

Agenda School Committee Meeting 11/14/2022

Mission Statement

The mission of the Gardner Public School System is to prepare, in collaboration with parents, students who are ready upon graduation for the challenges of college and career without remediation. This will be done in a safe, caring, just and equitable environment. Our Core Values are Academic Excellence, Creativity, Respect and Responsibility.

Notice: The listing of agenda items are those reasonably anticipated by the Chairman which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Any person may make a video or audio recording of an open session of a meeting, or may transmit the meeting through any medium, subject to reasonable requirements of the Chair as to the number, placement, and operation of equipment used so as not to interfere with the conduct of the meeting. Any person intending to make such recording shall notify the Chair forthwith. All documents and exhibits used or referenced at the meeting must be submitted in duplicate to the Recording Secretary, as they become part of the meeting minutes.

GARDNER PUBLIC SCHOOLS

REGULAR MEETING OF THE SCHOOL COMMITTEE

Monday, November 14, 2022, 7:00 PM

City Council Chambers, City Hall, Gardner, MA 01440

ORDER OF BUSINESS

- A. **Call to Order**
- B. **Open Time for General Public**
- C. **Recognitions by the Superintendent**
- D. **Consent Agenda**
 - a. Approval of Minutes: October 11, 2022
 - b. Warrant # 23-15, dated October 13, 2022, in the amount of \$279,522.68
 - c. Warrant # 23-16, dated October 20, 2022, in the amount of \$704,506.77
 - d. Warrant # 23-17, dated October 27, 2022, in the amount of \$387,882.77
 - e. Warrant # 23-18, dated November 3, 2022, in the amount of \$2,012,912.22
 - f. Donations -
- E. **Subcommittee Report**
 - Facilities Subcommittee
 - Finance Subcommittee
 - Policy Subcommittee

Agenda School Committee Meeting 11/14/2022

- F. **Student Advisory Board** – GHS, Junior - Amber Cameron
- G. **Discussion Items:**
 - New Business**
 - Item #3449 First Reading of Policies (Information)**
 - ADC** – Tobacco Products on School Premises Prohibited
 - JIC**– Student Discipline/Student Suspension-Expulsion Procedures
 - Item #3350 Second Reading of Policies (Vote Required)**
 - AC** – Non Discrimination including Harassment and Retaliation
 - GBA** – Equal Employment Opportunity
 - GCF** – Professional Staff Hiring
 - JB** –Equal Educational Opportunities
 - JFBB-1** – School Choice
 - JICA** – Student Dress
 - JJF** – Student Activity Accounts
 - Item #3451** GHS - Youth Community Survey Data (**Presentation**)
 - Item #3452** School Improvement Plans Progress for GMS (**Presentation**)
 - Item #3453** District MCAS Information (**Presentation**)
 - Item #3454** College & Career Readiness Coordinator (**Information**)
 - Item #3455** Curriculum Coordinator Update (**Information**)
 - Item #3456** ELL Coordinator Update (**Information**)
 - Item #3457** Grants Administrator Update (**Information**)
 - Item #3458** Special Education Update (**Information**)
 - Item #3459** SEPAC Update (**Information**)
 - Item #3460** MSBA – New Building Project (**Update**)
- H. **Communications**
- I. **Final Comments of School Committee**
- J. **Executive Session**
- K. **Adjournment**

GARDNER PUBLIC SCHOOLS

BRIEFING

ORGANIZATIONAL MEETING OF THE SCHOOL COMMITTEE

Monday, November 14, 2022, 7:00 PM
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- C. **Recognitions by the Superintendent**
- D. **Consent Agenda**
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Chair recommends approval of meeting minutes.
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 - f. Donations
- E. **Subcommittee Report**
 - Facilities Subcommittee
 - Finance Subcommittee
 - Policy Subcommittee
- F. **Student Advisory Board** – GHS, Junior - Amber Cameron
- G. **Discussion Items**
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 - JFBB-1** – School Choice
 - JICA** – Student Dress
 - JJF** – Student Activity Accounts
 - Item #3451 GHS-Youth Community Survey Data (Presentation)**
 - Item #3452 School Improvement Plans GMS (Presentation)**
 - Item #3453 District MCAS Information (Presentation)**

