Three Examples of UDL in the Classroom

1. **Multiple Ways to Learn:** Students access information through text, videos, visuals, or hands-on activities.
2. **Multiple Ways to Show Learning:** Students demonstrate understanding through writing, speaking, drawing, or projects.
3. **Multiple Ways to Engage:** Students have choices in activities and opportunities to connect learning to their interests.

Building Capacity through UDL for Inclusive Tier 1 Instruction

- FY25: Teachers and staff received UDL training.
- FY26: Principals received UDL training to strengthen instructional leadership.
- Current Year: Collaborative walkthroughs and observations to align expectations, strengthen instructional practices, and build teacher and leader capacity to ensure access to high-quality Tier 1 instruction for all students.

Best Practices and Fluid Intervention Programming (Initiatives 1.2 and 1.5)

Draft Fairhaven Intervention Menu FY27

Intervention Menu is foundational for organizing evidence based practices, and alignment to district practices and MA State Standards

Fairhaven Public Schools
Early Learning Intervention Menu

	Tier 1	Tier 2	Tier 3
Focus Area	**Evidence Based Practices (EBP)**	**EBP and Programs**	**EBP and Programs**
Literacy **Core:** For your consideration: Creative Curriculum and Teaching Strategies Gold Early Learning Standards by State	**Phonological Awareness Instruction** Teaches children to hear and manipulate sounds (e.g., rhyming, syllables, phonemes). **Why:** A foundational skill that predicts later reading achievement. **Explicit Phonics Instruction** Systematically teaches the relationship between letters and sounds. **Why:** Essential for decoding words and building fluent readers. **Interactive Read-Alouds with Dialogic Reading** Teachers and children engage in back-and-forth dialogue about books. **Why:** Develops vocabulary, comprehension, and oral language. **Vocabulary Development through Intentional Language Exposure** Directly teaches new words in context and through conversation. **Why:** Strong vocabulary supports reading comprehension.	**Phonological Awareness Training** Rhyming, syllables, onset rime, and phoneme awareness using daily small group session (clapping syllables, identifying rhymes and segmenting and blending sounds using visuals) **Why:** Critical for later reading success **Dialogic Reading** Interactive shared reading using prompts (PEER: Prompt, Evaluate, Expand, Repeat) using open ended and predictable questions during reading **Why:** Increases expressive and receptive language skills **Explicit Vocabulary Instruction** Pre-teach 2-3 new words before reading a story using pictures, gestures and repeated use in different context **Why:** Improves comprehension and oral language	**Individualized, Explicit Instruction in Letter-Sound and Print Knowledge** Highly individualized alphabet recognition, letter-sound correspondence, and early decoding using multisensory instruction (tracing, singing..) and repeated practice to letters in different context **Why:** Supports early reading development and readiness **Individualized, Explicit Instruction in Early Literacy Skills** Use frequent, short 1:1 sessions (10-15 mins/ 5 times a week) and monitor the progress; scaffold instruction by modeling, guided practice and immediate feedback **Why:** Persistent delays require intense intervention and can reduce the need for later literacy supports

3-Year Continuous Improvement Plan Aligned to District Plan (Initiative 1.4)

Fairhaven: Special Education Department

3YR Continuous Improvement Plan

2026-2028 SYs

Integrity-Ambition-Perseverance
All kids; All the time

THEORY OF ACTION

If we fully implement the four strategic objectives listed below, then every student, every day, will achieve academic and social growth in an innovative and engaging learning environment.

Strategic Objective	FY26	FY27	FY28
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	**Learning Work Initiatives** Develop a Curriculum Map for Literacy Intervention Programming (PK-12)- Begins May 2026 **EOY: K,1,2 Maps are Drafted** Develop a balanced assessment system	**Learning Work Initiatives** -Develop a Curriculum Map for **Math** Intervention Programming (PK-12) -Develop a balanced assessment system that is aligned to the districts intervention programming for **Math**	**Learning Work Initiatives** -Develop a Curriculum Map for **SEL** Intervention Programming (PK-12) -Develop a balanced assessment system that is aligned to the districts intervention programming for **SEL**

Outcomes

Climate, Culture, Communication

By June 30, 2027, the Fairhaven Public Schools will have a clear PreK-12 communication plan that encompasses timely, accurate, efficient, culturally proficient, and accessible communication to all stakeholders. (Staff, parents, community)

By June 30, 2027, the Fairhaven Public Schools will have increased in website/social media connectivity/end-user access of the school and community to access important news, information, events, etc. (data collected via website).

By June 30, 2027, the Fairhaven Public Schools will have increased parent/caregiver involvement in school events and programs (based on data from events/programs.)

By June 30, 2027, the Fairhaven Public Schools will have developed new strategic partnerships between the schools and the community (i.e. businesses, volunteers, organizations, etc.)

By June 30, 2027, the Fairhaven Public Schools will have shared and demonstrated growth based on annual feedback survey data from stakeholders. (Staff, parents, community)

Initiatives

2.1 Create and maintain a fully integrated website/social media for the districts and schools, accessible to all stakeholders.

2.2 Create, implement, and maintain an FPS faculty, staff, and administration dashboard.

2.3 Celebrate and share the successes of students and staff with both the school and local community.

2.4 Provide strategic communications to engage specific audiences.

2.5 Develop and implement a system to collect feedback from all stakeholders on an annual/biannual basis.

2.6 Provide biannual updates to all stakeholders regarding goals, current work, events, etc.

2.3 Celebrate and share the successes of students and staff with both the school and local community.

Preschool at LeRoy Wood School

ASD Programs-ACES Program

Re-Design for SEL Classrooms

Eliminated Seclusion

ESL Curriculum

Unified School District!

Thank you

Attachment B

Special Olympics Massachusetts

Unified Champion Schools

Presented to

Leroy Wood Elementary

Congratulations!

You are recognized by Special Olympics Massachusetts as a 2025-2026 Unified Champion School. Thank you for your school's commitment to fostering a socially inclusive school climate that emphasizes acceptance, respect and human dignity for all students.

#ChooseToInclude

Patti Doherty

Patti Doherty
Vice President of Schools and Community Partnerships

August, 2026

Date

Special Olympics Massachusetts - The Yawkey Sports Training Center, 512 Forest Street, Marlborough, MA 01752
P: 508.485.0986 | F: 508.481.0786 | specialolympicsma.org

Attachment C

Gmail

Sheri Souza <ssouza@fairhavenps.net>

Congratulations! Fairhaven Public School District is a Unified Champion School District

2 messages

Denise Larrabee <denise.larrabee@specialolympicsma.org> Tue, Sep 22, 2026 at 6:20 PM
To: "tkohler@fairhavenps.net" <tkohler@fairhavenps.net>
Cc: "ssouza@fairhavenps.net" <ssouza@fairhavenps.net>

Hello Superintendent Kohler,

It is my great pleasure to share some exciting news: Fairhaven Public School District has earned formal distinction as a ***Unified Champion School District*** in recognition of the district-wide implementation of the Unified Champion School Strategy from Pre-K through high school!

This is a significant achievement and a wonderful reflection of the commitment of the entire school community to creating a culture of inclusion, belonging, and opportunity for all students. Your leadership in making inclusion in sports, youth leadership, and whole-school engagement a district priority has helped make this recognition possible.

We will be honored to recognize Fairhaven School District at our **Unified Champion School Conference: IGNITE on Friday, October 23rd**, at Devens Conference Center where the district will receive its official plaque and pins. It would be especially meaningful to have you, along with each school's UCS Liaison and principal, join us to celebrate and accept this well-deserved honor on behalf of your school community.

