

FHS ATHLETICS HANDBOOK

***FALL SEASON**

Cheerleading
Field Hockey
Girls Volleyball
Football
Girls Cross Country Track
Boys Cross Country Track
Girls Soccer
Boys Soccer
Golf

***WINTER SEASON**

Cheerleading
Girls Basketball
Boys Basketball
Girls Indoor Track
Boys Indoor Track
Ice Hockey

***SPRING SEASON**

Softball
Baseball
Girls Lacrosse
Boys Lacrosse
Girls Tennis
Boys Tennis
Girls Track and Field
Boys Track and Field

**FHS will follow state and federal COVID guidelines - if needed.*

"Proud to be a Blue Devil!"

CONTENTS

To the Parent/Guardian	60
To the Student Athlete	60
School Vacation Policy	61
The MIAA General Rules	61
FHS Athletic Philosophy	62
FHS Athletic Goals and Objectives	62
FHS Athletic Code of Ethics	62
Requirements for Participation	63
Training Rules and Regulations	63-64
South Coast Conference	64-65
FHS Letter Requirements/Awards	65-66
FHS Trophy Awards	66
A Note to Parent/guardian	67
Concussion Policy	67-68
Student and Parent/guardian Signature Form (Samples)	68

FAIRHAVEN HIGH SCHOOL STUDENT ATHLETIC HANDBOOK

To the Parent or Guardian:

This material is presented to you because your son/daughter has indicated a desire to participate in interscholastic athletics and you have expressed your willingness to permit him/her to compete. Your family interest in this phase of our school program is gratifying. We believe that participation in school sports provides a wealth of opportunities and experiences which assist students in personal adjustments.

We, who are concerned with the educational development of boys and girls through athletics, feel that a properly controlled, well-organized program meets with the students' needs for self-expression, mental alertness, and physical growth. It is our hope to maintain a program that is sound in purpose and will further each student's educational maturity.

A student who elects to participate in athletics is voluntarily making a choice of self-discipline and self-denial. These are the reasons we place such stress on good training habits. Failure to comply with the rules of training and conduct could mean exclusion from the squad. This concept of self-discipline and self-denial is tempered by our responsibility to recognize the rights of the individual within the objectives of the team. There is no place in high school athletics for students who will not discipline their minds and bodies for rigorous competition. We are striving for excellence and do not want our student athletes to compromise with mediocrity.

When your son/daughter enlists in one of our programs, our staff is committed to certain responsibilities and obligations, which are:

- a. to provide adequate equipment and facilities;
- b. to provide well-trained coaches;
- c. to provide equalized contests with skilled officials.

Likewise, we feel that you have committed yourselves to certain responsibilities and obligations. We would like you to take this opportunity to acquaint yourself with specific policies that are necessary for a well-organized program of athletics.

It is the role of the Department of Athletics to make rules that govern the spirit of competition for our school. These rules need a broad base of community support which is achieved only through communication with the parent/guardian. It is our hope to accomplish our objective through this publication for students and parents/guardians.

To the Athlete:

Being a member of a *Fairhaven High School* athletic team is the fulfillment of an early ambition for many students. The attainment of this goal carries with it certain traditions and responsibilities that must be maintained. A great athletic tradition is not built overnight; it takes the hard work of many people over many years. As a member of an interscholastic squad at *Fairhaven High School*, you have inherited a wonderful tradition, a tradition that you are challenged to uphold.

Our tradition has been to compete with honor. We desire to win, but seek victories only with honor to our athletes, our school, and our community. Such a tradition is worthy of the best efforts of all concerned. Over the years, our squads have achieved their share of league championships and state tournament successes. Many individuals have set records and won All-Conference and All-State honors.

It will not be easy to contribute to such a great athletic tradition. When you wear the Blue and White of Fairhaven High School, we assume that you not only understand our traditions, but are willing to accept the responsibilities that go with them. However, the contributions you make should be a satisfying accomplishment to you and your family.

Responsibilities to yourself: The most important of these responsibilities is to broaden yourself and develop strength of character. You owe it to yourself to get the greatest possible good from your high school experiences. Your academic studies, your participation in other extra-curricular activities as well as in sports, prepare you for your life as an adult.

Responsibilities to your school: Another responsibility you assume as a team member is to your school. Fairhaven High School cannot maintain its position as having an outstanding school unless you do your best in whatever activity you wish to engage. By participating in athletics to the maximum of your ability, you are continuing the reputation of your school.

You assume a leadership role when you are on an athletic team. The student body, the community, and other communities judge our school by your conduct and attitudes, both on and off the courts, fields, or track. Because of this leadership role, you can contribute greatly to school spirit and community pride. Make Fairhaven High School proud of you, and your community proud of your school, by your faithful exemplification of these ideals.

Responsibilities to others: As a member of a team you also bear a heavy responsibility to your family. Uphold the ideals of your family and always put forth your best effort. When you know in your heart that you have lived up to all of the training rules, that you have practiced to the best of your ability everyday, and that you have played the game "all out", you can keep your self-respect and your family can be justly proud of you.

The younger students of the Town of Fairhaven are watching you. They will emulate you in many ways. Do not do anything to let them down. Set good examples for them to follow.

Students who are absent from school may not participate in school sponsored events on the day of the absence, including athletic competition, without the approval of the principal or designee. Students must be present in school by 8:10 a.m. and remain for the full school day to be considered present and eligible for participation. "Approved" absences will include: authorized school trips, college visitations or other absences deemed "excused" by the principal or designee. Notification in writing for college visitations or other non-school sponsored absences must be presented to the principal or designee prior to the day of the absence. If a student arrives later than 8:10 a.m. with an excused tardy, they will be given a note from the Assistant Principal's office stating that they may participate in athletics.

School Vacation Policy

In an attempt to maintain consistency throughout athletics, the number of games an athlete will be penalized due to "vacation time" will be determined by the number of days missed, rather than game vs. practice. This policy will allow for athletes to go on vacation (while discouraged) and still remain an integral part of Fairhaven Athletics.

<u># of days missed</u>	<u># of games/contests sit</u>
2-4	1
5-8	2
9 or more	3

THE MASSACHUSETTS INTERSCHOLASTIC ATHLETIC ASSOCIATION (MIAA)

All schools are voluntary members of the MIAA and compete only with member schools. As a member school district, Fairhaven High School agrees to abide by and enforce the rules and regulations of the MIAA. The primary role of the MIAA is to maintain rules and regulations that ensure equity in competition for the student athletes. The state association attempts to enforce such rules that assure the greatest good for the greatest number and to ensure that competition is conducted in an appropriate manner.

Some of the highlights of the rules governing athletics from the MIAA Blue Book follow:

Physical Examinations: A yearly physical examination is required prior to participation. The proper document must be completed by a physician, physician's assistant or nurse practitioner. A physical examination covers all sports for the period of thirteen (13) months from the date of the exam.

Athlete Contest Expulsions: A student who is ruled out of a contest (including a jamboree) shall not participate in the next (note that baseball, ice hockey and soccer require a two (2) game suspension) scheduled competition with a member school or in MIAA tournament play.

Transfer Students: A student who transfers from any school to an MIAA member high school is ineligible to participate in any interscholastic athletic contest at any level for a period of one year in all sports in which the student participated at the varsity level during the one-year period immediately preceding the transfer (except as exempted below).

For a transfer student to be eligible in a specific sport within the year of his/her transfer, the sending school principal, athletic director, and head varsity coach(es) of the sport(s) in which the student desires to participate must certify by signature that the student did not participate at the varsity level during the year prior to the actual transfer. A student who transfers after the start of the practice season is ineligible in all sports during that sport season.

Exemption to the transfer rules:

Change of residence of a student's parent/guardian: a student's transfer is necessitated by a change of residence of his/her parent/guardian(s) to the area served by the school to which he/she transfers.

Scholastic Eligibility: To be eligible for participation in athletics a student must secure during the last marking period preceding the contest a passing grade in five (5) courses (excluding study hall and school service).

Note: In addition to the MIAA Scholastic Eligibility Requirement, Fairhaven High School has implemented an additional provision. To be eligible for Fall sports for the next school year, students are required to have passed five (5) courses (excluding study hall and school service) from the previous academic term. Eligibility to participate under this provision may be subject to review by the principal.

Loyalty to the High School Team: Bona Fide Team Member: A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. First Offense: Student athlete is suspended for 25% of the season. Second Offense: Student athlete is suspended for an additional 25% of the season, and is ineligible for tournament play.

Time Allowed for Participation: A student shall be eligible for interscholastic competition for no more than four (4) consecutive years after initially entering grade 9. In no case may a student be eligible to participate in more than four of each of the three annual athletic seasons.

Age Limits: A student shall be under 19 years of age, but may compete during the remainder of the school year, provided that his/her 19th birthday occurs on or after September 1 of that year. For grade 9 competition, a student shall be under 16 years of age but may compete during the remainder of the school year provided that the sixteenth birthday occurs on or after September 1 of that year.

ATHLETIC PHILOSOPHY

The Fairhaven High School Athletic Program should provide a variety of experiences to aid in the development of favorable habits and attitudes in students that will prepare them for adult life in a democratic society.

The interscholastic athletic program shall be conducted in accordance with existing Board of Education policies, rules, and regulations. While the Board of Education takes great pride in winning, it does not condone "winning at any cost." It discourages any and all pressures which might tend to neglect good sportsmanship and good mental health. At all times the athletic program must be conducted in such a way as to justify it as an educational activity.

ATHLETIC GOALS AND OBJECTIVES

The goal of the Fairhaven High School Athletic Program is that the student-athlete shall become a more effective citizen in a democratic society.

Our specific objectives are that the student-athlete shall learn:

1. *to work with others...*In a democratic society a person must develop self-discipline, respect for authority, and the spirit of hard work and sacrifice. The team and its objectives must be placed higher than personal desires.
2. *to be successful...*Our society is very competitive. We do not always win, but we succeed when we strive to do so. You can learn to accept defeat only by striving to win with earnest dedication. Develop a desire to excel.
3. *to develop sportsmanship...*To accept any defeat like a true competitor, knowing when you have done your best, you must learn to treat others as you would have others treat you. You need to develop desirable social traits, including emotional control, honesty, cooperation, and dependability.
4. *to improve...*Continual improvement is essential to good citizenship. As an athlete you must establish a goal and you must constantly try to achieve that goal. Try to better yourself in the skills involved and those characteristics set forth as being desirable.
5. *to enjoy athletics...*It is necessary for athletes to enjoy participation, to acknowledge all of the personal rewards to be derived from athletics, and to give sufficiently of themselves in order to preserve and improve the program.
6. *to develop desirable personal health habits...*To be an active, contributing citizen, it is important to obtain a high degree of physical fitness through exercise and good health habits, and to develop the desire to maintain this level of physical fitness after formal competition has been completed.