Briefing

School Committee Meeting 11/14/2022

Item# 3454 College & Career Readiness Coordinator **(Information)**

Item #3455 Curriculum Coordinator Update **(Information)**

Item #3456 ELL Coordinator Update **(Information)**

Item #3457 Grants Administrator Update **(Information)**

Item #3458 Special Education Update **(Information)**

Item #3459 SEPAC Update **(Information)**

Item #3460 MSBA – New Building Project **(Update)**

H. **Communications**

I. **Final Comments of School Committee**

J. **Executive Session**

K. **Adjournment**

Gardner School Committee

Regular Meeting – October 11, 2022

City Council Chambers, 95 Pleasant Street, Gardner, Massachusetts

Members present: Mayor Michael Nicholson, Chairperson (arrived at 7:25 P)

Jennifer Pelavin, Vice Chairperson

Rachel Cormier, Secretary

John LaFreniere, Finance Officer

Shannon Leighton

Anne Hurst

Robert Swartz

School Personnel present: Dr. Mark Pellegrino, Superintendent

Terri Hillman, Recording Secretary

Ms. Amber Cameron, Student Representative

Dr. Catherine Goguen, Chief Academic Officer

Mr. Earl Martin, Principal, Gardner Elementary School

Ms. Joyce West, Director of Pupil Personnel Services

Call to Order

Mrs. Pelavin, Vice Chairperson, called the meeting to order at 7:03 pm. The meeting opened with a roll call and the Pledge of Allegiance. The meeting was broadcast live on Channel 8 (Gardner Educational Television Station).

Open Time for the General Public

No one from the General Public requested to speak.

Recognition by the Superintendent

Dr. Pellegrino introduced Ms. Amber Cameron, a Junior at GHS, the new Student Representative to the School Committee. She spoke of her activities and her interest in the Committee.

CONSENT AGENDA

Mr. LaFreniere moved that the District School Committee vote to approve the Consent Agenda as presented:

- **Approval of Minutes of Regular Meeting of September 12, 2022, as recommended by the School Committee Chairperson.**
- **Approval of the following Warrants as recommended by the Finance Subcommittee:**
 - **Warrant #23-10 dated 09/08/22 in the amount of \$156,419.81**
 - **Warrant #23-11 dated 09/15/22 in the amount of \$173,739.65**
 - **Warrant #23-12 dated 09/22/22 in the amount of \$44,968.16**
 - **Warrant #23-13 dated 09/29/22 in the amount of \$55,667.13**
 - **Warrant #23-14 dated 10/06/22 in the amount of \$4,372,156.51**

Seconded by Mr. Swartz.

Vote – so voted.

Mrs. Pelavin, Vice Chairperson, abstained from voting.

SUBCOMMITTEE REPORT

Finance Subcommittee

Mr. LaFreniere, Chairperson, said that the Finance Subcommittee met on September 15, 2022. Minutes of the meeting were presented.

The Subcommittee reviewed the Expense Report and Mr. Hawke, Director of Finance & Operations, explained reasons for some accounts with deficit balances. An update on ongoing projects was presented.

An outside audit of the Student Activities Account (SAA) noted that the account thresholds were exceeded by GHS and GMS and no SAA plan was voted on by the School Committee. A plan with increased account thresholds will be presented to the full School Committee for action.

Policy Subcommittee

Mrs. Hurst, Chairperson, said that the Policy Subcommittee met on September 14, 2022. Minutes of the meeting were presented.

Updates to six policies were approved as recommended by the Massachusetts Association of School Committees (MASC). They are listed in Item #3438 on the School Committee Agenda for a first reading.

Mr. Hawke recommended that the District replace current language in policy JJF (Student Activity Accounts) with the MASC recommended language. Listed in Item #3438 for a first reading.

MASC recommends updates to policy JIC (Student Discipline) to align with recently issued federal guidance pertaining to student discipline and Section 504 of the Rehabilitation Act of 1973. Ms. West will review all District policies related to student discipline and report any recommended changes to align with the MASC recommended updates.