Patti Doherty, VP of Schools and Community, will be in touch soon with a formal invitation to the Conference. I very much look forward to celebrating this accomplishment with you in person.

Congratulations to you and the entire Fairhaven school community on this outstanding achievement! Your commitment to implementing the Unified Champion School Strategy across the district and making inclusion a visible and valued part of school culture is truly something to celebrate.

Kindest regards,
Denise

.....
Denise Larrabee
Manager of Inclusive Schools Programs
.....
Special Olympics Massachusetts
512 Forest Street
Marlborough, MA 01752 USA

Tel: *518-321-6105*
Email: *denise.larrabee@specialolympicsma.org*
Twitter: *@SpOlympicsMA*
Instagram: *@specialolympicsma*
Facebook: */SpecialOlympicsMassachusetts*
TikTok: *@SpOlympicsMA*

specialolympicsma.org

Patti Doherty <patti.doherty@specialolympicsma.org> Tue, Sep 29, 2026 at 1:21 PM
To: Denise Larrabee <denise.larrabee@specialolympicsma.org>, "tkohler@fairhavenps.net" <tkohler@fairhavenps.net>
Cc: "ssouza@fairhavenps.net" <ssouza@fairhavenps.net>

Dear Superintendent Kohler,

I, too, wanted to extend my heartfelt congratulations to you and the Fairhaven Public School District on achieving **Unified Champion School District** status. This is an incredible accomplishment and a wonderful reflection of the commitment of your students, educators, administrators, families, and community to creating a school culture where inclusion, respect, and belonging are valued for every student.

As Denise mentioned, we are very excited to formally recognize Fairhaven Public School District at our **Unified Champion Schools Conference: IGNITE on Friday, October 23, at Devens Conference Center**. Your district will be recognized during our Welcome and Opening Session, beginning at 9:15 a.m., and we would be honored to have you there to accept the recognition on behalf of the entire school community.

I hope you will be able to join us for more than just the recognition. The conference brings together educators, administrators, and Unified leaders from across Massachusetts to share ideas, celebrate successes, and explore ways to deepen inclusive school communities. In particular, I think you would find our **Superintendent and Principal Roundtable** to be a valuable opportunity to connect with other school leaders who are committed to making inclusion an integral part of their school culture. You can view the conference agenda and breakout session descriptions here, and register for the conference here.

Thank you for your leadership and for the important role you have played in making inclusion a visible and valued part of the Fairhaven school community. We are so proud to have Fairhaven Public School District as part of the Unified Champion Schools movement, and we look forward to celebrating this accomplishment with you. Congratulations again, and I sincerely hope to see you on October 23!

All the best,

Patti Doherty

Vice President of Schools and Community Development

[Quoted text hidden]

.....
Patti Doherty
Vice President of Schools and Community Development
.....
Special Olympics Massachusetts
512 Forest Street
Marlborough, MA 01752 USA
Tel: *508-485-0986 x 226*

Attachment D

Fairhaven Public Schools

2026 MCAS Data Presentation and iReady Process

October 14, 2026

Overview and Updates for MCAS and Graduation Requirements (CD)

Recent Updates/Changes to MCAS Assessment:

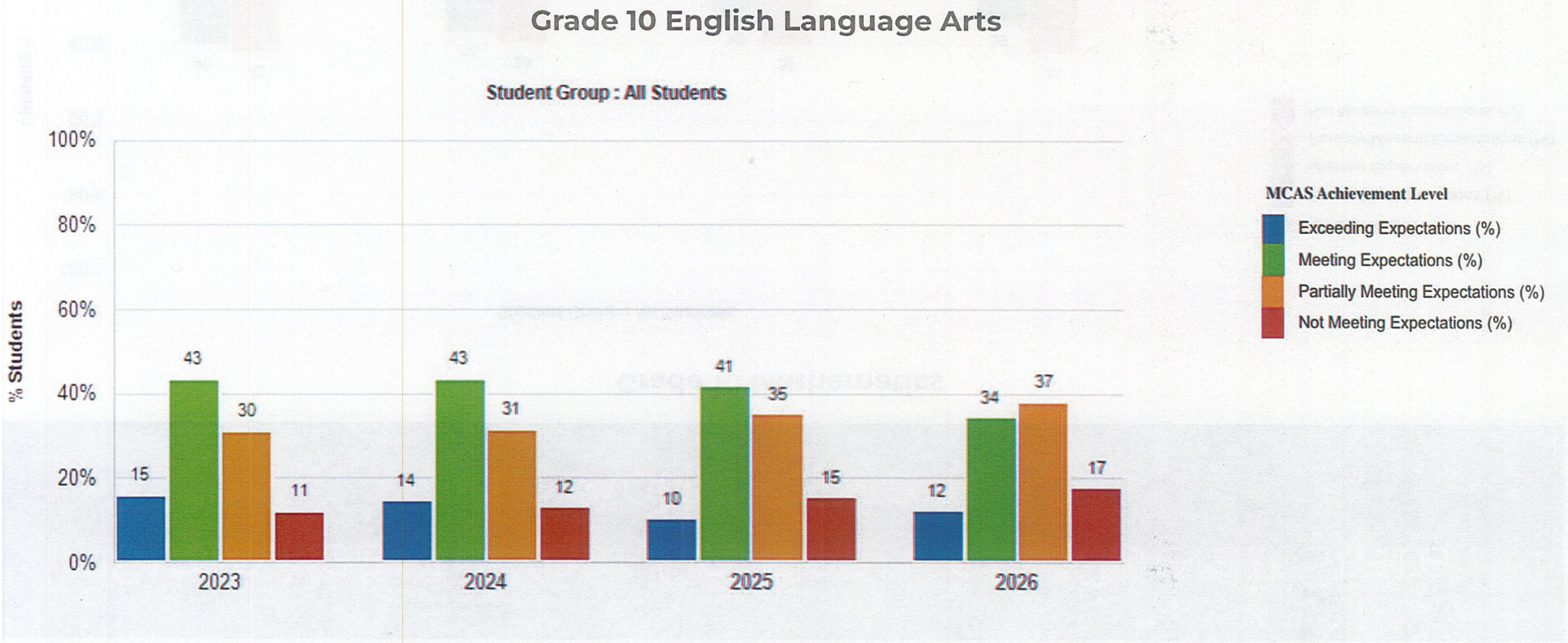
STATE LEVEL

- Starting with the Class of 2026, a passing score on MCAS is no longer required to be eligible to earn a diploma in Massachusetts.
- Revised the Competency Determination (CD) for students to be eligible based upon on successfully completing MASSCORE.
- DESE is currently working with Gov. Healy's Office to establish new state requirements for high school students to be able to earn a diploma.