ATHLETIC CODE OF ETHICS

Team membership involves discipline, whether external or self-imposed, and this in turn requires a willingness to make personal sacrifices for a cause because you accept the rightness of the cause. Team members act not only for themselves, but for others who are affected by their actions as well. An individual's mistake has ramifications for the team.

A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the Athletic Department. The community, school administrators and coaching staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program of athletics. The welfare of the student is our major consideration and transcends any other consideration.

Athletes shall abide by a code of ethics which will earn them the honor and respect that participation and competition in the interscholastic program affords. Any conduct, in season or out of season, in school or out of school, that results in dishonor to the athlete, the team, or the school, will not be tolerated. Acts of unacceptable conduct such as, but not limited to theft, vandalism, disrespect, immorality, or violations of the law will be cause for investigation and possible disciplinary action.

When some alleged violation of this code of ethics comes to the attention of school personnel, the coach, athletic director, and principal shall meet to determine the need for a meeting. A meeting, if held, may involve the athletic director, coach, principal, the student, the student's parent/guardian, and any other pertinent party. The principal, athletic director, and/or coach will consider all facts and circumstances. A finding, including a penalty if applicable, will be rendered by the principal. A penalty may include: a warning, apology, suspension, removal from the team and/or the permanent denial of the privilege of athletic participation. When behavior involves drugs and/or alcohol the disciplinary action will be consistent with the drug and alcohol policy. The decision of the principal is final.

The complete Bullying Prevention and Intervention Plan of the Fairhaven Public School district can be found on the district's website at fairhavenps.org.

Definitions

Aggressor is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyberbullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. Causes physical or emotional harm to the target or damage to the target's property;
- ii. Places the target in reasonable fear of harm or damage to his/her property;
- iii. Creates a hostile environment at school for the target;
- iv. Infringes on the rights of the target at school; or
- v. Materially and substantially disrupts the educational process or orderly operation of a school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

Harassment includes, but is not limited to, conduct when related to a person's sex (gender), race, color, national origin, religion, age, handicap and/or disability and sexual orientation and when such conduct is unwelcome by the recipient. In order to give rise to a complaint, harassment must be sufficiently severe, persistent, or pervasive that it adversely affects a student's education by creating an intimidating, hostile or humiliating environment. For a one-time incident to rise to the level of harassment, it must be severe. See FPS Policy 5147 for more information.

Hot Spot is any location in or around school grounds that tends to be a common area where bullying/harassment will commonly occur.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying or harassment, provides information during an investigation of bullying or harassment, or witnesses or has reliable information about bullying or harassment.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, custodians, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, harassment, or retaliation has been perpetrated.

As a rule, bullying behavior starts in elementary school and peaks in the middle school years. Most bullying by students starts out verbally – teasing and put-downs – and may become progressively worse and assume physical dimensions. Bullying of any type has no place in a school setting. The Fairhaven Public Schools will work to maintain a safe and secure environment conducive to high-level learning.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school or district will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Department issues this update to reflect Chapter 86 of the Acts of 2014, which amended G.L. c. 71, §370, the anti-bullying statute, and was signed into law on April 24, 2014. G.L. c. 71, §370, as amended, requires school districts, charter schools, approved private day or residential schools, and collaborative schools to “recognize” in their bullying prevention and intervention plans that certain enumerated categories of students may be more vulnerable to being targets of bullying based on actual or perceived differentiating characteristics. Such districts and schools must also include in the plan the specific steps they will take to support these vulnerable students and provide all students the skills, knowledge and strategies they need to prevent or respond to bullying or harassment. Under the new law, school districts, charter schools, approved private day or residential schools, and collaborative schools must notify parents and guardians of targets of bullying of the availability of the Department’s problem resolution system and assist these parents and guardians in understanding the problem resolution process. Chapter 86 also addresses the data reporting and collection obligations of school districts, charter schools, approved private day or residential schools, and collaborative schools, requiring them to collect and report the following data to the Department: 1) the number of reported allegations of bullying or retaliation; 2) the number and nature of substantiated incidents of bullying and retaliation; 3) the number of students disciplined for engaging in bullying or retaliation, and 4) other information required by the Department. 3 (The Department is required to analyze the data and to issue a report annually to the legislature which contains statewide aggregated data on the nature and frequency of bullying in schools.) Additionally, Chapter 86 requires school districts, charter schools, approved private day or residential schools, and collaborative schools, to administer a Department-developed student survey at least once every four years to assess “school climate and the prevalence, nature and severity of bullying in schools.”⁴ (The Department will use survey results to, among other things, assess the effectiveness of bullying prevention curricula and instruction and identify long-term trends and areas of improvement, and will make its findings available to school officials.) The law also authorizes school districts, charter schools, approved private day or residential schools, and collaborative schools to adopt an anti-bullying seal to represent its commitment to bullying prevention and intervention.

These requirements are included in the district’s Bullying Prevention and Intervention Plan (“the Plan”), which was approved by the Fairhaven School Committee in December 2010 and revised December 2013. The Plan includes the requirements of the new law, and also information about the policies and procedures that the school district will follow to prevent bullying and retaliation, or to respond to it when it occurs. In developing the Plan, the district consulted with school and local community members, including parents and guardians.

Section 21 Chapter 76. The Fairhaven Public Schools has a school-wide education plan based on the student needs, this plan will be modified accordingly.

Coordination of workflow between student and teacher

Access to online coursework(if applicable)

Tutoring services

Additional services such as school adjustment counselor and/ or guidance counselor in conjunction with Principal (or designee) will facilitate this process

Section 21. Principals and headmasters shall ensure that students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Principals shall develop a school-wide education service plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed. Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing the education service plan, principals may seek the cooperation or input of relevant health and human service, housing and nonprofit agencies, education collaboratives, and other service providers. Any school or school district that expels a student or suspends a student for more than 10 consecutive school days shall provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service. Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

Instructional costs associated with providing alternative educational services under this section shall be eligible for reimbursement under section 5A of chapter 71B, subject to appropriation. The reimbursements shall be in addition to amounts distributed under chapter 70 and shall not be included in the calculation of base aid, as defined in section 2 of said chapter 70, for any subsequent fiscal year. Instructional costs eligible for reimbursement shall include only those costs directly attributable to providing alternative educational services under this section, such as salary of educational personnel, salary of related services personnel, costs for specialized books, materials or equipment, tuition costs, if the student is receiving services from other than the local public school, consultant costs if directly attributable to the student's instructional program and instructional costs of extended day or year services if such services are a part of the education service plan. Such costs shall be prorated as appropriate to reflect group activities or costs for part-time services. Instructional costs shall not include transportation costs, administrative or overhead costs, the costs of adapting classrooms or materials that are used by more than 1 student, the costs of fringe benefits of personnel employed by the school district, nor the costs associated with the development of the education service plan or service coordination for the student. Instructional costs associated with an education service plan shall be reported to and approved by the department and shall be reimbursed according to the formula and procedures in said section 5A of said chapter 71B.

BULLYING

Bullying and harassment are major distractions from learning. The grades of the victims can suffer. Fear can lead to chronic absenteeism, truancy, or even dropping out of school. Bystanders feel both guilty and helpless for not standing up to the bully.

the next week. Parent volunteers are always needed in this area. If you are interested in playing a part in this weekly experience, please contact the main office of your child's school.

FIELD TRIPS/STUDENT TRAVEL

Field trips and student travel are to be Massachusetts Curriculum Framework-driven learning experiences. They should provide opportunities that introduce, culminate, or enrich a theme, goal, or objective. All students going on a field trip will be required to have a parent consent form signed and returned to school. All related fundraising activities must receive prior approval from the Superintendent of Schools or his/her designee.

Field Trip – A field trip is defined as a school-sponsored extension of the classroom that involves a curriculum-related activity for students who travel to a location outside the school grounds under the supervision of one or more staff members and an approved number of chaperones for a given day. (For more information, see FPS Policy IJOA available on our district website)

Student Travel – Student travel is defined as an extension of the classroom that involves a curriculum-related activity, which extends beyond 12:00 midnight of a regular school day, any multi-day trip sponsored by a school organization which has been sanctioned by the School. (For more information, see FPS Policy JJH available on our district website)

When pupils demonstrate poor behavior and/or self-control in the classroom or within the building, they may be excluded from field trips and other school activities. This is for good order, their safety, and the safety of their classmates. Parents will be informed, in advance, of such action. Field trip bus behavior is very important. Improper bus behavior on field trips will result in disciplinary action that may include exclusion from participation in future field trips, and/or require a parent/guardian to provide transportation to and from the field trip location.

All parents chaperoning field trips, must have an approved CORI on file at the school. Since assigned chaperones are assisting with the supervision of school students during the field trip, additional children/siblings are not permitted on the field trip. All chaperones will ride the transportation provided by the school.

DISTRICT POLICIES

SCHOOL-WIDE EDUCATIONAL SERVICE PLAN

School-Wide Educational Service Plan applies to any student who is suspended or expelled from school for more than ten (10) consecutive days; whether in/ out of school. These individuals shall have an opportunity to receive educational access to services as well as accommodations as noted within IEP/504 plans to make academic progress toward meeting state and district requirements, through the school-wide service plan below.

During the period whether in/ out of school expelled or suspended, the Principal (or designee) shall ensure that the student has the opportunity to make academic progress. This opportunity includes the ability to make up assignments, homework, quizzes, exams, major projects in order to earn credits missed during the period of time in/ out of school. The plan will be individualized to the needs of each student and is developed in collaboration with Student Services, counselors and classroom teachers when applicable. Students and their parents/ guardians will be notified of the process for developing and arranging such educational services at the time of the suspension/ expulsion. These educational services shall be based on, and be provided in a manner consistent with the academic standards and curriculum frameworks established for all students under M.G.L.

Parents should expect to receive their children's progress reports on the following dates. Please note that progress report envelopes must be signed by a parent/guardian and returned to your child's teacher at the end of Term 1 and Term 2.