Student Advisory Board

Ms. Cameron, Student Representative, reported on the many activities that have taken place at GHS since the opening of school. A band night was held, Spirit Week, clubs are starting up, fall sports off to a good start, annual open house, and welcoming two exchange students from Spain.

NEW BUSINESS

Item #3438 – First Reading of Policies (Information)

Mrs. Hurst presented the following policies for a first reading as recommended by the Policy Subcommittee:

Policy AC	Non-Discrimination including Harassment and Retaliation
Policy GBA	Equal Employment Opportunity
Policy GCF	Professional Staff Hiring
Policy JB	Equal Educational Opportunities
Policy JFBB-1	School Choice
Policy JICA	Student Dress
Policy JJF	Student Activity Accounts

Item #3439 – Declaration of Surplus, 62 Waterford Street

Mr. Swartz moved that the District School Committee vote to declare Waterford Street School located at 62 Waterford Street surplus to the School Department's need as presented by Mark Hawke, Director of Finance & Operations, in his letter of October 4, 2022.

Seconded by Mr. LaFreniere.

Vote – so voted.

Mrs. Pelavin abstained from voting.

Item #3440 – Vote to accept Student Account Activity projections for GHS and GMS and to set checking limits for both schools at \$30,000

Mr. LaFreniere moved that the District School Committee vote to accept the 2022-2023 Student Activities account projections for GHS as presented and to set the maximum checking account level at \$30,000, and to accept the Student Activities account projections for GMS as presented and to set the maximum checking account level at \$30,000 as recommended by the Finance Subcommittee..

Seconded by Mr. Swartz.

Vote – so voted.

Mrs. Pelavin abstained from voting.

Item #3441 – Superintendent's Goals

Mrs. Hurst moved that the District School Committee vote to approve Superintendent Pellegrino's Goals for FY23 as presented at the September 12, 2022 School Committee meeting.

Seconded by Mrs. Leighton.

Vote – so voted.

Mrs. Pelavin abstained from voting.

Item #3442 – District Improvement Plan GES

Mr. Earl Martin, Principal of the Gardner Elementary School, gave an update on progress at GES. The opening was wonderful and he showed many pictures of the interior- the murals, the classrooms, the lighting and all appointments were outstanding – truly a “School in the Woods”. The biggest challenge has been getting 991 students in and out of the building every day. The traffic engineer’s design did not work very well. Mr. Martin showed a new traffic pattern with a much longer area for parents waiting in line to drop off and pick up.

Mayor Nicholson arrived at 7:25 pm and chaired the remainder of the meeting.

Mr. Martin also outlined the Multi-Tiered Systems of Support (M.T.S.S.) included in the School Improvement Plan. The strategic objective is to create a school where all members experience joy, achievement, and care and how it will be accomplished.

Item #3443 College & Career Readiness Coordinator’s Update

The College & Career Readiness Coordinator’s update was included in the members’ packets. Ms. Melissa Paine was not present this evening.

Item #3444- Curriculum Coordinator’s Update

The Curriculum Coordinator’s Update was included in the members’ packets. Dr. Goguen was present this evening to answer questions.

Item #3445– Grants Administrator’s Update

The Grants, Communications & Compliance Update was included in the members’ packets. Mrs. Dunn was not present this evening.

Item #3446 – Special Education Update

The Special Education Update was included in the members’ packets. Ms. Joyce West was present this evening to answer questions.

Item #3447 – SEPAC Update

Mrs. Hurst reported that the SEPAC Committee met on September 21, 2022. Three persons have expressed interest in becoming president of the Committee. The next meeting is scheduled for October 12, 2022 and a vote will be held for president.

Item #3448 – MSBA – New School Building Project

Information on the new Gardner Elementary School was included in Mr. Martin’s report.

COMMUNICATIONS

Dr. Pellegrino presented information about Heywood Hospital's telemedicine program at Gardner Elementary School and gave an overview of proposed services. Mrs. Becky McCaffrey, School Nurse Leader, supports the program which could begin after the Thanksgiving break. The program would have many benefits and would create a community of care for the students.