LOCAL LEVEL

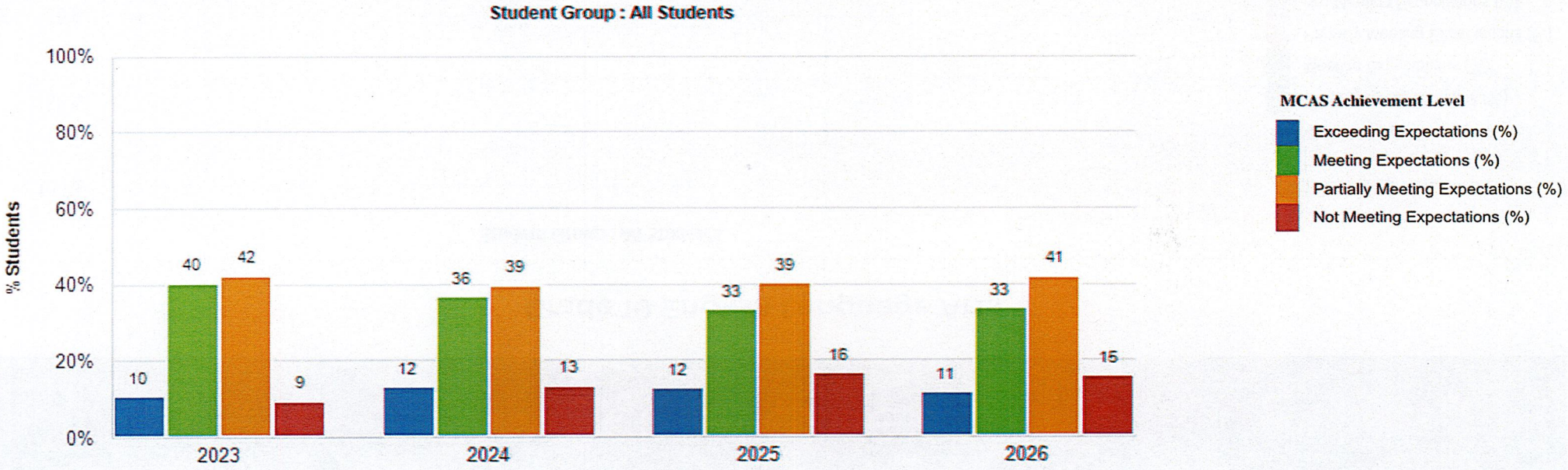
- FHS has adopted and approved an updated Competency Determination for diploma eligibility. (2025)
- FHS has aligned all courses/curricula to meet MASSCORE including substantially separate programming.
- FPS currently implementing most of the newly discussed requirements from the Governor's Council.