Grades PreK-5

Term 1 - December 14, 2026

Term 2 - March 29, 2027

Term 3 - Last Day of School

If you do not receive your child's progress report, please ask your child or call the school directly to have a new one issued. Additional school reports must be requested, in writing, to the school principal. The request to the principal must include the name, address, and relationship to the student for which a record/report is to be sent.

If concerns present themselves, midterm reports may be provided during the weeks of October 19, January 25, and May 3.

HOMEWORK/MAKE-UP WORK

Teachers believe homework is important because it teaches responsibility, organization, and encourages the practice of academic skills being taught in class. Individual grade level homework expectations will be communicated at the beginning of each school year by your child's classroom teacher. It is an expectation at all grade levels that nightly reading is a priority.

Teachers feel that parents are the key to making homework a positive experience for their children. Therefore, we ask that you make homework a priority by providing the necessary supplies and a quiet homework environment, offering praise and support, and contacting the teacher if you notice a problem.

Make-up work will be prepared by teachers after one full school day's notice following a student absence of two or more days. When unexcused absences occur due to vacations, teachers may use discretion in providing/preparing assignments.

PROMOTION/RETENTION

Decisions regarding the non-promotion of elementary students will be considered on an individual basis. This will occur at a meeting called by the elementary school principal, and will include teachers, parents, and/or support staff. Non-promotion issues may include, but are not be limited to, failure to achieve grade level benchmarks, or failure of reading and/or math for two (2) consecutive years. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the student involved. Exceptions will only be made after prior notification and explanation to the student's parents/guardians. The final decision will rest with the building principal. (For further information refer to FPS Policy IKE available on our district website)

SPECIALISTS

Students will have a specialist period of instruction once a day on a rotating schedule, which will be provided to parents at the beginning of the school year and updated as needed. Please have your child(ren) dress appropriately on physical education days and art friendly clothing (smock or old clothes) on art education days. The specialist schedule can also be found on the school's website.

LIBRARY

Students visit the library as a class each week on a designated day. Borrowed books are collected weekly, prior to going to the library. Only students who have returned books are allowed to borrow for

PROMOTING CIVIL RIGHTS AND PROHIBITING HARASSMENT, BULLYING, DISCRIMINATION, AND HATE CRIMES

The Fairhaven School District strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Fairhaven School District prohibits all forms of harassment, discrimination, and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, homelessness, age, or disability and ensures that all its students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to our School District. The District also prohibits bullying or harassment of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, homelessness, age or disability. The District will also not tolerate retaliation against persons who take action consistent with this Policy. Students who believe they have been discriminated against should contact the principal or designee. For more information please see the 'District Policy' section of this handbook.

ACADEMIC INFORMATION

STATEWIDE ASSESSMENT

The State of Massachusetts requires the administration of the Massachusetts Comprehensive Assessment System (MCAS) in all public schools. The Fairhaven Public Schools administers this test as directed by the Massachusetts Department of Elementary and Secondary Education. All elementary students in grades 3-5 participate in MCAS testing each year. Each school will communicate to families specific testing policies and schedules.

DISTRICT ASSESSMENTS

District assessments of literacy and mathematical skills are administered to all students in grades K-5 throughout the school year. The purpose of these assessments is to gain real time academic growth and progress information that informs instruction and intervention.

PROGRESS REPORTS

The elementary schools in Fairhaven use a standards based reporting system. Standards based reporting focuses on individual progress towards mastering skills and content "standards" instead of comparative grades, averages, and percentages. It is a report of what students know and are able to do at that moment in time, based on a balance of formative and summative assessments (mounting evidence). This structure serves as a record keeping system that informs instruction and encourages student reflection and responsibility for learning.

Standards Based Performance Levels *

E	Exceeds Grade Level Standard
M	Meets Grade Level Standard
P	Progressing Toward Grade Level Standard
B	Beginning to Develop Grade Level Standard
N/A	Not Yet Taught or Assessed

*Performance level is based on progress expectations at the time of reporting

4. **Summary of Investigation:** _____

(Please use additional paper and attach to this document as needed)

III. Conclusions from the Investigation:

1. **Finding:** ☒ **Yes** ☐ **No**
- | | |
|--|--|
| ☐ Bullying (Please complete Tracking Form) | ☐ Incident documented _____ |
| ☐ Harassment (Please complete Tracking Form) | ☐ Discipline referral _____ |
| ☐ Retaliation (Please complete Tracking Form) | |

2. **Contacts:**

- | | |
|--|---|
| ☐ Contacted target's parent/guardian | Date: _____ |
| ☐ Contacted aggressor's parent/guardian | Date: _____ |
| ☐ District Equity Coordinator (DEC) | ☐ Police ☐ Principal/Superintendent |

4. **Action Taken:**

- | | | | | |
|---|--|--|-------------------------------------|--|
| ☐ Loss of Privileges | ☐ Detention | ☐ STEP referral | ☐ Suspension | ☐ Community Service |
| ☐ Education | ☐ New Bedford Youth Court | ☐ Other _____ | | |

5. **Describe Safety Planning:** _____

Follow-up with Target: Scheduled for: _____ Initial and date when completed: _____

Follow-up with Aggressor: Scheduled for: _____ Initial and date when completed: _____

Signature: _____ Date: _____

Revised 6/1/13

APPENDIX A

School-Wide Rubrics

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.

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 production or written/verbal and computational explanation.	Student is able to adequately communicate the solution through production or written/verbal or computational explanation.	Student is able to moderately communicate the solution through production or written/verbal or computational explanation.	Student is not able to communicate a solution.

APPENDIX B

3. Read critically and 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 can 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.

APPENDIX C

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 languages detract from presentation.
Visual Aids	Creatively uses a variety of effective visual aids.	Use of visual aids effective.	Use of visual aids in 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.

APPENDIX D

5. Connect and 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.

APPENDIX E

6. Demonstrate respect for themselves and 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	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" 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.

Appendix F

SAMPLE BUY BACK FORM

Student Name:

Grade:

Homeroom:

Week Of:

Date	HR	Period A	Period B	Period C	Period D	Period E	Period F	Period G
	Teacher Signature	Teacher Signature	Teacher Signature	Teacher Signature	Teacher Signature	Teacher Signature	Teacher Signature	Teacher Signature

Buy Back Form:

Students must successfully complete a Buy Back form. A buy back form can be obtained in the main office **before** school. It will last 5 days. The student **MUST** follow all school rules including but not limited to: being present, being on time, participating in class, completing all assigned work and having no write ups within those 5 days. All of the students' teachers will sign/initial at the end of the 5 days to acknowledge the above has been accomplished. At the end of the 5th day, the student will return the form back to the main office at the **end** of the day and 1 absence OR 3 tardies will be made-up.

BUCKLE UP!

**A LIFESAVING MESSAGE FROM FAIRHAVEN HIGH
SCHOOL
AND THE GOVERNOR'S HIGHWAY SAFETY
BUREAU**



**MASSACHUSETTS IS SERIOUS ABOUT SAVING
LIVES !**

School Schedule

Students must be in Homeroom by 7:35.

HOMEROOM : 7:35-7:38	Day A	Day B	Day C	Day D	Day E	Day F	Day G
Period 1 7:41-8:38	B	A	A	A	A	A	A
Period 2 8:41-9:38	C	C	B	B	B	B	B
Period 3 9:41-10:38	D	D	D	C	C	C	C
Period 4 Lunch Block Your E and D class will be assigned a lunch Lunch 1- 10:41-11:06 Lunch 2- 11:11-11:36 Lunch 3: 11:42-12:07	E	E	E	E	D	D	D
Period 5 12:10-1:07	F	F	F	F	F	E	E
Period 6 1:10-2:07	G	G	G	G	G	G	F



May 26, 2026

Tara Kohler
Superintendent
Fairhaven Public Schools
128 Washington Street
Fairhaven, MA 02719

Re: **Fairhaven High School**
Elevator Modernization Study
12 Huttleston Avenue, Fairhaven, MA
H&A: 2606.01

Dear Tara,

Habeeb & Associates Architects (H&A) is pleased to submit the attached report from our Elevator Consultant, Syska Hennessey Group (SHG). SHG has provided a very thorough report on the existing elevator cab, elevator machine room equipment and elevator controls and general elevator conditions, along with their recommendations and the costs associated with the elevator modernization. As you know the existing elevator is 28 years old and SHG provided guidance and recommendations on what the Fairhaven Public Schools should consider as this project moves forward. However, H&A would like to make sure Fairhaven Public Schools are aware of the following items, some of which will impact the final cost of the elevator modernization project and would be above the budget amount shown within the SHG report and must be included to meet the current 524 CMR Massachusetts Elevator Board Regulation:

1. The new hallway call button panels will be mounted to meet the Americans with Disabilities Act and 521 CMR Massachusetts Architectural Access Board Regulations but will not be flush surface mounted. The new call button panels will protrude from the existing wall by approximately 1". This will minimize disturbance to the surrounding existing wall area. This does not have future cost impact.
2. We observed a ventilation grill inside the elevator machine room at the ceiling next to the common wall with the elevator shaft but did not observe a corresponding opening inside the elevator shaft. We will need to confirm that the observed ventilation grill from the elevator machine room does in fact connect into the elevator shaft. This is a code requirement. The mechanical drawings that were supplied to us by the Fairhaven Public Schools (sheet M-7) indicate there is an opening. If, in fact, there is no existing ventilation connection between the elevator machine room and the elevator shaft this would have additional future cost impact.
3. The existing elevator machine room lacks required air conditioning. We observed an air grill supply within the elevator machine room, but the school staff told us that the elevator machine room is always hot. This would require a Mechanical Engineer to design a new electrical air conditioning split system. These split systems require two main components. The first is the cooling coil within the room being cooled and the second is the condenser typically located on the exterior of the building. Based on the location of the elevator machine room on the ground floor the refrigerant piping could require long runs to the exterior. This item will have an additional cost impact.
4. The existing required elevator shaft ventilation is through a much smaller vent shaft the extends up from the top of the existing elevator shaft to the roof and above. The roof framing construction of this vent shaft is exposed wood framing. This does not meet the current code. The framing will require proper fireproofing or be replaced in its entirety. Also, there will be new electrical wiring required as a new vent damper must be installed at the lower opening to the vertical vent shaft.
5. The existing main electrical power to the elevator equipment will need to be upgraded to a new 3 phase power disconnect in the main electrical room. The elevator fan and light within

150 LONGWATER DR
NORWELL, MA
02061-1647

43 HARVARD ST
UPPER LEVEL
WORCESTER, MA
01609-2836

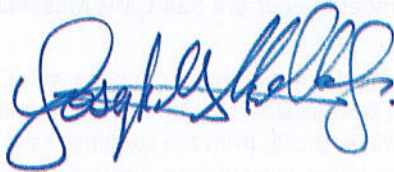
781-871-9804

the elevator cab will require a new single phase electrical power disconnect. Each of these items will have additional future cost impact.