Dr. Pellegrino said that there will be an equity audit from Boston College, the Band Night went very well, and apologized to parents because electronic problems have interrupted communications.

FINAL COMMENTS OF THE SCHOOL COMMITTEE MEMBERS

Mrs. Leighton commended Mr. Martin and all the GES staff for their work in getting the school ready. She said the traffic pattern is improving and is looking forward to Open House.

Mrs. Hurst welcomed Amber Cameron as Student Representative. She reminded everyone to vote on November 8, 2022.

Mrs. Pelavin attended Open House at GHS and GMS and was amazed to see so many families there. She attended Band Night and heard parents commenting on good things going on at the schools.

Ms. Cameron said GHS is a great school and has come a long way. She is happy to be the representative.

Mr. Swartz spoke about the 120 students involved in home study programs – 10 have re-enrolled back to Gardner schools. There are 190 students enrolled in early college programs.

Mr. LaFreniere thanked Mr. Martin for the great presentation this evening. He welcomed Amber.

Mrs. Cormier welcomed Amber to her very important role. She echoed everything others stated.

Mayor Nicholson apologized for being late for the meeting. He welcomed Amber and said that it was 10 years ago that he was the school representative. He thanked everyone who has been involved in the many school activities,

ADJOURNMENT

Mr. Swartz moved to adjourn. Seconded by Mr. LaFreniere. Vote – so voted.
Mayor Nicholson abstained from voting.
The meeting adjourned at 7:45 pm.

Rachel A. Cormier
Secretary

Terri Hillman, Recording Secretary

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-15

WARRANT DATE 10/13/22

Location	Office - Gen Supplies	Curriculum	Tech.	Athletics	Prof dev	Utilities	Facilities	TOTAL
High School		\$1,147.69	\$525.00				\$2,226.49	\$3,899.18
Middle School		\$41.94				\$619.98		\$661.92
Gardner Elementary School		\$991.58					\$1,185.85	\$2,177.43
Helen Mae Sauter School						\$10.00		\$10.00
ESS						\$53.27		\$53.27
WSS						\$76.88		\$76.88
Sub-Total	\$0.00	\$2,181.21	\$525.00	\$0.00	\$0.00	\$629.98	\$3,412.34	\$6,878.68

Location	Office	Transport.	Tech.	Tuition	Prof Dev	Facilities	Utilities	Prof. Ser.	Legal	Carryover	TOTAL
Special Education		\$2,546.68		\$29,220.74				\$7,062.75	#####		\$40,120.17
Administration			\$32,300.15							\$1,413.37	\$33,713.52
Sub-Total	\$0.00	\$2,546.68	\$32,300.15	\$29,220.74	\$0.00	\$0.00	\$0.00	\$7,062.75	#####	\$1,413.37	\$73,833.69

Revolving Accounts	\$1,105.00
Grants	\$172,779.99
Extended Day Refund	\$150.00
Bonds	
Athletic Improvements	\$21,999.12
Student Activity Account	\$2,776.20
Sub-Total	\$198,810.31

GRAND TOTAL	\$279,522.68
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-16

WARRANT DATE 10/20/22

Location	Office - Gen Supplies	Curriculum	Tech.	Athletics	Prof dev	Utilities	Facilities	TOTAL
High School		\$1,100.00	\$3,080.64			\$527.03	\$30,135.70	\$34,843.37
Middle School	\$262.69	\$82.72	\$1,668.05			\$729.15	\$24,604.20	\$27,346.81
Gardner Elementary School	\$1,598.46	\$6,765.59	\$3,097.34				\$28,001.35	\$39,462.74
Elm St. School						\$140.00	\$1,156.50	\$1,296.50
Helen Mae Sauter School						\$315.29	\$903.42	\$1,218.71
Waterford St. School						\$34.05	\$1,562.10	\$1,596.15
Sub-Total	\$1,861.15	\$7,948.31	\$7,846.03	\$0.00	\$0.00	\$1,745.52	\$86,363.27	\$105,764.28