State Year to Year Comparison: Overall State Achievement

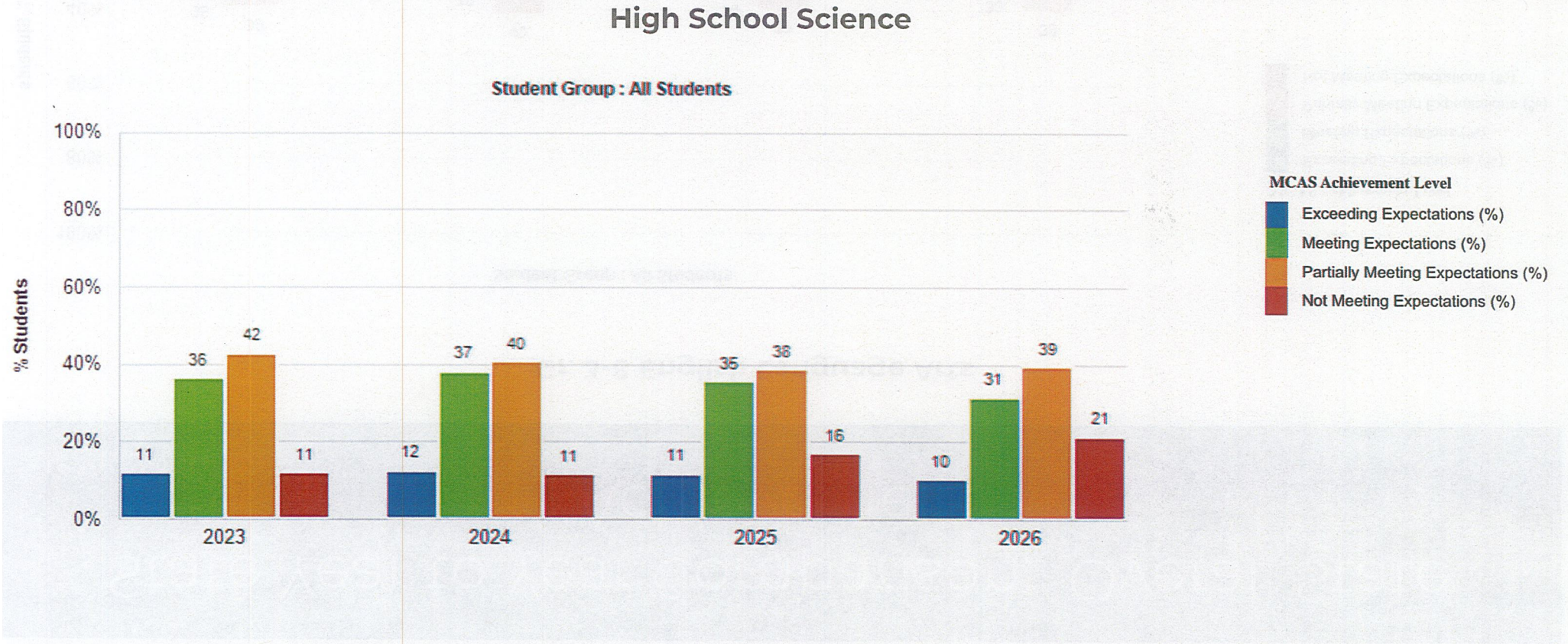


State Year to Year Comparison: Overall State Achievement

Grade 10 Mathematics

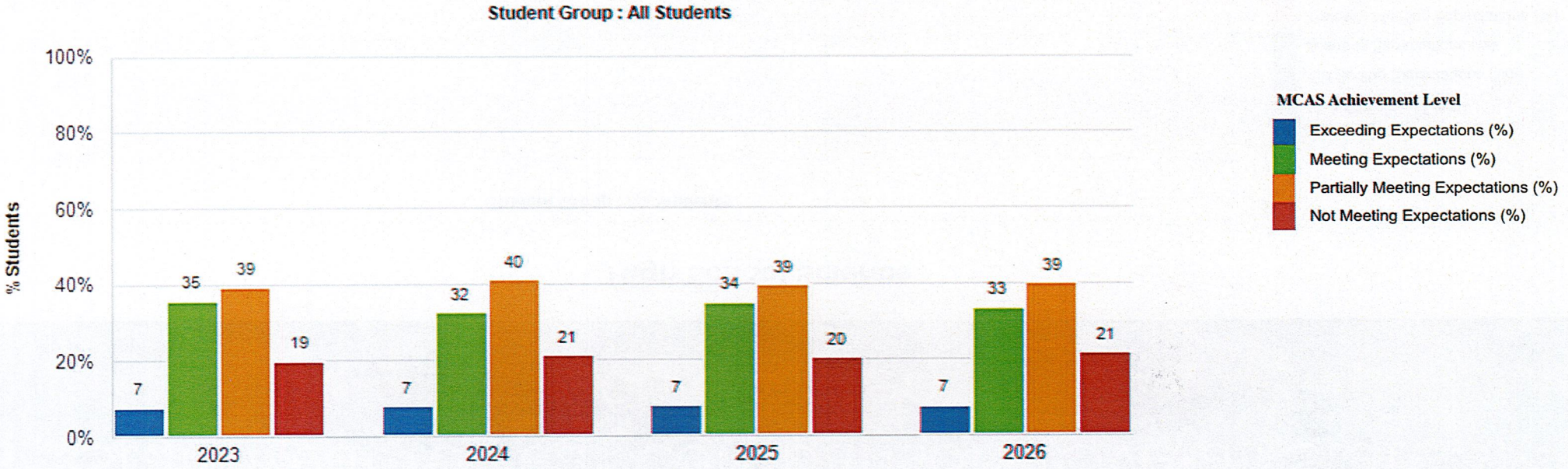


State Year to Year Comparison: Overall State Achievement



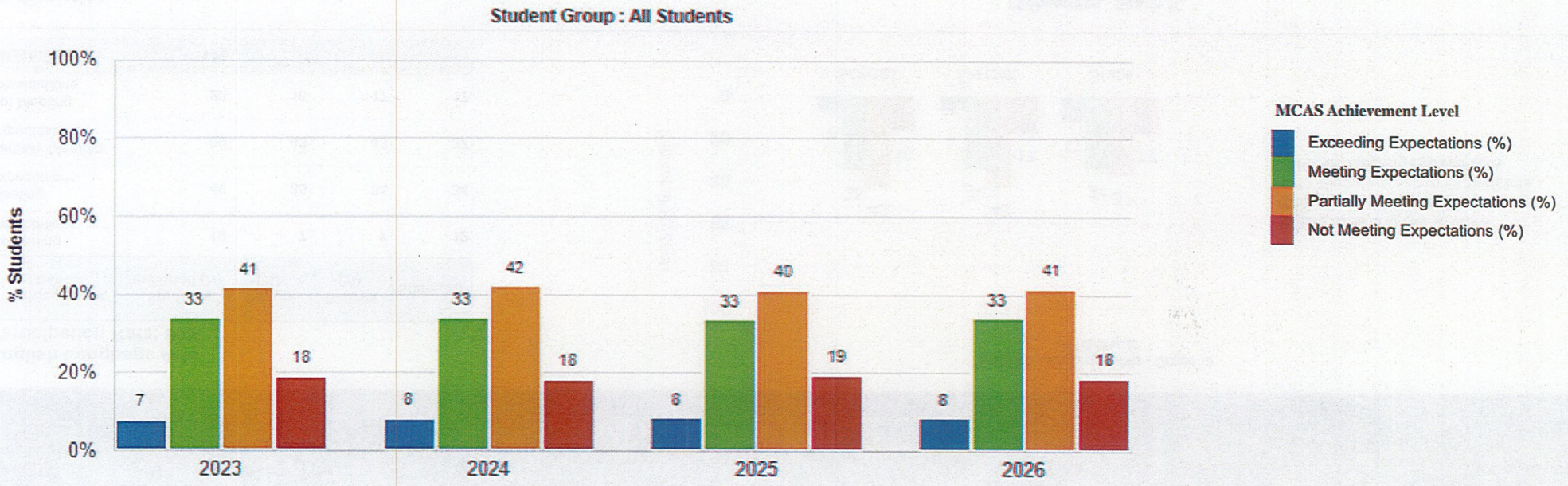
State Year to Year Comparison: Overall State Achievement

Gr. 3-8 English Language Arts



State Year to Year Comparison: Overall State Achievement

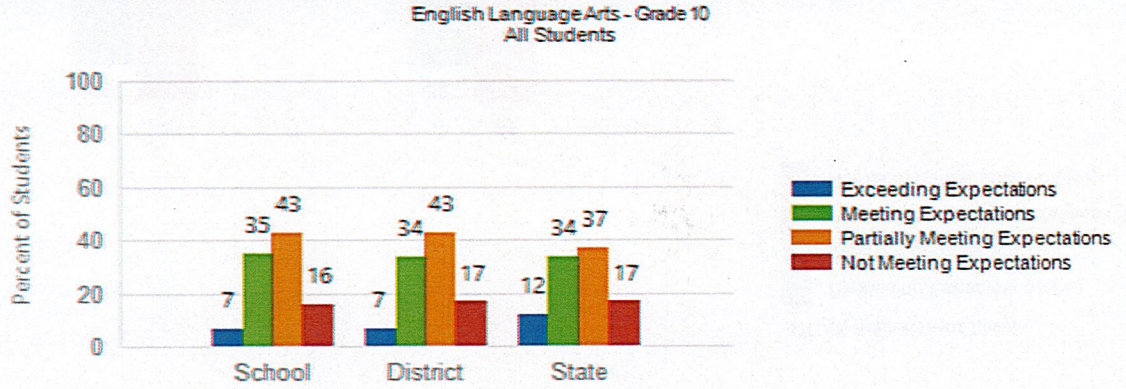
Gr. 3-8 Mathematics



FHS Grade 10 English Language Arts and Mathematics

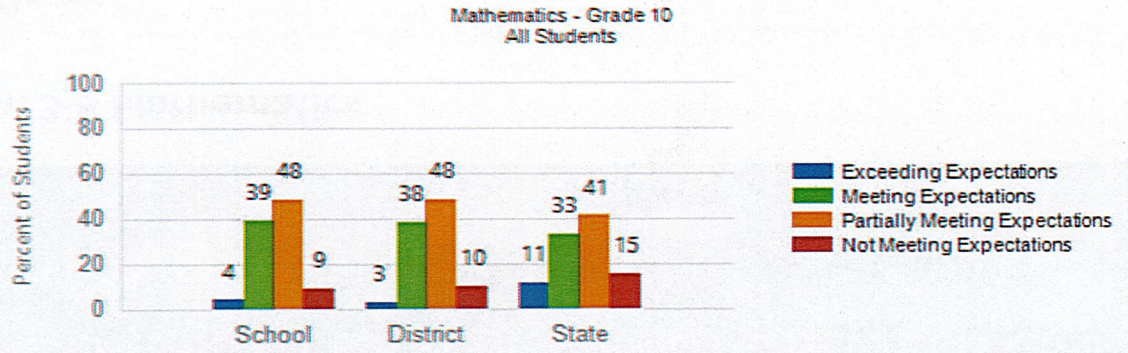
English Language Arts
Participation Rate: 99%

Achievement Level	Students Included (N)	School (%)	District (%)	State (%)
Exceeding Expectations	10	7	7	12
Meeting Expectations	49	35	34	34
Partially Meeting Expectations	60	43	43	37
Not Meeting Expectations	22	16	17	17
Total Included	**141**			



Mathematics
Participation Rate: 99%

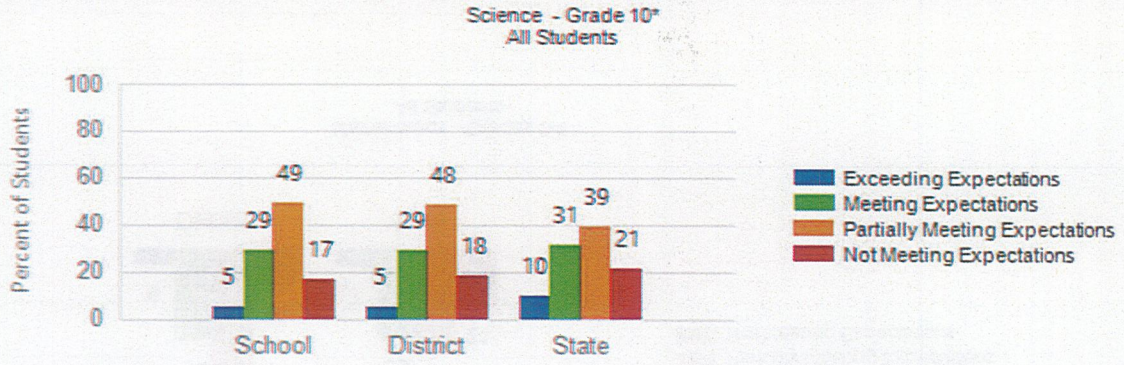
Achievement Level	Students Included (N)	School (%)	District (%)	State (%)
Exceeding Expectations	5	4	3	11
Meeting Expectations	56	39	38	33
Partially Meeting Expectations	68	48	48	41
Not Meeting Expectations	13	9	10	15
Total Included	**142**			