6. There may be modifications required to the existing main Fire Alarm panel regarding the Fire Alarm Modules for the elevator. This will require an electrical engineer to investigate and provide further information. There may be a future cost impact regarding this item yet to be determined.
7. There will be new GFCI outlets required to be installed in the elevator pit and the elevator machine room. There will be a future cost impact regarding these items yet to be determined.
8. There will be a new 115 VAC outlet receptacle in proximity to the hydraulic oil tank for a new tank heater. The tank heater itself will be provided by the elevator contractor, but an electrician will need to provide and install the receptacle. This will have a future cost impact.
9. The existing elevator shaft pit ladder does not meet the current code so a new steel elevator shaft pit ladder will be required. There will be a future cost impact regarding this item.

H&A is confident that the Fairhaven Public Schools now have the information needed to help make budgeting plans for the future elevator modernization at Fairhaven High School. H&A can set up a meeting with the Fairhaven Public Schools team to review the report further to help define the scope and budget cost required to complete this project. Please do not hesitate to contact me if you have any further questions or need further assistance.

Sincerely,



Joseph G. Mello Jr. AIA
Project Manager
Habeb & Associates Architects

cc: Kevin Provencher AIA, LEED AP
Habeb & Associates Architects

Attachments: (1) Fairhaven High School Elevator Conditions Report

150 LONGWATER DR
NORWELL, MA
02061-1647

43 HARVARD ST
UPPER LEVEL
WORCESTER, MA
01609-2836

781-871-9804

habeebarch.com

Fairhaven High School

**12 Huttleston Avenue
Fairhaven, MA**



Elevator Conditions Report

PREPARED FOR:

Habeeb & Associates Architects
150 Longwater Drive
Norwell, MA 02061

BY:

Syska Hennessy Group, Inc.
10 Post Office Square, Suite 725
Boston, MA 02109

PROJECT NO:

202-PR-010456

May 8, 2026

TABLE OF CONTENTS**Section**

- I. Introduction**
- II. Codes, Laws, and Regulations**
- III. General Comments**
- IV. Existing Installation Characteristics**
- V. Summary of Elevator Work**
- VI. Outline Scope of Related Work**
- VII. Forecast of Probable Costs and Approximate Schedules**
- VIII. Appendix**
 - A. Photographs**
 - B. Buried Hydraulic Cylinders**

I. INTRODUCTION

This report encompasses field observations made of the one (1) hydraulic passenger elevator at Fairhaven High School, 12 Huttleston Street, Fairhaven, MA. Survey Conducted by Steve Connelly, Syska Hennessy Group, Inc., Vertical Transportation.

The Purpose of this study is to:

1. Evaluate the condition of the existing elevator and perform a general review of related work conditions by on-site observations.
2. Document our observations.
3. Indicate any safety and code violations or deficiencies.
4. Provide summary recommendations for upgrading or repairing the elevator equipment to best serve the immediate and future building needs and to meet new regulations.
5. Provide probable renovation costs and approximate schedule of elevator renovations.



II. CODES, LAWS, AND REGULATIONS

Codes, laws, and regulations applying to this study are as follows:

1. MGL (Massachusetts General Laws) Chapter 143, sections 62 through 71G.
2. 524 CMR (Commonwealth of Massachusetts Elevator Board Regulations) latest edition
3. 521 CMR (Commonwealth of Massachusetts Architectural Access Board Regulations) latest edition.
4. American National Standard Institute ASME A17.1-2013: Safety Code for Elevators and Escalators) with Massachusetts Modifications as found in 524 CMR Section 35.00. (Latest edition).
5. American National Standard Institute ASME A17-2004, ASME A17.1a-1997, ASME A17.1b-1998, ASME A17.1c-1999 and ASME A17.d-2000, Addenda to ASME A17.1-1996.
6. American National Standard Institute ASME A17.1 and ASME A17.1d-2002, Addenda to A17.1-2000.
7. American with Disabilities Act Accessibility Guidelines (ADAAG) latest Edition.
8. 527 CMR 12.00 (Massachusetts State Electrical Code) promulgated by the Board of Fire Prevention Regulations.
9. NFPA 70 (National Electrical Code) latest Edition.
10. All related local and national codes.

Note: In every case the more stringent will apply.

III. GENERAL COMMENTS

Please be advised that this office has concluded its review of the elevator at the Fairhaven High School. The elevator was installed in 1998 and many of the original major components are currently over 28 years old.

The review conducted did not involve any testing of the elevator systems and is based on general operation as well as general condition of areas and equipment. No covers, fixtures or modules were removed during the review.

All equipment except for miscellaneous wear and tear components are original equipment and are showing wear consistent with the age of the elevator.

According to the original contract data sheet the underground equipment for the elevator was installed with protective PVC encasement.

A. General History – In Ground Hydraulic Elevator

As general history, the inception of the hydraulic elevator occurred prior to WW II; however, it was not until the late 1940s and early 1950s that the popularity of the hydraulic elevator soared. It was considered an economical alternative to the standard overhead or basement traction elevator. Direct acting hydraulic elevators are raised by forcing pressurized oil through a valve into a steel cylinder located underground. The pressure forces a piston to rise, lifting the elevator platform and car enclosure mounted on it. The car is lowered, braked, and stopped by opening the valve and allowing the weight of the car to force oil from the cylinder in a controlled manner. Since the weight of a hydraulic elevator car is borne by the piston, there is no need for structural framework or load-bearing rails as is necessary for the traction elevator.

A few major elevator companies apparently were initially reluctant to incorporate the hydraulic in-ground design due to the belief that the hydraulic elevator was not as inherently safe as a traction elevator since it contained no safety or braking device. Based on demand; however, the hydraulic elevator became very popular due to its very design and cost effectiveness.

B. Current Events – Hydraulic Elevators

Over the past twenty years and more specifically the last ten years it has been confirmed that the underground environment presents several potential problems to hydraulic cylinders. Alkalines, sulphur, salt, electric current and other chemical agents contained in the soil and groundwater surrounding the cylinder may cause the cylinder to corrode. As the corrosive effects on underground cylinders have become known, elevator companies have been developing various methods and devices designed to control cylinder corrosion. Some cylinders have been covered with tapes and other coatings. Cathodic protection utilizing an anode or impressed current has been developed, and some cylinders have been enclosed by PVC (Polyvinyl Chloride).

[Note: In 2003, PVC became a requirement under A17.1 national elevator code for all new installations and/or replacement of existing equipment. Prior to that time, the installation of PVC was not a mandated or common practice.]

The utilization of PVC potentially inhibits corrosion and deters rapid deterioration of the cylinder. While these improvements extend the useful life of hydraulic cylinders, it is, nevertheless, impossible to know with certainty the condition or remaining useful life of a hydraulic cylinder located beneath the ground.

Hydraulic jacks and buried piping of hydraulic elevators have the same inherent risks of corrosion from water or electrolysis that occurs to any metal that is underground. The inability to detect such corrosion prior to the development of leaks causes such a cylinder to carry with it certain risks associated with hydraulic fluid (oil). These risks include both environmental contamination and possible catastrophic failure by allowing the fluid to escape rapidly causing the elevator car to descend in an uncontrolled manner with a risk of injury as well as property damage and environmental problems.

Although the elevator at this site was installed with PVC protection, as noted, after twenty-eight years, there is no way to fully confirm the condition of the in-ground equipment. Full replacement along with new PVC may be a strong consideration for this project and should be considered.

C. **Elevator Control Systems**

The elevator control system is original 1998 (based on drawing detail). There have been considerable advancements in controller equipment since the design of this controller both in safety as well as operability and response. Complete replacement is required.

It is our understanding that the elevator does not operate on emergency power. With the new controller, the intent is a battery lowering control system which, upon loss of power, the elevator will lower to the bottom landing and open its doors to release any passengers. The doors will then shut. The elevator will remain at the landing until power is returned to the elevator.

D. **Elevator Power Unit**

The elevator power unit which contains the motor, pump, muffler, and all related components is original 1998 equipment. Recommend the entire power unit including the tank and oil should be replaced.

It is our understanding a new valve was installed in March 2026.

E. **Door Operation**

When attempting to provide better and more prompt elevator service for any building, it should be recognized, when an elevator system performs its task of vertically transporting passengers, that one-half of the time an elevator is actually standing still while it is opening and closing doors and transferring people.

The most frequent causes of elevator breakdown occur at the point where passengers are most frequently exposed to the system; that is, at or near the doors and associated mechanisms. Coupled with age of the systems, reliability cannot be expected on a long-term basis.

It appears that the existing maintenance provider has been attentive in replacing miscellaneous door system parts; however, dependable door operation, again due to its age and the hard use over the years, is difficult to consistently achieve.

The entire door operating system on the elevator as a whole shows wear and should be completely replaced. The existing door operating systems are no longer in reliable condition due to age. It is recommended that complete new door operating systems be installed. This would include a high-speed door operator, new car door panels, new landing doors, new hangers and tracks, new interlocks, car door restrictor, and door closer. Included also will be door retainers which are a new code requirement to prevent displacement of hoistway doors.

The elevator doors are equipped with an infra-red electronic door protection system. It is strongly recommended that the car door be upgraded with a curtain of direct infra-red beams which beam 'green' on open, 'flashing red' on closing and steady 'red' on close which generally reduces the potential of liability and provides the most enhanced doorway protection to the user. Nudging, which 'pushes' a rider to either enter or exit the elevator will not be activated on this elevator. Should a person be utilizing crutches or in a wheelchair, nudging can prove to be a liability since it disables the electronic edge and proceeds to shut the door at slow speed. A buzzer is also available which will remain active for an alert to the passenger to proceed quickly with entering or exiting the elevator.