Location	Office	Transport.	Tech.	Curriculum	Prof Dev	Facilities	Equipment	Tuition	Prof. Serv	Carryover	TOTAL
Special Education		\$7,700.00	\$810.90	\$849.33				\$4,950.00	\$2,646.25		\$16,956.48
Administration	\$16.96	\$59,130.00	\$16,247.16			\$8,418.27	\$4,583.20		\$7,750.00	\$549.30	\$96,694.89
Sub-Total	\$16.96	\$66,830.00	\$17,058.06	\$849.33	\$0.00	\$8,418.27	\$4,583.20	\$4,950.00	#####	\$549.30	\$113,651.37

Revolving Accounts	\$25,347.52
Grants	\$50,507.15
Capital Project	\$58,328.76
Bonds	\$313,761.45
Athletic Improvements	\$37,146.24
Sub-Total	\$485,091.12

GRAND TOTAL	\$704,506.77
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-17

WARRANT DATE 10/27/22

Location	Office - Gen Supplies	Curriculum	Tech.	Student Activity	Prof dev	Utilities	Facilities	TOTAL
High School		\$346.50	\$2,460.00	\$1,325.00			\$2,665.23	\$6,796.73
Middle School							\$648.00	\$648.00
Gardner Elementary School	\$6,311.63	\$1,838.64					\$4,573.87	\$12,724.14
Waterford St						\$189.43		\$189.43
Helen Mae Sauter School	\$242.80							\$242.80
Sub-Total	\$6,554.43	\$2,185.14	\$2,460.00	\$1,325.00	\$0.00	\$189.43	\$7,887.10	\$20,601.10

Location	Office	Legal	Tech.	Curriculum	Prof Dev	Facilities	Prof. Ser.	Tuition	Equip	Carryover	TOTAL
Special Education							\$2,646.25	\$2,900.00			\$5,546.25
Administration		\$176.00	\$10,881.31		\$1,000.00	\$1,136.00	\$626.35		#####	\$2,000.00	\$29,598.66
Sub-Total	\$0.00	\$176.00	\$10,881.31	\$0.00	\$1,000.00	\$1,136.00	\$3,272.60	\$2,900.00	#####	\$2,000.00	\$35,144.91

Revolving Accounts	\$140,822.75
Grants	\$443.67
MWCC foundation	\$800.00
Bonds	\$185,495.25
Student Activity Transfer	\$4,575.09
Sub-Total	\$332,136.76

GRAND TOTAL	\$387,882.77
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-18

WARRANT DATE 11/03/22

Location	Office - Gen Supplies	Curriculum	Nurse	Athletics	Field trips	Dues	Facilities	TOTAL
High School	\$799.80	\$300.00		\$300.00	\$1,375.00	\$25.00	\$399.90	\$3,199.70
Middle School	\$26.50	\$214.28	\$181.72					\$422.50
Gardner Elementary School	\$19.90	\$1,504.84						\$1,524.74
Helen Mae Sauter School								\$0.00
Sub-Total	\$846.20	\$2,019.12	\$181.72	\$300.00	\$1,375.00	\$25.00	\$399.90	\$5,146.94

Location	Assessment	Transport.	Tech.	Curriculum	Prof Serv	Dues	Advertising	Tuition	Prof Dev	Carryover	TOTAL
Special Education	\$368.00	\$64,321.00		\$699.64	\$3,978.75			\$11,276.14			\$80,643.53
Administration		\$59,130.00	\$2,302.43			\$140.00	\$191.99		#####	\$33,878.32	\$97,144.74
Sub-Total	\$368.00	\$123,451.00	\$2,302.43	\$699.64	\$3,978.75	\$140.00	\$191.99	\$11,276.14	#####	\$33,878.32	\$177,788.27

Revolving Accounts	\$14,509.59
Grants	\$9,961.25
School Improvements	\$228,200.00
Bonds	\$1,563,818.97
Student Activity Transfer	\$13,487.20
Sub-Total	\$1,829,977.01

GRAND TOTAL	\$2,012,912.22
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GARDNER PUBLIC SCHOOLS
70 Waterford Street
Gardner, MA 01440

Facilities Sub-Committee Meeting
Minutes
Thursday, October 13, 2022

Members Present: Mr. Robert J. Swartz, Chair, Mr. John LaFreniere

Members Absent: Mrs. Shannon M. Ward-Leighton,

Others Present: Dr. Mark Pellegrino, (Superintendent) Mr. Mark Hawke (Dir Finance & Operations) Mr. Wayne Anderson, (Director of Facilities)

Call to Order: Chair called the meeting to order at 4:01 PM.