FHS Grade 10 Biology

Science and Technology/Engineering
Participation Rate: 99%

Achievement Level	Students Included (N)	School (%)	District (%)	State (%)
Exceeding Expectations	6	5	5	10
Meeting Expectations	37	29	29	31
Partially Meeting Expectations	62	49	48	39
Not Meeting Expectations	22	17	18	21
Total Included	**127**			

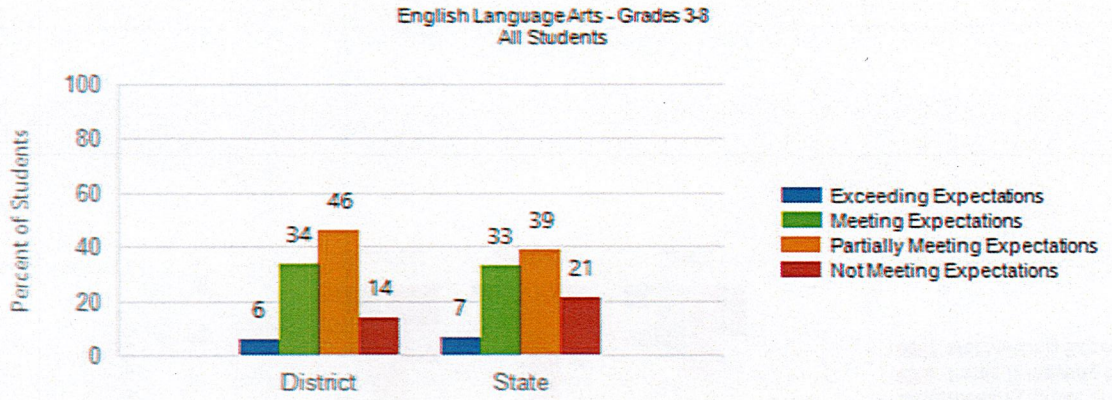


Gr. 3-8 English Language Arts and Mathematics

All Students

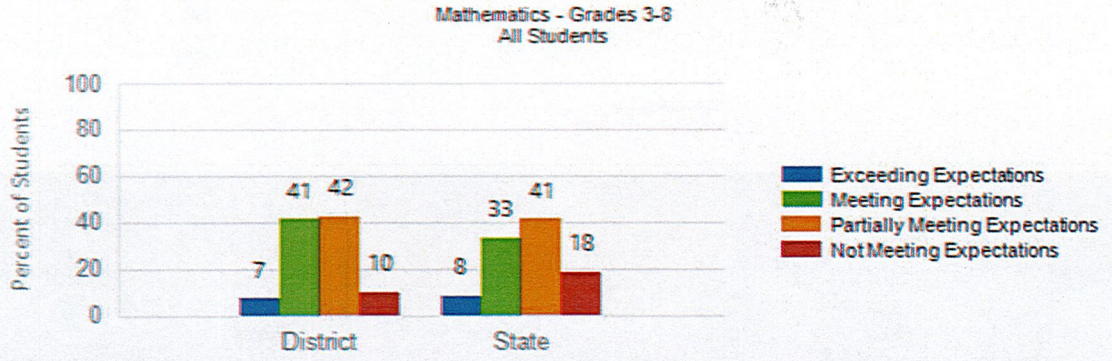
English Language Arts
Participation Rate: 98%

Achievement Level	Students Included (N)	District (%)	State (%)
Exceeding Expectations	44	6	7
Meeting Expectations	259	34	33
Partially Meeting Expectations	347	46	39
Not Meeting Expectations	107	14	21
Total Included	**757**		



Mathematics
Participation Rate: 98%

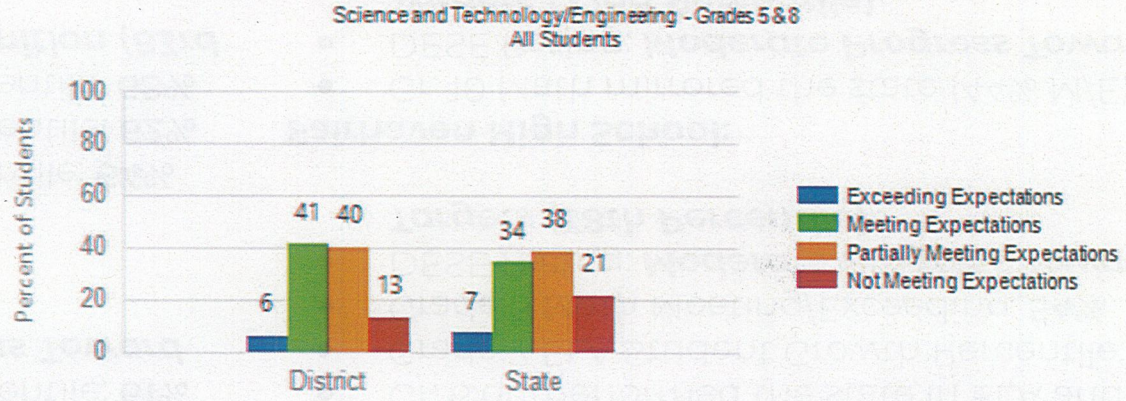
Achievement Level	Students Included (N)	District (%)	State (%)
Exceeding Expectations	52	7	8
Meeting Expectations	307	41	33
Partially Meeting Expectations	319	42	41
Not Meeting Expectations	79	10	18
Total Included	**757**		



Grades 5 and 8 Science, Technology, and Engineering

Science and Technology/Engineering
Participation Rate: 98%

Achievement Level	Students Included (N)	District (%)	State (%)
Exceeding Expectations	16	6	7
Meeting Expectations	104	41	34
Partially Meeting Expectations	101	40	38
Not Meeting Expectations	34	13	21
Total Included	**255**		



2026 MCAS Highlights

East Fairhaven School:

- Gr. 4 ELA Student Growth Percentile: **58%**
- Gr. 4 Math Student Growth Percentile: **61%**
- DESE Rating: ***Moderate Progress Toward Targets (40th Percentile)***

Leroy Wood School:

- Gr. 4 ELA Student Growth Percentile: **64%**
- Gr. 4 Math Student Growth Percentile: **62%**
- Gr. 5 Math Student Growth Percentile: **68%**
- DESE Rating: ***School of Recognition (83rd Percentile)***

Elizabeth Hastings Middle School:

- Gr. 6 outperformed the state in ELA and Math
- Grade 7 ELA Student Growth Percentile: **48%**
- Grade 8 Math Meeting/Exceeding: **54%**
- DESE Rating: ***Moderate Progress Toward Targets (38th Percentile)***

Fairhaven High School:

- Gr. 10 Math mirrored the state (44% M/E)
- DESE Rating: ***Moderate Progress Toward Targets (22nd Percentile)***

iReady Testing Fall Benchmark Update: Gr. 3-8

iReady Beginning of Year (BOY) is completed for grades K-8

- BOY testing provides a baseline for teachers and staff to work from to identify appropriate interventions, support, and enrichment

Elementary Schools have started their *What I Need* (WIN) Programming for grades K-3.

- iReady is used as a data collection tool to inform WIN groupings.

EHMS is implementing Academic Lab for grades 6-8 which provides built-in time for student intervention and enrichment in ELA and Math.