The door system on the elevator has been in operation from original installation. Over the years due to wear and tear, the door welds have begun to wear. To attempt to reuse the doors as well as to refortify and redrill same to incorporate a new door operator and new related door equipment will result in an equally costly product were new doors actually installed.

It is recommended that at the time of modernization all landing door panels and car door panels be replaced. The car door will be furnished in satin stainless steel. These new landing doors will be furnished satin stainless steel. The existing frames shall be retained and wrapped in satin stainless steel.

F. Americans with Disabilities Act

The United States Congress has passed landmark legislation designed to improve access to public accommodations and commercial facilities for people with disabilities. Known as the Americans with Disabilities Act, or ADA, it has potential for far reaching impact on building owners. The ADA is not a building code; rather it is a civil rights act. Building owners found to be in violation might be required to

compensate an injured party, correct non-conformance, and be subjected to fines up to \$50,000 for the first violation and \$100,000 for subsequent violations.

The Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities (ADAAG) was produced by the US Architectural & Transportation Barriers Compliance Board and originally published on July 26, 1991.

The elevator is in limited conformance with ADA regulations. Door operation due to wear and age of the equipment results in continual maintenance tasking of the doors to be adjusted to meet code established timing criteria. There was variation in compliance with the landing door speed and closing time.

Replacement of all door equipment, door operator and door panels will allow adjustments and door operation to be consistent and in conformance with code.

The hall fixtures are not mounted at MA ADA height. New fixtures, serial linked to the new controller, will be installed. All fixtures will be mounted at required code height.

The car operating buttons are at the ADA required height. The new car operating panel will also meet all ADA requirements.

G. Fire Emergency Requirements

After several fire disasters occurred in high-rise buildings during the sixties with considerable loss of human life, the role of elevators in multi-storied buildings became a great concern to regulatory bodies. The emphasis being then, as well as today, that the public should not ride elevator equipment during fire emergencies, but rather be evacuated from the shaft (a natural flue for smoke and gases) as quickly as possible. A second concern was to enable the firefighter to reach a fire in a high rise building promptly. With these objectives in mind, regulations and codes were created both locally and nationally to enable elevators, both high rise and low rise, to respond to this need.

As experience grew within the elevator industry, there were many changes that became necessary to ensure the safety of both the public and the firefighter. The intention of the changes listed in regulation was to standardize the many variations of fire emergency service and not to do this would jeopardize the life-safety of the fire fighter.

The implementation of this regulation required a visual and audible signal in each elevator with a "Call Cancel" button, a "Door Open" and a "Door Close" button and a three-position key switch marked "OFF," "HOLD," and "ON." In addition, a three-position key switch was to be installed in the hall at the main floor marked "BYPASS," "OFF" and "ON."

Current national code was again revised in 2000 which includes a mandate for the hall key switch to be changed from "Bypass" to "RESET", "OFF" and "ON". This requires

a mis-firing smoke detector to be repaired rather than being bypassed. A visual signal is also required at the hall key switch. Another change which occurred in 2004 National Code is the requirement of a Firefighters' locked panel in the car operating panel as well as specific instructions located within the cover of the box along with instructions located at the hall firefighters' key switch.

The elevator includes Firefighters' Service incorporating up to 1996 Code Standards which, upon a fire event, the elevator will automatically lower to the designated or alternate floor level.

When the elevator is updated, it will contain all current features including the latest incorporation of 'flashing' Firefighters' Hat. This flashing hat warns the firefighter of a smoke/fire event in the elevator machine room.

H. Cab and Fixtures

When such components as door operators are replaced along with car door operating parts including car door hangers, tracks, and clutches, it is necessary to completely remove the car doors. Since field labor is the same, or even sometimes less, when complete new car doors, pre-drilled and properly reinforced are installed, the actual additional material cost usually adds very little to the overall costs as compared to reusing existing car doors.

With the requirement for new components and based on the age of the equipment, replacement of all doors is a highly recommended approach.

When work is performed on landing doors, hoistway landing control systems, hoistway wiring including traveling cables, terminal slowdown and other limit switches, labor is most efficient when an open platform is available as a working surface.

In consideration of this fact, it is most practical to entirely strip off the existing car enclosure including walls, returns and dome and install a new cab of practical materials, using comprehensive fixtures which combine all the accessibility, communication as well as emergency controls in a vandal resistant design.

With the cab removed from the platform, this platform can then be utilized as a working surface as the hoistway equipment and doors are replaced. This also allows easier access to all hoistway switches for full adjustments. This results in an efficiency in labor as well as increased safety to the elevator contractors.

It is recommended that new fixtures be incorporated in the new cab. These will be a vandal resistant, ADA compliant car operating station without any plastic buttons or plastic lenses. Digital car position indicator, compatible with the new car operating panel design, will be installed.

New hall push button fixtures will be installed with non-plastic buttons which are heavy duty, vandal resistant, ADA compliant design.

The phone is located behind a panel. When the elevator is modernized, the car operating panel will be replaced, and the emergency phone will be accessible by push button directly on the panel. (It is the responsibility of the owner to provide a dedicated telephone line in the machine rooms)

I. **Elevator Pit**

Pit steel and buffers will be retained, cleaned, and repainted.

As previously addressed, the underground equipment was installed with PVC protection. It will be further discussed if the full replacement of the underground jack equipment and installation of new PVC would be the selected plan for the modernization of the elevator.

If it is determined the in-ground jack is to be replaced, the pit buffers will be replaced.

New packings are recommended.

Currently the elevator does not contain a pit rupture valve which is required to be incorporated in the pit pipeline. This unit, should there be a rapid release of oil at the jack, would have the ability to limit the rapid discharge. This valve is code required.

There is no 'pit bucket' which is utilized for the collection of oil seepage from the packing. Recommended is an oil recovery unit which will automatically pump any oil residue directly from the jack head back to the hydraulic tank.

The existing pit ladder is not in accordance with code. New pit ladder is required.

J. **Miscellaneous**

Car Top Inspection Station: This station allows the elevator technician to operate the car on inspection service while riding on the car top. This station is recommended to be replaced and all safety features be aligned with current code. The new station will be fully integrated with the new controller.

Hoistway wiring and traveling cable: All wiring and traveling cable is original equipment and will be replaced and serial linked to the new fixtures with the new controller.

L. **New Code Requirements**

The new landing doors will be equipped with the following:

- Retaining devices which limit the potential of the doors being pushed into the hoistway.

- Doors shall be equipped with emergency exit keyholes to be utilized by MA Elevator Licensed technicians and Firefighters as emergency evacuation of a person entrapped in the elevator. Access by way of the keyhole can be conducted at any landing.

Telephone line monitoring system: A device will be located at the main landing in the hall push button station which monitors the operability of the dedicated phone line. This function occurs automatically each day. Should there be a failure of the phone line, a buzzer shall sound, and the indicator jewel shall light. The buzzer can be temporarily keyed off but will reactivate upon continual failure of the phone line.

M. **General**

Maintenance is being performed by the elevator maintenance company in accordance with general industry standards which is maintaining a level of dependability of elevator operation. Most of the issues on the elevator is the direct result of age.

N. **Conclusion**

The decision facing owners of older elevator systems is not an easy one. As a system ages and eventually becomes obsolete, parts are no longer available. The potential for failures and entrapments accelerates and modernization is the logical option.

It is further recommended, if feasible, that the modernization project on the elevator not be completed in stages but be completed in the recommended entirety. The recommended approach is a full modernization to ensure full compatibility of all equipment.

In conclusion, complete modernization of the elevator is warranted.

IV. EXISTING INSTALLATION CHARACTERISTICS

In the following table, general data is provided on the elevator system, as existing:

State I.D. #:	94-P-44
Type:	Hydraulic
Use:	Passenger
Controller:	Dover Elevator
Installation Date:	1998
Rated Capacity:	3500 Lbs.
Rated Speed:	125 fpm
Floors Served:	G,*1, 2
Stops/Openings:	3 Front
Operation:	Simplex
Machine Type:	Power Unit
Machine Location:	Level G
Control Logic:	Selective Collective
Door Operator Model:	Dover
Door Protection:	Infra-Red
Guide Type:	Roller Guide
Hall Lanterns:	Yes
Car Traveling Lanterns	No
Hall Position Indicator	Yes
Hall Directional Indicator	Yes
Firefighter's Service:	1996
Emergency Power:	No
Cab Emergency Phone:	Behind Panel
State Test Date:	10/10/2025
Certificate Expiration:	10/31/2026



syska.com

See Attached

Page 13 of 23

Elevator Modernization - Summary of Recommended Work

Owner/Property Manager

Fairhaven High School

Project

Elevator Modernization

Location

12 Huttleston Avenue

Reviewer

Syska Hennessy Group, Inc.

Component	Replace and/ or Install New	Retain & Refurbish	Comments
Power Unit	x		New To Be Provided
Valve	x		New To Be Provided
Motor	x		New To Be Provided
Pump	x		New To Be Provided
Replace Hydraulic Oil	x		New To Be Provided
Motor Soft Starter	x		New To Be Provided
Controller & Selector	x		New To Be Provided
Machine Room Wiring	x		New To Be Provided
Sling and Platform		x	Refurbish and Retain
Roller Guide Assemblies		x	Refurbish and Retain
Cab, Complete	x		New To Be Provided
Cab Flooring	x		New To Be Provided
Car Operating Station	x		New To Be Provided
Car Position/Direction Indicator (Digital Design)	x		New To Be Provided
Car Doors	x		New To Be Provided
Car Door Closed Loop Operator	x		New To Be Provided
Car Door Clutch	x		New To Be Provided
Car Door Rollers, Gibs, Misc Components	x		New To Be Provided
Car Tracks and Hangers	x		New To Be Provided
Hoistway Doors Wrapped in Stainless Steel	x		New To Be Provided
Door Frames-Wrap in Stainless Steel		x	New Wrap To Be Provided
Hoistway Door Spirators	x		New To Be Provided
Hoistway Door Hangers and Tracks	x		New To Be Provided
Hoistway Hanger Rollers, Gibs, Misc Components	x		New To Be Provided
Interlocks & Interlock Wiring	x		New To Be Provided
Hoistway Door Retaining Devices	x		New To Be Provided
Traveling Cables and Hoistway Wiring	x		New To Be Provided
Hall Buttons	x		New To Be Provided
Lobby Digital Position/Direction Indicator - Main Landing	x		New To Be Provided
Direction Indicators- Other Landings	x		New To Be Provided
Car Top Inspection Station	x		New To Be Provided
Car Top Safety Railing	x		New To Be Provided
Code Complaint Firefighters' Service	x		New To Be Provided
Emergency Communication	x		New To Be Provided
Phone Line Monitoring	x		New To Be Provided
Battery Lowering	x		New To Be Provided
Two Way Voice Communication in Accordance w/ Code	x		New To Be Provided
Hydraulic Equipment (Cylinder & Piston)	x		New To Be Provided
Pit Rupture Valve	x		New To Be Provided
Oil Recovery / Scavenger Tank	x		New To Be Provided
Pit Ladder	x		New To Be Provided

ADDITIONAL COMMENTS

Full Modernization Recommended.