Chair called for a motion to approve meeting minutes for the August 18, 2022 meeting. Motion made by, John LaFreniere, Robert Swartz, motion approved.

Mr. Swartz asked Mr. Anderson, about the Pest control company that is contracted by the school department. He stated that the pest control contract is a preventative health measure and is part of an integrated pest management measure required by the Health Department.

Mr. Swartz asked Mr. Anderson about the following items:

WATKINS FIELD – Status of constructions of the concession/bathroom facilities – Foundation trench dug, basic foundation plumbing completed, foundations poured. Building is designed so that concession and restroom facilities will be available for persons using Watkins field or the soccer/baseball fields.

GHS – Tennis courts completed repairing surface, painting surface and appropriate lines. A contract is out to repair the access doors and bottom of fencing.

A concrete pad was installed just South of the tennis court. The mayor obtained a grant to build a physical fitness court on the pad. A contractor is in the beginning stages of installing the equipment.

GMS – The new lockers have been installed. They are wider and deeper and the students like them and are using them.

GES – Discussed the GES punch List with Mr. Anderson. The punch list is not at all like I am familiar with when building the middle school. It is completely automated. The list is provided by Bacon the General Contractor and is shared with all the sub-contractors that have items to care for., the architect. OPM, and Mr. Anderson. This list is a living document that changes of the hour and by the day.

If you have driven by the old soccer practice field and behind building A, you probably noticed pile of logs. These logs are to be used for the GES playgrounds.

It was noticed that driving in and out of the complex and internal roads that the road-way lights are on 24/7. Eventually when all electrical items are completed the control timer will be adjusted.

Sod – grass is being installed in the rear of building A. It was also noted that the contractor installing the grass around the school and along the roadways was in the process of pulling weeds and trimming the growth that is grass.

Being nothing else to discuss a motion to adjourn was made by John LaFreniere and seconded by John LaFreniere to adjourn. Meeting adjourned at 4:35 PM.

Robert J. Swartz

Robert J. Swartz
Facilities Committee Chairman

Encl: pictures, tennis court, lockers,
GES log pieces







GARDNER PUBLIC SCHOOLS

70 Waterford Street, Gardner, MA 01440

Finance Sub-Committee Meeting

Thursday, October 20, 2022 at 12:00pm

Minutes

Members Present: Mrs. Pelavin, Mr. LaFreniere, Mr. Swartz

Members Absent: None

Others Present: Mr. Mark Hawke, Director of Finance & Operations

Mrs. LaFreniere called the meeting to order at 12:05 p.m.

A motion was made by Mrs. Pelavin and seconded by Mr. Swartz to approve the minutes of the September 15, 2022 Finance Subcommittee meeting. So voted.

Expense Report Review:

The Committee reviewed the Expense Report. Mr. Hawke noted the following:

- At GHS the Guidance Counselor line is negative \$2.3k, this is down from a negative \$50k. This is due to the early departure of Judy Mack.
- The Athletic Director is negative \$30k until the City transfers their share of funds.
- GMS has a \$1.3k negative in its Extra Curricular line. This will shake itself out as the year goes on.
- There are various negatives in ESS, WSS and HMS accounts. This will all be covered by available funds. The negative is due to the estimation in moving dates for new school and subsequently SPED and Central Office staff.
- GES has a negative in SPED teachers of \$3.4k. This is due to hiring teachers at slightly higher than anticipated levels. It will be covered with available funds.
- ED Undistributed has a shortfall in Copier/Postage due to a couple price increases that went into effect mid-year last year and were not incorporated into the budget process and Professional Services which will be up and down all year as this is where the SPED Prof Serv is budgeted.