Grades K-8 will complete the Middle of Year (MOY) Benchmark Assessment in ELA and Math starting in January 2027.

How does FPS utilize iReady Data?

Administrators, teachers, and staff use the data to:

- Provides a real time snapshot into how students are progressing in reading and mathematics.
- Identity key areas for emphasis, review, reteaching, and guided practice
  - Reading comprehension, fluency, etc.

- Informs WIN groupings to provide the most targeted support and enrichment for students

- Helps to provide another data point to use to understand the whole child and to determine how to best meet their respective needs.

- Allows for progress monitoring of student performance

Summary and Next Steps

- ★ The Fairhaven Public Schools achieved at a level above and/or in line with overall state MCAS results.
- ★ Principals have led their staffs to conduct deep dives into their respective school results and have developed plans to address areas for growth and improvement as well as for WIN programming.
    - Key areas: Writing, open response questions, test completion.
- ★ The District is providing ongoing professional development and support to improve student outcomes by using research-based strategies and targeted supports.

Attachment E

FY28 School Department Draft Budget Calendar - Revised 10/7/2026	
Milestone	**Date**
Teachers submit FY 28 budget requests to building principals	by October 13, 2026
FPS School Principals evaluate and determine building needs and consolidate the school level budget	Wednesday, October 14- Monday October 26, 20026
FPS District Budget Workbooks due to Business Manager and Superintendent	Tuesday, October 27, 2026
FPS School Business Manager reviews budget requests - prepares questions	Wednesday, October 28-Monday November 2, 2026
Individual School Budget Meetings with FPS School Superintendent and Business Manager	Monday, November 2, 2026- Wednesday November 5, 2026
Capital Plan Committee Requests due to Town	TBD
FPS Superintendent and School Business Manager assess overall need to create district recommendations to the FPS School Committee	Monday, November 9- Friday, December 4, 2026
FPS School Business Manager creates Draft Budget Document for FPS School Committee	Monday, December 7, 2026-December 31, 2026
FPS Superintendent receives Draft to review/ edit if necessary	Monday, January 4, 2027
FPS School Principals receive draft budget	Wednesday, January 6, 2027
FPS School Principal feedback or appeals heard	Friday, January 8, 2027
Draft Budget Presented to FPS School Committee	Wednesday, January 13, 2027
Feedback from FPS School Committee to FPS School Superintendent	Friday, January 15, 2027
Preliminary Cherry Sheet and Chapter 70 Estimates by way of the Governor's Budget	By January 31, 2027
Draft Budget Sent to the Town Budget Team and Chairs of Selectboard and Finance Committee	On or before February 1, 2027
Capital Plan Committee submits prioritized Capital Budget Requests to Town Administrator	TBD
Detailed Budget Document to FPS School Committee for approval to use at Budget Hearing and on Website (distribute when approved)	Wednesday, February 10, 2027
Last Day for Municipal Leaders (Selectboard/Finance Committee) Questions to be submitted to the FPS School Superintendent	Friday, February 12, 2027
Select Board/ Finance Committee invited to FPS School Committee Budget Presentation- FHS Roderick Library	Wednesday, February 24, 2027
FPS School Committee Budget Hearing	Wednesday, March 10, 2027
Warrant Articles due to Town Administrator	TBD
House Ways and Means Budget Released	On or around April 15, 2027
FPS School Committee Considers Final Budget Vote	Wednesday, April 28, 2027
If not already voted, FPS School Committee meets to approve Final Budget Request	Saturday, May 1, 2027
Annual Town Meeting	Saturday, May 1, 2027

Senate Ways and Means Budget Released	On or Around May 15, 2027
Conference Committee Budget Released	On or Around July, 1, 2027

File: ACL

INTERACTING WITH LAW ENFORCEMENT OFFICERS ENGAGED IN CIVIL LAW ENFORCEMENT (PROTECT ACT)

In [Name] Public Schools, we recognize the importance of all students being known and valued, and we promote a safe, inclusive, and welcoming learning environment for all students. All of our students have a right to a free public education regardless of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation.

The PROTECT Act states, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, student drop off and pick up windows, before- and after-school programming and school-sponsored events without a Judicial Warrant or Judicial Order.

The Superintendent/Executive Director shall implement PROTECT Act procedures consistent with the Model Procedures and the Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement issued by the Governor's Office, the Executive Office of Education, and the Department of Elementary and Secondary Education.

The procedures shall be implemented, wherever applicable, in alignment with District Emergency Operations Plans, Medical and Behavioral Health Emergency Response Plans, and the School Resource Officer Memorandum of Understanding.

These procedures will be designed in accordance with the guidance provided and promote schools that are safe and accessible for students, staff and residents, and shall include, but not be limited to:

(i) Procedures for identifying and designating a senior administrator at each district superintendent's office or executive director's office, as the case may be, to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement for the school system and the central point of contact for schools on interactions with civil law enforcement;
(ii) Procedures for identifying and designating a senior administrator at each school to serve as the individuals responsible for having primary contact with law enforcement agents engaged in civil law enforcement who arrive on site at the school or request information about students, employees, or other persons affiliated with the school;
(iii) Procedures for contacting the school district's attorney;
(iv) Procedures for contacting the senior administrator at the school and the district superintendent/executive director's office in the event law enforcement agents engaged in civil

law enforcement arrive on school grounds or request information about students, employees, or other persons affiliated with the school;

(v) Procedures for documenting all interactions with law enforcement agents engaged in civil law enforcement while on school grounds;

(vi) Procedures for notifying a student's parents or guardian or the student directly if the student is 18 years or older or emancipated, if a law enforcement agent engaged in civil law enforcement requests access to a student or student's information for any civil law enforcement purpose;

(vii) Procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including notifying parents and guardians, teachers, administrators, and school personnel;

(viii) Procedures to confirm and update students' emergency contacts, with allowance for more than one person to be listed, and alternative caregiver plans; and

(ix) A plan to share these procedures with students and families on the school district's website.

Once adopted by a school district, charter school or collaborative school, this policy and the accompanying procedures shall constitute the written emergency response plan required by the Act.

CROSS REFS.: EBC, EMERGENCY PLANS
ECA, BUILDINGS AND GROUNDS SECURITY
ECAF, SECURITY CAMERAS IN SCHOOLS
JIH, SEARCHES AND INTERROGATIONS
JRA, STUDENT RECORDS
KI, VISITORS TO THE SCHOOLS
KLG, RELATIONS WITH POLICE AUTHORITIES

LEGAL REFS.: PROTECT Act, August 2026

SOURCE: MASC adapted from Massachusetts Department of Elementary and Secondary Education - August 2026

NOTE: The Department of Elementary and Secondary Education, in consultation with the Office of Refugees and Immigrants and the Attorney General's Office, will release a model training relating to the implementation of these procedures. Schools are encouraged to share this training, once released, with managers and other staff.

Artificial Intelligence Policy

Fairhaven Public Schools

Prepared for Fairhaven Public Schools
Draft for Review
This document is structured from the district's prior draft policy, revised DESE-aligned guidelines, PEA²K cohort workbook language, and the Playlab analysis recommendations.

Board-level governance document. This policy sets district expectations, oversight structures, and required safeguards for the use of artificial intelligence across teaching, learning, and operations.

1. Purpose

Fairhaven Public Schools recognizes that artificial intelligence (AI), including generative AI, is increasingly present in teaching, learning, and district operations. This policy establishes the district's governing expectations for safe, ethical, equitable, transparent, and educationally sound use of AI. The district's approach is grounded in a Human-AI-Human model: people begin the work with purpose and context, AI may provide support within approved boundaries, and people retain responsibility for review, judgment, and final decisions.