VI. RELATED WORK**A. General Outline of Recommended and required related work:****1. Electrical****a. New properly grounded 3-Phase heavy duty power disconnect.**

- 1) Contacts shall allow proper differentiation between manual power shut down and actual power loss. For proper battery lowering operation, auxiliary contact is required in the main power disconnect.

- a) Contacts shall be U.L. approved and located in the disconnect.

b. New fused single phase for car lights and car fan.**c. New energy efficient LED lighting in machine room and pit area.****d. New GFCIs in machine room and pit.****e. Ensure dedicated telephone line is located in machine room for emergency telephone.****f. Machine room 115 VAC receptacle in proximity of tank for new tank heater (tank heater by Elevator Contractor)****g. Electrical connections for new air conditioning unit in machine room.**

- 1) Wall mounted thermostat.

h. Electrical connections for new mechanical damper in hoistway.**i. New addressable fire alarm modules shall be required for elevator's updated Firefighters service features.**

- 1) 'Flashing' Firefighters' Hat module required.

- 2) Recommend existing fire alarm modules be replaced for compatibility of modules.

- a) Designated Recall Level.

- b) Alternate Recall Level.



- 3) An additional fire alarm module is also required in the Machine Room to power the new hoistway mechanical damper on building alarm.

2. Mechanical

a. Hoistway Ventilation

- 1) Existing hoistway vent extends above the top of hoistway through a vertical shaft which continues above roof line. There is exposed wood at the top of hoistway side of the vent which should be properly fire rated. In addition, the vent is an open louver.
 - a) It is to be noted due to the location of the existing vent, access to same is limited. Recommended is a new energy efficient damper system installed at the top of the hoistway.
- 2) New Power closed ventilation is opened under the following conditions:
 - a) By an approved automatic thermostat designed to open at a temperature of not more than 90 degrees.
 - i. Thermostat shall be located in machine room.
 - b) By a building alarm system.
 - c) In the event of a power failure.

b. Machine Room Ventilation

- 1) Owner to confirm if existing vents directly to hoistway.

c. Machine Room Air Conditioning:

- 1) Machine room is warm.
- 2) Machine room split unit air conditioning system and condensing unit should be considered to ensure the machine room temperature never exceeds 90 degrees.

3. Miscellaneous Items

- a. Repair machine room door. Install missing door latch assembly face plate.

- b. Remove smoke detector at top of hoistway.

VII. FORECAST OF PROBABLE COST AND APPROXIMATE SCHEDULE

Modernization of Hydraulic Passenger Elevator	
Cost and Schedules	
Budget Cost	\$360,000.00*
1. Engineering and submission of drawings for approval (lead-time for fabrication & delivery (full Modernization))	26 Weeks
2. Field installation - Approximate out of service time - Elevator	12 Weeks

* Budget shown for the elevator modernization is a rough order of magnitude and is provided for general discussion purposes only and is based on project of comparable scope and complexity. Budget does not include any related mechanical and electrical work on elevator and changes include one (1) year warranty period on the elevator modernization. Completion of work and

* This estimation for the elevator modernization is based on data provided by the Department of Public Safety.

VII. FORECAST OF PROBABLE COST AND APPROXIMATE SCHEDULE**B. Modernization of Hydraulic Passenger Elevator****1. Costs and Schedules**

Budget Cost	\$360,000.00*
-------------	---------------

2. Engineering and submission of drawings, time for approvals, lead-time for fabrication & Delivery (Full Modernization)	36 Weeks
--	----------

3. Field installation – Approximate out of service time- Elevator:	12 Weeks**
--	------------

** Budget pricing for the elevator modernization is a rough order of magnitude and is provided for general discussion purposes only and is based on projects of comparable scope and complexity. Budget does not include any related mechanical and electrical work in elevator area. Budget includes one (1) year warranty/maintenance after Substantial Completion of each unit.*

***Time estimation for the elevator, includes acceptance testing conducted by the Department of Public Safety being conducted on overtime.*

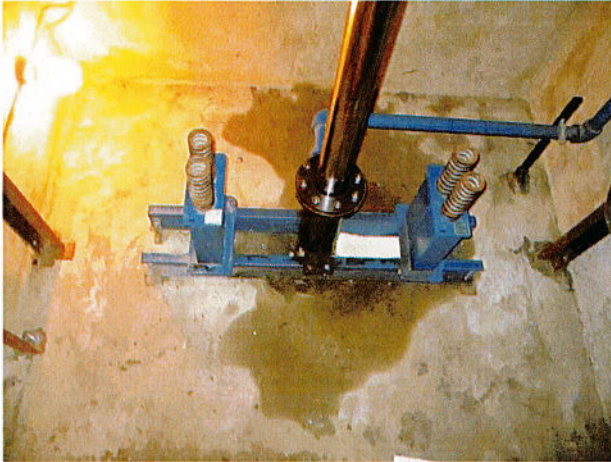
VIII. APPENDIX

A. Photographs

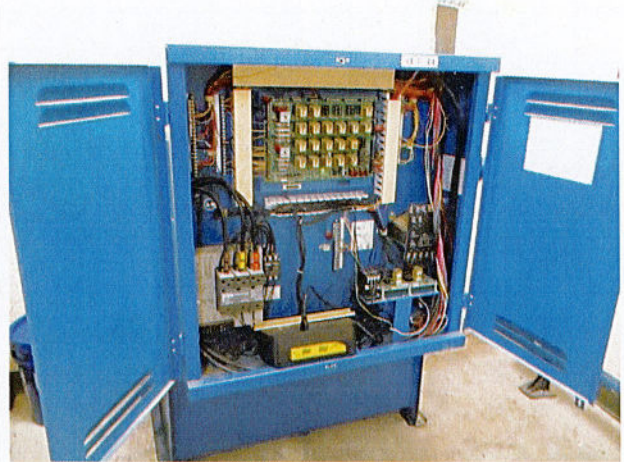
B. Buried Hydraulic Jack Units



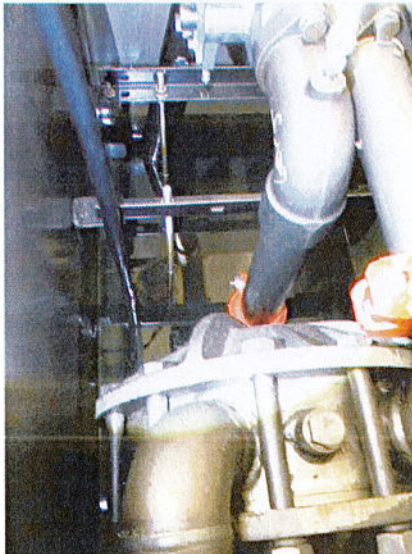
Original jack unit. The underground equipment was installed with PVC protection. It will be further discussed if the full replacement of the underground jack equipment and installation of new PVC would be the selected plan for the modernization of the elevator.



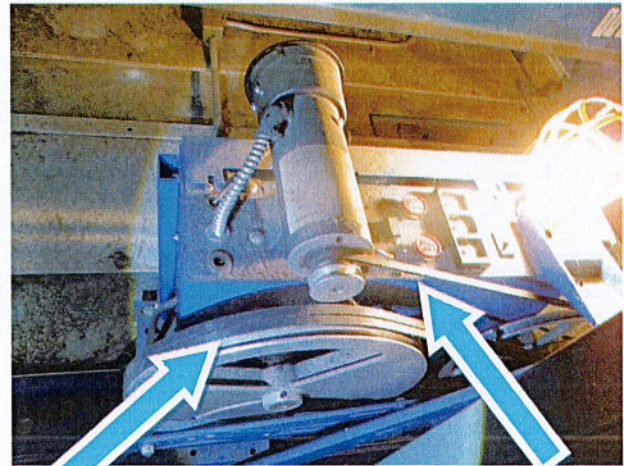
Controller is original equipment and does not contain current code safety features.



Original power unit. Replacement is recommended.



Existing car door operator is worn. New car door operator is recommended.



Install missing belt.

Replace worn drive belt.

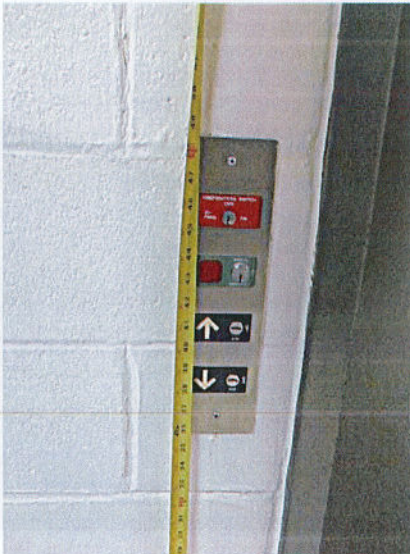
Entrance frames and sills will be retained. Frames to be wrapped in satin stainless steel.



The cab is in fair condition. New cab is recommended.



Typical Landings. Buttons are to be Center Lined at 42". Not all Fixtures are in Compliance with MAAB.



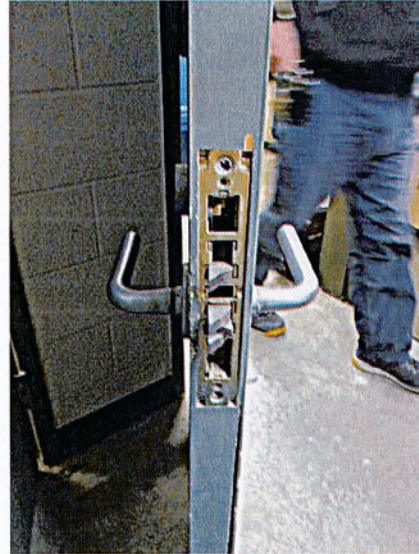
Emergency Phone Located Behind Service Cabinet. New Phone to Be Located in New Car Operating Panel Activated by Button Directly on Panel.



