conclusion that the time has come for all local elected officials to demand their respective state legislators change their vote on local aid and aid to education from the current 'here's what's left' to 'here's what the Town of Fairhaven and its Schools' are entitled to by law from Chapter 70.'

As long as our State Reps and State Senators can get lauded for getting us 'half a loaf' then the residents and businesses will be told to make up the difference and you - not the Governor or the Legislature - will have to bear the public's ire when taxes go up and educational opportunities go down.

After that, if the State then has a shortfall, let them raise taxes or do massive layoffs to make up the difference.

Thank you, Mr. Chairman and Members of the Fairhaven School Committee.

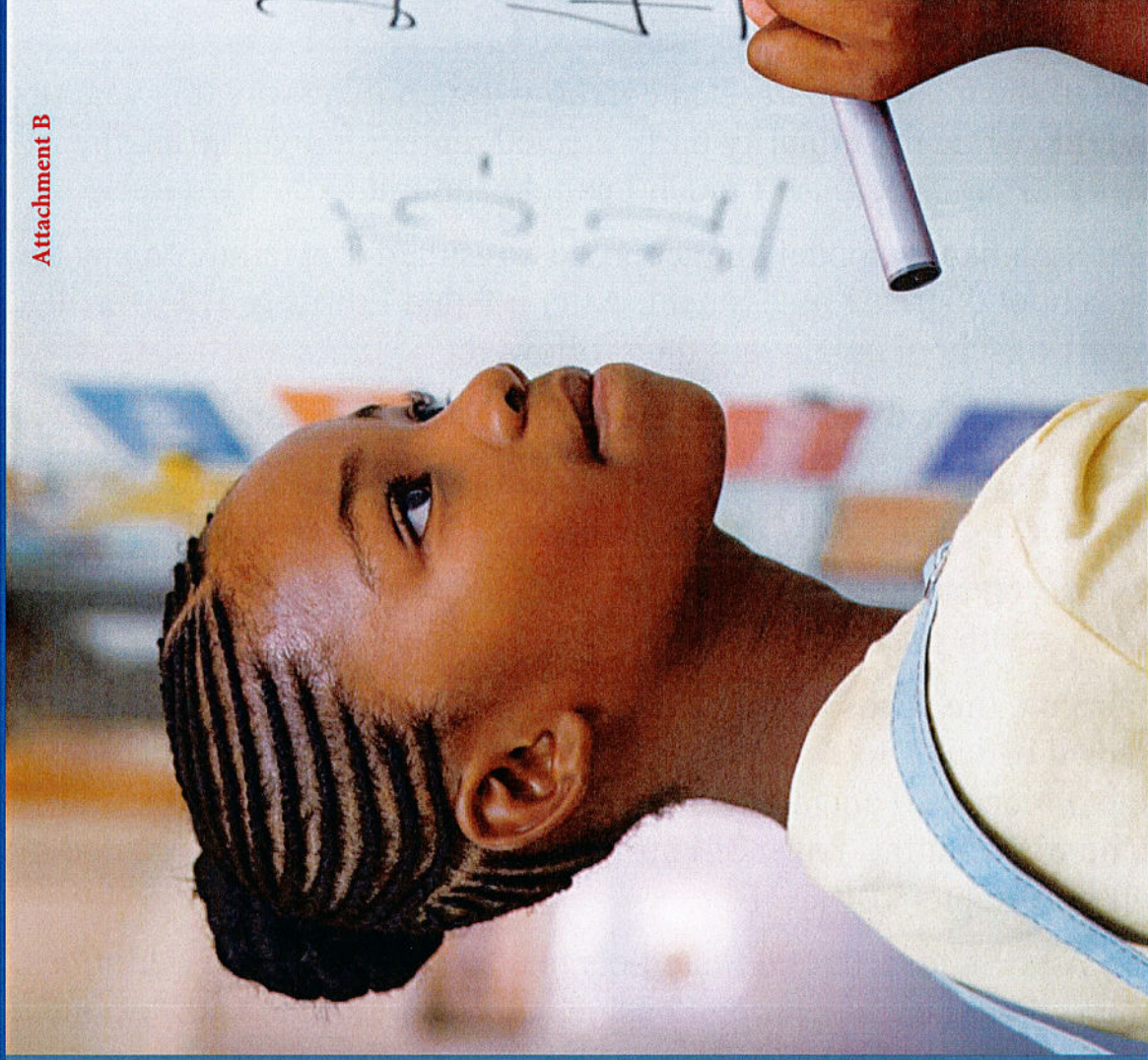
Sincerely,

James B. DuPont
BR Class of '71 (Class Treasurer)
BR Regional School Committee (78-96)
Raynham Selectman (95-01)

It's a statement of our values.

It's a set of *choices* we make about the kind of community we want. Which communities and services deserve funding?

The state budget is a moral document.





FAIRHAVEN HIGH SCHOOL

PROGRAM OF STUDIES

2026 - 2027



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.



Table of Contents

Who's Who	3
Core Values & Beliefs	4
Profile of a Learner	5
School Wide Rubrics	6
Support Services	13
Graduation Requirements	14
Calculation of Class Rank	15
College Preparation	18
Instructional Levels	19
Prerequisites/Summer School	21
Credit Recovery	22
Schedule Selection/Change	23
Innovation Pathways	24
Technical Program-Electricity	27

Course Descriptions

English	28
History/Social Science	33
Mathematics	39
World Languages	45
Natural/Physical Science	49
Technology/Engineering/Computer Science	56
Internships/Dual Enrollment	60
Health & Physical Education	62
Visual Arts & Media	66
Music & Performing Arts	74



SCHOOL COMMITTEE

*Brian Monroe, Chairperson
Nicole Pacheco, Vice Chairperson
Erik Andersen
Stephanie Pickup
Kelly Ochoa
Donna McKenna*

**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
Nicole Giannandrea
Jennifer McWhirter*

LEADERSHIP TEAM

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

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

*Athletic Director
Donnie Joseph*

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

FAIRHAVEN HIGH SCHOOL



THE FAIRHAVEN HIGH SCHOOL GRADUATE IS ABLE TO ...

4. Speak Effectively

Specific Criteria	Excellence (4)	Proficient (3)	Developing (2)	Warning (1)
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 endeavor.	Student can produce papers, Powerpoint presentations, excel based graphs, posters, and video independently and in collaboration with others.	Student can produce papers, Powerpoint presentations, excel based graphs, posters, and video with teacher support. Student needs to improve collaboration with others.	Student is unable to produce papers, Powerpoint presentations, excel based graphs, posters, and video. Does not collaborate with others.
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.
STRIVES FOR ACCURACY	Continuously and independently reworks assignments for perfection.	Consistently checks for accuracy and reworks assignments to meet course expectations.	Seeks 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" to relate 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. Conferring with parents or guardians, teachers, other counselors, and administrators to resolve students' behavioral, academic, and other problems is one of the many roles of our social workers.

SCHOOL COUNSELING SERVICES

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

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



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

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

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

GRADE PROMOTION

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

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

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

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

<i>Discipline</i>	<i>Units</i>
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