***PEAK** also made suggestion to input something about Portrait of a Graduate (Human to Machine Contact) – refer to literature review articles 56, 98, 101)--this is where it already fits in.*

2. Scope

- This policy applies to all district employees, contractors, volunteers, students, and third-party vendors using or providing AI-enabled tools in connection with Fairhaven Public Schools.
- It applies to instructional use, professional use, operational use, student use, procurement, communications, data handling, assessment, and decision-making.
- This policy should be read alongside the district's Acceptable Use Policy, student handbook, code of conduct, curriculum expectations, privacy notices, and all applicable federal and Massachusetts laws.

3. Governing Principles

Principle	District Commitment
Authenticity and Learning	AI may support learning, but it may not replace student thinking, educator judgment, or authentic demonstration of understanding.
Privacy and Protection	Student, staff, and family data must be protected. Personally identifiable, confidential, or sensitive

Principle	District Commitment
	information may not be entered into unauthorized AI systems.
Safety and Legal Compliance	Only vetted and approved AI tools may be used in district work. The district will maintain compliance with FERPA, COPPA, PPRA, IDEA, Section 504, ADA, Title VI, Title IX, CIPA, and 603 CMR 23.00.
Transparency and Accountability	District users must be clear when AI meaningfully contributes to content, decisions, recommendations, or communication. Human users remain accountable for all final outputs and decisions.
Equity and Inclusive Access	AI implementation must address access, use, and design divides and must be monitored for bias, accessibility barriers, and disparate impact across student groups.
Human Oversight	AI may inform work but may not independently make high-stakes educational, disciplinary, employment, or service access decisions.

PEAK's Suggestion: "*Fairhaven Public Schools is committed to building AI Literacy for all students as a core educational priority. The district will align AI literacy instruction with MA DLCS standards and embed topics including algorithmic bias, data privacy, misinformation, ethical decision-making, and environmental impacts across content areas and grade levels – not solely in technology courses*"

4. Governance and Oversight

- The district shall maintain a cross-departmental AI Governance Committee with representation from instruction and curriculum, educational technology, special education and student services, data and assessment, finance and operations, human resources, legal and compliance, and family and community engagement.
- The Committee will oversee phased implementation, review proposed tools and practices, coordinate policy review, monitor equity and compliance indicators, and issue an annual AI impact update.
- Designated point people in each department will coordinate local implementation and surface emerging needs, risks, and promising practices.
- The AI Governance Committee will establish annual student advisory input processes, including focus groups and surveys, to gather student perspectives on AI tool use, classroom norms, and reported concerns. Student voice will be documented and used to inform policy revisions and tool selection

- **Peak's Suggestion:** *Fairhaven Public Schools is committed to a transparent, multilingual communication with families about how AI is used in classrooms and operations. The district will host at least one annual AI literacy session for families, offered with multilingual supports, and will share plain-language summaries of AI tool use through the district website and AI Hub. Family input will be solicited through surveys and incorporated into the annual policy review.*

District Roles and Responsibilities

Role	Responsibility Summary
Superintendent and School Committee	- Approve the policy and major revisions. - Ensure district oversight, resourcing, and alignment with strategic priorities.
AI Governance Committee	- Recommend tool approval criteria, monitor implementation, and review district data on use, access, bias, and effectiveness. - Support annual updates to policy and guidelines and coordinate stakeholder engagement.
Administrators and Supervisors	- Ensure staff implementation aligns with district expectations, approved tools, and professional responsibilities. - Support communication with families and ensure academic integrity and student discipline processes are fair and instruction-centered.
Educators and Staff	- Use only approved tools, protect data, verify outputs, and model transparent, ethical use. - Design assignments and assessments with clear expectations for permitted AI use.
Students	- Follow district, school, classroom, and assignment-specific expectations for AI use. - Disclose AI use as required, protect personal information, verify information, and remain responsible for submitted work.
Vendors	- Disclose where and how AI is used, how data is handled, what safeguards exist, and what bias-mitigation and accessibility measures are in place.

5. District-Wide Student AI Acceptable Use Scale

Teachers will identify the applicable AI-use level for an assignment, task, or course activity. Students must follow that direction and disclose use accordingly.

Level	Meaning
Level 0 - No AI Use	No AI assistance is permitted. Work must be fully student-generated unless an accessibility accommodation has been approved.
Level 1 - AI for Idea Generation Only	AI may be used for brainstorming, questioning, or planning. Students disclose use and retain the substance of the work.
Level 2 - AI-Assisted Editing	AI may be used to improve clarity, organization, or mechanics of student-created work. Students disclose use and preserve authorship.
Level 3 - AI for Specified Tasks	AI may complete teacher-defined support tasks such as generating examples, practice questions, or structured feedback. Students disclose and, when requested, cite prompts or interactions.
Level 4 - Full AI Use with Human Oversight	AI is intentionally integrated into the learning task. Students cite or disclose use, critically evaluate outputs, and demonstrate original reasoning, reflection, and accountability.

6. Required Safeguards

Procurement and Vendor Review

- All AI-enabled products must undergo district review before approval or renewal.
- Vendor review must include AI capability disclosure, data use and retention terms, training data or model governance information when available, accessibility documentation, bias-mitigation evidence, age requirements, and legal compliance assurances.
- Special education, multilingual learner, instructional, technology, and compliance perspectives must be included in the review process when student-facing tools are considered.

Equity and Accessibility

- The district will monitor access divide, use divide, and design divide concerns through regular review cycles.
- All student-facing AI implementation must consider multilingual learners, students with disabilities, students from under-resourced households, and historically marginalized groups.
- The district will review disaggregated data related to access, use patterns, outcomes, and reported harms and will take corrective action when disparities are identified.

PEAK's Suggestion: *"The district will conduct an annual equity review of AI implementation that disaggregates data by race/ethnicity, disability status, multilingual learner status, and socioeconomic background. The review will examine: device and internet access, AI tool usage rates, academic outcomes in AI-integrated settings, and reported harms or concerns. Results will be shared with the AI Governance Committee and used to inform corrective action and policy updates."*

Phased Implementation

Phase	Focus
Exploration	Build shared AI literacy, establish governance, inventory current tools, and conduct initial equity and compliance review.
Piloting	Test vetted tools in limited contexts with clear goals, staff support, and structured feedback.
Scaling	Expand only after review of pilot evidence, equity considerations, training readiness, and legal compliance.
Sustaining and Adapting	Review annually, update guidance as technology changes, and maintain feedback loops with staff, students, and families.

7. Prohibited Uses

STAFF–Prohibited Uses

Staff members are prohibited from:

- Using non-approved AI tools for district work, instructional planning, communications, or any task involving student or staff data when district approval is required.
- Entering protected or confidential information into any AI tool — including student records, IEP content, disciplinary records, health information, staff evaluations, personally identifiable information (PII), or any other confidential district data.
- Uploading, entering, or prompting AI tools with any image, photo, or visual likeness of a student. This includes photographs, screenshots, video stills, or any other visual representation that could identify a student. Doing so may violate FERPA, COPPA, and Massachusetts Student Records Regulations (603 CMR 23.00), and may expose students to risks including facial recognition, data profiling, or the generation of harmful synthetic media.
- Using AI to generate, render, alter, or produce any image depicting a student — real or synthetic — including AI-generated illustrations, avatars, or deepfake-style content that uses or approximates a student's likeness, without explicit written consent and district approval. This prohibition applies even when the intent is educational or benign.
- Using AI to make or finalize high-stakes decisions regarding grading, discipline, placement, eligibility, hiring, staff evaluation, or access to services without meaningful human review, professional judgment, and documented authority. AI may inform — it may never decide.
- Relying on AI detection tools as definitive evidence of academic misconduct or as the primary method for identifying integrity violations. Detection tools are unreliable and may disproportionately flag multilingual learners and students with disabilities.