Owner to confirm if existing vents directly to hoistway.



Repair machine room door. Install missing door latch assembly face plate.



Existing hoistway vent extends above the top of hoistway through a vertical shaft which continues above roof line, there is exposed wood at the top of hoistway side of the vent which should be properly fire rated.



Exterior view of hoistway vent.



Remove smoke detector at top of hoistway.



B. Buried Hydraulic Jack Units

Hydraulic jacks and buried piping of hydraulic elevators have the same inherent risks of corrosion from water or electrolysis that occurs to any metal that is underground. The inability to detect such corrosion prior to the development of leaks causes such a cylinder to carry with it certain risks associated with hydraulic fluid (oil). These risks include both environmental contamination and possible failure by allowing the fluid to escape rapidly; causing the elevator car to descend in an uncontrolled manner with a risk of injury as well as property damage.

Regular monitoring of the oil in the hydraulic reservoir tank can detect oil loss-but that is all it can do. The Office of Public Safety has mandated that an oil check chart be posted in the elevator machine room for each in-ground hydraulic elevator. Any unaccounted loss of oil of two gallons (previously it was five or more gallons) must be reported to the State with specific testing procedures then conducted on the equipment. The oil check charts at this location do not indicate any current oil loss.

The decision facing owners of older hydraulic elevators is not an easy one. The potential for failure exists. In addition, verifying the absence of corrosion on the exterior walls of the cylinder is impossible unless the cylinder is removed from the ground and properly inspected. The cylinder is inside an underground casing that is as deep as the piston is long. Older cylinders may be virtually as good as new, or badly corroded and nearing failure. The only way to confirm the condition of the cylinder is to pull it out of the ground and examine it.

Another condition at the time of underground jack replacement, due to no fault of the elevator contractor, there are unforeseen, associated cost variables when a hydraulic cylinder is removed. There have been occasions when the casing itself has disintegrated, and it collapses. The casing may also be too narrow to incorporate a new PVC liner. In cases such as this, there would be the requirement to redrill the hole and install a new casing in order to complete the installation of the PVC liner, cylinder, and piston.

In the event that re-drilling of the existing hole is required due to any unforeseen condition beyond the capabilities of the standard industry practice, this additional redrilling work, removal, and disposal of the drilling debris, due to the variables associated with the costs, will be a separate cost to the contract.

As noted, the existing jack unit has been incorporated with PVC. There have been no studies on the effective life term of PVC. Based on this, consideration of replacement of the entire jack system and incorporation of new PVC is a recommendation.

Elementary Handbook Revisions (2026-27)

The following changes were made to the Parent/Student Elementary Handbook for 2026-2027

Page	Change / Revision
1	Updated listed of School Committee members
9	Updated language on how to find online menus
11	Updated residency language to reflect School Choice program
13 (#7)	Add note about pets at extracurricular activities
13 (#9-11)	Changed from "suspension" to "disciplinary action."
14 (#12-13)	Changed from "suspension" to "disciplinary action."
14 (#14)	Updated language
14 (#22)	Changed from Dept. Social Services to DCF
19	Updated end-of-term dates
28	Updated language to reflect new regulations
34	Changed district's 504 Coordinator to Mar Balestracci

FAIRHAVEN PUBLIC SCHOOLS



PARENT/STUDENT ELEMENTARY HANDBOOK

2026-2027

EAST FAIRHAVEN SCHOOL 508-979-4058

LEROY L. WOOD SCHOOL 508-979-4073

FAIRHAVEN PUBLIC SCHOOLS 508-979-4000

www.fairhavenps.org

Fairhaven School Committee

Nicole Pacheco, Chairperson

Erik Andersen, Vice Chair

Donna McKenna

Kelly Ochoa

Michael Sherman

Fairhaven Public Schools
Elementary School Student Handbook 2025-2026

TABLE OF CONTENTS

DISTRICT VISION, MISSION STATEMENT AND CORE VALUES.....	4
EVERY STUDENT SUCCEEDS ACT.....	4
GENERAL INFORMATION.....	5
SCHOOL HOURS.....	5
BREAKFAST PROGRAM.....	5
MORNING DROP OFF.....	5
AFTERNOON PICK UP.....	6
ABSENT FROM SCHOOL.....	7
TARDY FOR SCHOOL.....	8
DISMISSED FROM SCHOOL	8
COMMUNICATION.....	8
DISTRICT/SCHOOL WEBSITE.....	8
SCHOOL CANCELLATIONS.....	8
SCHOOL MEAL PROGRAMS.....	9
BREAKFAST PROGRAM.....	9
LUNCH.....	9
NUTRITION GUIDELINES.....	9
FUNDRAISING.....	9
HEALTH AND WELLNESS.....	9
HEALTH RECORDS/PRESCRIPTION MEDICATIONS.....	10
IMMUNIZATION REQUIREMENTS	11
ILLNESS.....	11
SCHOOL REGISTRATION INFORMATION.....	11
STUDENT RESIDENCY.....	11
SCHOOL ATTENDANCE AREAS.....	11
BUS TRANSPORTATION.....	12
HOMELESS STUDENTS.....	12
INITIAL ENTRANCE AGE.....	12
KINDERGARTEN SCREENING.....	12
HOMEROOM ASSIGNMENTS.....	12
EMERGENCY PROCEDURES.....	12
EMERGENCY/HEIGHTENED DISMISSAL.....	12
EXPECTATIONS.....	13
SCHOOL EXPECTATIONS.....	13
CLASSROOM EXPECTATIONS.....	14
CLASS CELEBRATIONS.....	14
DRESS STANDARDS.....	15
CAFETERIA.....	15
PLAYGROUND.....	15
BUS.....	15
ELECTRONIC DEVICES AND CAMERAS.....	15

COMPUTER USER POLICY AND CONTRACT.....	16
SUSPENSIONS.....	16
DISCIPLINE AND STUDENTS WITH DISABILITIES.....	17
CIVIL RIGHTS, HARASSMENT, BULLYING, DISCRIMINATION, AND HATE CRIMES.....	18
ACADEMIC INFORMATION	18
STATEWIDE ASSESSMENT.....	18
DISTRICT ASSESSMENTS.....	18
PROGRESS REPORTS.....	18
HOMEWORK/MAKE-UP WORK.....	19
PROMOTION/RETENTION.....	19
SPECIALISTS.....	19
LIBRARY.....	19
FIELD TRIPS/STUDENT TRAVEL.....	20
DISTRICT POLICIES	20
SCHOOL-WIDE EDUCATIONAL SERVICE PLAN.....	20
BULLYING.....	21
PHYSICAL RESTRAINT AND TIME OUT PROCEDURES.....	28
STUDENT RECORDS.....	30
VIDEOTAPING/PHOTOGRAPHING/WEBPAGE PUBLISHING.....	30
ALCOHOL, TOBACCO, AND DRUG USE.....	32
EQUAL EDUCATIONAL OPPORTUNITY.....	32
APPENDIX	
DISCIPLINE AND STUDENTS WITH DISABILITIES	
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)	
PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)	
FEDERAL CIVIL RIGHTS LAWS AND DISTRICT COORDINATOR INFO	

DISTRICT MISSION STATEMENT

The Fairhaven Public Schools, in partnership with families and the community, will ensure high-level learning for all children in a safe environment, so each may become independent, productive, and successful.

District Goals

TEACHING AND LEARNING

To improve learning outcomes for all students by implementing high-quality, culturally responsive, inclusive core instruction, curriculum, and professional development aligned with Universal Design for Learning (UDL), Profile of the Learner (POL) and Social and emotional (SEL) practices.

CLIMATE, CULTURE AND COMMUNICATION

To develop and implement a clear and cohesive communication plan at the school and district levels, accessible to all.

COMMUNITY AND FAMILY ENGAGEMENT

To foster a district culture that is collaborative, inclusive, accessible, and welcoming to all.

DISTRICT OPERATIONS

To ensure current building conditions are safe, accessible, and sustainable by implementing a Long Range Facilities Plan (5-year).

EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) is an opportunity to take stock of Massachusetts' policy framework. While in many respects ESSA rebalances the federal-state relationship, the reauthorized Act largely continues Congress' interest in ensuring that the nation's investment in elementary and secondary education is in service of our most vulnerable youth. The Every Student Succeeds Act removes the highly prescriptive, one-size-fits-all Adequate Yearly Progress (AYP) metric that existed under the No Child Left Behind (NCLB) version of the Elementary and Secondary Education Act. Nonetheless, the reauthorized act maintains the requirement for statewide assessment in reading/English language arts and Mathematics in grades 3-8 and once in high school as well as in science once each in the following grade spans: 3-5, 6-8, and high school.

In addition, ESSA requires states to:

- set progress measures and long-term academic and graduation goals for all students as well as for each group of students, with greater progress expected for groups that are further behind;
- report annually on school and district progress and achievement toward those goals;
- identify and intervene in the lowest performing schools; and
- evaluate and report the degree to which "low income and minority students... are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

GENERAL INFORMATION

SCHOOL HOURS

K-5 School Day

8:40 a.m. - 2:50 p.m.

School doors will open to students at 8:25 a.m. Students should not arrive at school for the regular school day before 8:25 a.m. as there is no supervision before this time.

K-5 Early Release

8:40 a.m. - 12:00 p.m.

Preschool AM session (3 year olds)

Monday-Thursday 8:40-11:10 a.m.

PreK PM session (4 year olds)

Monday-Friday 12:00-2:30 p.m.

BREAKFAST PROGRAM

A student being dropped off to attend the breakfast program (eating the school provided breakfast) must arrive at or after 8:15 a.m. and before 8:40 a.m. to participate. There is no supervision before 8:15 a.m. Bus riders may go directly to breakfast from bus drop off in the morning to participate.

MORNING DROP OFF PROCEDURES

EAST FAIRHAVEN DROP OFF ONLY

TIME: 8:25-8:40 a.m.

- Parents who drive their children to school may drop them off at the front drop off lane; between 8:25 & 8:40 a.m. Students will be allowed into the school beginning at 8:25am. Arrivals before 8:25 are not allowed, as direct supervision is not provided. If before school care is needed, please inquire about the Champions program.
- Please pull your car all the way up to the end of the drop-off lane so that other cars may pull in behind. This will ensure that cars do not back out onto the street.
- If you are walking your child to the fence, please park in the parking lot and cross over to the sidewalk by using the crosswalk.
- Please stay in your car while unloading your children and please avoid letting them out of your car on the driver side.

WOOD SCHOOL DROP OFF ONLY

TIME: 8:25 a.m. to 8:40 a.m.

Parents of students in Grades K-5 who will be dropping children off at Wood must adhere to the safety procedures outlined below and choose from the following options:

Option 1: Drop off in "The Chute"

- The access road in front of the building is called "The Chute."
- This is a rolling drop-off zone. Parents are to remain in their cars to keep the traffic moving.
- Vehicles form a line in the chute and wait their turn to let children exit near the main entrance.

- All students are to exit from the **passenger side** of their vehicle onto the sidewalk **in the area between the main entrance and the STOP SIGN**. Allowing students to exit vehicles on the driver's side is strictly prohibited.
- Parents should pull as far forward as possible before letting children out of the vehicle. This helps to prevent gaps between cars.
- To expedite the drop off process, goodbyes should take place in the car.
- Students should be able to exit vehicles without the help of parents - If you need to retrieve your child's bags or help them get dressed, please park in the lot.
- There is **NO PASSING** of other vehicles while in the chute. For the safety of all children, parents must wait to move forward in the line of traffic.

Option 2: "Park and Walk"

- Parents will park in the main lot and walk students to the crosswalk near the main entrance.
- Students **MUST** be accompanied by an adult all the way to the crosswalk. Do not allow children to exit parked cars and maneuver through the lot alone.
- Allowing children to exit cars in the lot without parking is strictly prohibited.
- School personnel will supervise the crosswalk and will wait for a safe moment to cross students to the main entrance.
- If no school personnel is at the crosswalk, please escort your child to the main entrance.

***All families, daycare providers, and visitors should follow the entrance, dismissal, and parking procedures communicated by each individual school in order to maintain the safety of the students and staff. Thank you for your assistance in enforcing these guidelines and ensuring the safety of our students at all times.**

AFTERNOON PICK UP PROCEDURES

EAST FAIRHAVEN - AFTERNOON PICK UP ONLY

TIME: Approx. 2:50 p.m.

- Students who will be picked up at the end of the day must provide a note to their homeroom teacher. This is required for all students. For weekly or yearlong pickup arrangements, a blanket note will suffice if it is not noted on the Transportation Form. Any changes to that form, daily or otherwise, must then be in writing.
- Afternoon dismissal begins at 2:50 p.m. Parents of Kindergarten students will need to greet their child and sign them out at the side door under the overhang by the circular drive. Parents of students in gr. 1-5 can pick up their children at the back door by the cement wall near the big toy play area.
- Authorized adults picking up students will need to park in the parking lot and cross over to the sidewalk by **using the crosswalk** and walk to the designated areas to pick up students.
- Any changes to transportation, daily or otherwise, please call the office no later than 2:00pm.
- There will be no parking near the playground.

WOOD SCHOOL AFTERNOON PICK UP ONLY

TIME: Approx. 2:50 p.m.

- Parents picking up children should arrive prior to 2:50 PM and park in the main lot. Parking in the entry and exit lanes is prohibited.
- Parents should wait on the parking lot side of the black fence in front of the school.
- Signs with the names of each teacher, sorted by grade level, will be attached to that fence. Parents should gather near the sign for their child's teacher. If picking up children from multiple grade levels, parents should stand near the sign of the youngest student's classroom.
- Teachers will escort the students to the front of the building and dismiss each child to their parent or another authorized adult.
- Students may sometimes be dismissed by a staff member other than their teacher. For that reason, parents should always be prepared to show a valid ID.
- Students will not be dismissed to individuals who have not been authorized for pick up.
- **Any changes in dismissal procedures for your child need to be communicated to the main office no later than 2:00 PM.**
- To ensure a safe and efficient dismissal process, all parents and family members, including siblings from other schools, should stay behind the fence until dismissal has concluded.

Students who ride a bus will be loaded onto their assigned bus by a staff member each day.

***All families, daycare providers, and visitors should follow the entrance, dismissal, and parking procedures communicated by each individual school in order to maintain the safety of the students and staff. Thank you for your assistance in enforcing these guidelines and ensuring the safety of our students at all times.**

ABSENT FROM SCHOOL

If your child is going to be absent from school, you must call the main office of your school to report the absence by 9:30 a.m. The telephone number for each school is listed on the front of this handbook.

A student absence may be considered excused for the following reasons:

- Illness or injury that prevents the student from attending school verified by a physician's note
- Bereavement in family
- Weather so inclement as to endanger the health of the child (per authorization of the Superintendent of Schools)
- Observance of major religious holidays
- Court Appearances
- Nurse Dismissals
- Suspensions

In instances of chronic or irregular absence, reportedly due to illness, the school administration may request a physician's statement, certifying such absences are justified.

It is the policy of the Fairhaven Public Schools and Massachusetts General Law that every student under sixteen years of age may not be absent more than seven (7) unexcused day sessions in any six (6) month period. (MGL Chapter 76, Section 2) (Chapter 76, Section 1B and Chapter 76, Section 18). Parents are required under the law to ensure regular attendance of their children and are subject to a fine for failing

to comply with the law. The current FPS School Calendar is always available on our website at fairhavenps.org under the 'calendar' tab. It is provided to help parents plan ahead for medical and dental appointments, etc. Vacations scheduled during school time are strongly discouraged. Absences occurring as a result of vacations will be considered "unexcused." Students may not be given written assignments in advance when family vacations are taken during the school year.

TARDY FOR SCHOOL

A student will be considered **tardy** when not in school by **8:40 a.m.** A parent/guardian must accompany the tardy child(ren) to the door, press the button to speak to the secretaries, and state the reason for the tardiness. A K-5 student who enters school after 12:00 p.m., or who is dismissed before 12:00 p.m., will be considered absent for the day.

DISMISSED FROM SCHOOL

A student is considered **dismissed early** when leaving school before **2:50 p.m.** When planning in advance to dismiss a child during the school day, parents should send a note to the classroom teacher with the time and explanation for the dismissal. The teacher will share that note with the main office. If an emergency arises that requires a change in your child's normal dismissal procedure for that day, please contact the office directly. It is very difficult to make changes in a child's dismissal at the end of the day, therefore, we ask that parents not call with dismissal changes after 2:00 p.m., and even then, only in emergency situations. With advanced notice, your child will be escorted to you at dismissal.

Please do not email your child's teacher with a change of dismissal. Teachers do not check their email while working with students and there is no guarantee that they will see your message in time for dismissal.

While it is understandable that arriving late to school or dismissing your child early is sometimes unavoidable, this should be the rare exception, and not the rule. Please see Fairhaven Public School Policy-JH, pertaining to student absences and excuses available on our district website.

"Child Requiring Assistance" - A child between the ages of 6 and 18 who: (i) repeatedly runs away from the home of the child's parent, legal guardian or custodian; (ii) repeatedly fails to obey the lawful and reasonable commands of the child's parent, legal guardian or custodian, thereby interfering with their ability to adequately care for and protect the child; (iii) repeatedly fails to obey the lawful and reasonable regulations of the child's school; (iv) is habitually truant; or (v) is a sexually exploited child, will be referred to state and local authorities for additional support and intervention.

COMMUNICATION

DISTRICT/SCHOOL WEBSITE

The Fairhaven Public Schools website, www.fairhavenps.org, contains general information about the school district as well as school-specific information (ex. Staff, school calendars, specialist schedules, special programs, and events, etc...). All policies and regulations are available on the district website.

SCHOOL CANCELLATIONS

School cancellations due to inclement weather will be shared on WBSM Radio, FUN 107, WBZ- TV4, 6,10,12, Standard Times, Fox 25, WHDH 7, and NECN. Information on any school cancellation is also posted on the district's website (www.fairhavenps.org), Twitter, and Facebook. The district also utilizes a reverse 911 system for notification of school closure or unexpected early release. Elementary Schools do not release any student unless there will be someone to meet the student at the bus stop or be home to supervise. If school is canceled during the day for any reason, students who normally walk home will

need to be picked up by someone on the emergency dismissal form. Bus students will be released as usual. It is therefore **very important** that parents or guardians keep current on their child's transportation schedule and family/emergency contact information. Providing this information will enable us to respond effectively in any situation.

SCHOOL MEAL PROGRAMS

BREAKFAST/LUNCH

ALL Fairhaven Public School students are eligible to receive free breakfast and lunch. If a student wants an additional meal or ala carte items, they must pay for them.

Monthly breakfast & lunch menus are available online and can be found under the Food Services tab on the district web page at www.fairhavenps.org.

NUTRITION GUIDELINES

The "Act Relative to School Nutrition," signed into law on July 30, 2010, requires the Massachusetts Department of Public Health to establish standards for competitive foods and beverages sold or provided in public schools during the school day. The nutrition standards and the associated regulations went into effect on August 1, 2012, unless otherwise noted. Detailed information on the law is available at www.mass.gov/massinmotion.

FUNDRAISING

Public schools are an integral part of the community, and can properly participate in fundraising activities to support charitable causes and vital community organizations and programs. In general, the School Committee discourages door-to-door solicitations by students for fundraising activities.

Fundraising in the community, by students for school activities, is to be approved by the Principal in advance. The principal will annually establish a schedule of approved fundraising activities for school groups and student activities.

Projects/programs cannot be exclusionary or discriminatory in nature and must be available to any student or group of students who wish to participate. Students unable to participate in money-making projects will not be excluded from resulting benefits of the fundraising.

HEALTH AND WELLNESS

HEALTH RECORDS/PRESCRIPTION MEDICATIONS

A Massachusetts school health record is kept on each student. In order to maintain an up-to-date record on a student, it is important for the school nurse to have current and past health information on a child. Parents/guardians can request a copy of their child's physical exam from their doctor's office and have it sent to the school nurse. In this way, any new immunizations received at the time of the visit or pertinent health information is able to be recorded on the student's health record and information is kept current. This ongoing cooperation between parent/guardian and the health service office of your child's school enables the school nurse to provide proper care for your child if the need should arise.

The Massachusetts Department of Public Health regulations state that physicals are required for entering school and in grades 4, 7, and 10. Physicals are also required at the time of kindergarten or