- Using AI to impersonate another person, generate deceptive or harmful content, misrepresent authorship, or produce content intended to mislead students, families, or colleagues.
- Allowing AI-generated content to replace professional judgment, grade-level expectations, required accessibility accommodations, or civil rights protections under IDEA, Section 504, ADA, Title VI, or Title IX.
- Using AI to monitor students or staff for surveillance purposes — including analyzing classroom interactions, tracking movements, or generating behavioral profiles — in ways that infringe on privacy rights or create a culture of surveillance.
- Deploying AI tools with students before those tools have been vetted for data privacy compliance (FERPA, COPPA, 603 CMR 23.00), accessibility standards, and bias mitigation.

Human-AI-Human Reminder for Staff: All AI use should begin with a human question or need, and every AI output must be reviewed, critically evaluated, and approved by a qualified human before it influences any decision, communication, or instructional practice.

STUDENTS — Prohibited Uses

Students are prohibited from:

- Using non-approved AI tools for schoolwork unless explicitly permitted by their teacher for a specific assignment or purpose.
- Entering personal or private information into any AI tool — including their own or others' full names, addresses, student ID numbers, health information, or any information about other students or staff.
- Uploading, sharing, or entering any photo, image, or visual likeness of themselves or any other student into an AI tool. This includes school photos, selfies, screenshots, or any image that could identify a person. Student images are protected under FERPA and COPPA, and sharing them with AI platforms — even casually — can put your privacy and safety at risk.
- Using AI to generate, alter, or create any image that depicts a real student, staff member, or other person — including deepfakes, AI-generated avatars, or manipulated photos. Creating or sharing such content is a serious violation of privacy and dignity, and may also violate district bullying and harassment policies and Massachusetts law (see Massachusetts Bill H.4744: An Act to Prevent Abuse and Exploitation).
- Submitting AI-generated content as their own original work without disclosure, unless the assignment explicitly permits and defines that use.
- Using AI to impersonate another person, create fake or deceptive content, generate harmful or harassing material, or manipulate media to bully, intimidate, or mislead others.
- Over-relying on AI in ways that replace their own thinking and learning. AI is a thought partner — not a substitute for developing your own knowledge, skills, and ideas.
- Using AI to bypass accessibility supports or accommodations that are part of their IEP or 504 plan without educator guidance.
- Sharing AI-generated content that contains misinformation, bias, or harmful stereotypes without identifying and addressing those issues first.

Human-AI-Human Reminder for Students: Good AI use starts with your question and ends with your judgment. Always ask: Did I think about this? Do I understand it? Is it accurate, fair, and honest? Your voice and your thinking matter most.

8. Current District Approved AI Tools:

The district's list of approved AI tools was developed using resources and vetted agreements from the Student Data Privacy Consortium, ensuring each tool meets established standards for protecting student data. This approach reflects a commitment to using practical, field-tested privacy solutions designed to address real-world challenges in safeguarding learner information.

**List subject to change based on available tools and Student Data Privacy agreements.*

Staff Tools	Student Tools
Gemini & Notebook LM (through the Google Education Suite)	Gemini & NotebookLM (through the Google Education Suite)
Brisk (Free Version)	Brisk Student (Free)
Diffit (Free Version)	Magic School Student (Free)
SchoolAI (Free Version)	Canva Education
Magic School (Free Version)	
Project Read (Free Version)	
Canva Education	
Pear Deck Assessment with AI tool (Paid Version)	
Playlab AI (Just signed DPA)	

9. Review and Revision

This policy will be reviewed at least annually and may be revised sooner in response to changes in law, technology, district practice, or evidence of risk or harm. Administrative regulations and implementation guidance may be updated more frequently so long as they remain consistent with this policy.

(PEAK's suggestion) *"The AI Governance Committee will public an annual AI Impact Report that includes: (1) a summary of approved tools and any changes to the approved list; (2) equity data on access and use patterns disaggregated by student demographics; (3) any identified harms or concerns*

and corrective actions taken; (4) community feedback received and how it shaped implementation. This report will be shared with the School Committee and posted publicly on the district website."

10. Adoption

Adopted by: _____

Date adopted: _____

Next review date: _____

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FHS ALUMNI TEACHER MINI-GRANT REQUESTS
2026 -2027

STAFF MEMBER	DEPARTMENT	REQUEST DETAILS	$ REQUEST	COMMENTS
MARISA REBELO MRebelo@ fairhavenps.net	**DRAMA CLUB**	Financial assistance for the Spring production of "Little Shop of Horrors". This club is totally self-funded and events usually cost $15 - $20K.	**$4,000**	
STACY DOYON SDoyon@ fairhavenps.net	**SCIENCE A.P. Biology Classes**	Purchase of a class set of EdMagz Biology Bundle visual aids that students will work with collaboratively to enhance their understanding of concepts that are difficult to understand because of their microscopic nature.	**$1,200**	
MOLLY McNULTY MMcNulty@ fairhavenps.net	**MUSIC**	Deposit for two charter buses for trip to Philadelphia in April 2027 for music competitions. Total cost for buses is $20,000 and a $5,000 deposit is needed by December. This request would help reduce the cost to individual students / parents.	**$5,000**	
Matthew DeLeo MDeLeo@ fairhavenps.net	**ART (Ceramics Classes)**	First year teacher at FHS who needs a "Slab Rolling Press" as well as a table to store it as well as other ceramic related materials.	**$900 (for both pieces)**	
Brenda Roveda BRoveda@ fairhavenps.net	**ART (Ceramic Classes)**	With an additional Ceramics teacher the program is growing and we need more space to place students' work, and an additional ware cart for our 2nd classroom will give us a safe space to store the additional projects.	**$430**	

FHS ALUMNI TEACHER MINI-GRANT REQUESTS
2026 -2027

STAFF MEMBER	DEPARTMENT	REQUEST DETAILS	$ REQUEST	COMMENTS
SCOTT FRANCIS SFrancis@ fairhavenps.net	**MATH (Algebra 1 & 2 Geometry & Pre-Calculus)**	Supplemental math worksheet and test generator through the Kuta software company for multiple classes in four different math subjects. These materials allow the teachers to use licensed software to create multiple types of assessments as well as practice problems. This two year license would provide all Math Dept teachers with access to all of the materials.	**$932**	
ALEXANDRA NASON ANason@ fairhavenps.net	**DECA CLUB**	DECA (Distributive Education Clubs of America) is an extracurricular activity that prepares emerging leaders and entrepreneurs through the use of a real-world competitive event structure. Competitions begin in the fall and advance through state and national competitions.	**$5,000**	
KATHERINE WARE KWare@ fairhavenps.net	**LIBRARY**	We are trying to rebuild the Library collection of books which is sorely needed. The funds requested are for Non-Fiction Books ($2,225), Fiction Books ($2,225) and Library Supplies ($550) **NOTE: Principal Joshua Hibbard states that this request would be his # 1.**	**$5,000**	
		TOTAL REQUESTS	**$22,462**	