Projects Update:

- GMS Lockers are installed.
- Watkins Field concession/restroom work has begun in earnest and the slab should be poured next week, followed by the block walls the week after.
- The GHS Tennis Courts are completed.

New Business:

The Committee discussed a memo from Mr. Hawke. The City Charter requires a contract signed by the Mayor for good or service in excess of \$1,000. This amount was increased from

\$200 in 1960 and has not changed since. The City Charter also allows the School Committee to make rules and regulations for conducting its business. Mr. Hawke suggested the Committee vote to match Massachusetts General Laws language in requiring contracts only for items over \$10,000. He stated that this would put the Charter at odds with itself. It was noted by Attorney Pelavin that the Mayor is currently trying to change the Charter. It was suggested that this be brought up at the School Committee meeting for discussion purposes and noted that the Committee is in agreement, but not to take a formal vote on the matter.

A motion was made by Mrs. Pelavin and seconded by Mr. Swartz to adjourn the meeting.
So voted 2-0.

The meeting adjourned at 12:36 p.m.

DRAFT

GARDNER PUBLIC SCHOOLS

Policy Subcommittee
Meeting Minutes
Thursday, October 20, 2022
1:00 PM
Superintendent's Conference Room
70 Waterford Street, Gardner, MA 01440

In Attendance: Mrs. Anne Hurst, Chair; Mrs. Jennifer Pelavin, Member; Mrs. Rachel Cormier, Member

Absent:

Also in Attendance: Dr. Catherine Goguen, Chief Academic Officer; Ms. Courtney Dunn, Grants, Communications, & Compliance Coordinator; Ms. Joyce West, Director of Pupil Personnel Services; Ms. Rebecca McCaffrey, School Nurse Leader; Ms. Brenda Smith, Executive Assistant to the Superintendent

Mrs. Hurst called the meeting to order at 1:00 p.m.

A motion was made by Mrs. Pelavin and seconded by Mrs. Cormier to approve the minutes of the September 14, 2022 Policy Meeting. The motion passed unanimously.

Policy AA – School District Legal Status was reviewed and discussed. No changes were recommended to this policy and, therefore, the policy will be updated as “Reviewed, October, 2022”.

Policy ADC – Tobacco Products on School Premises Prohibited was reviewed and discussed. Dr. Goguen presented MASC recommended updated references to the policy. A motion was made by Mrs. Pelavin and seconded by Mrs. Cormier to send Policy ADC with the recommended changes to the November full School Committee Meeting for a first read. The motion passed unanimously.

Policy JIC – Student Discipline was reviewed and discussed. The Massachusetts Association of School Committees (MASC) recommends updates to this policy to align with recently issued federal guidance pertaining to student discipline and Section 504 of the Rehabilitation Act of 1973, and a legal reference to Chapter 222, An Act Relative to Student Access to Educational Services and Exclusion from School. Ms. West stated that the District has several policies related to discipline, each addressing specific topics. She presented changes to policy JIC to include language from procedure JKD-R – Student Suspension-Expulsion Procedures. Ms. West stated that by including this procedure language in the policy all MASC recommended updates will be addressed within current district policies regarding student discipline. A motion was made by Mrs. Pelavin and seconded by Mrs. Cormier to send Policy JIC with the recommended changes to the November full School Committee Meeting for a first read. The motion passed unanimously.

The following policies were tabled for review and discussion to be included on the November Subcommittee meeting agenda:

- ADDA – Background Checks
- ADF – Local Wellness Policy
- BBA – School Committee Powers and Duties
- BBAA – School Committee Member Authority
- BBBE – Unexpired Term Fulfillment/Vacancies
- BCA – Code of Ethics for School Committee Members
- BDA – School Committee Organizational Meeting
- BDB – School Committee Officers
- BDBA – Duties of Chairperson

The next Policy Subcommittee meeting will occur on Tuesday, November 22, 2022 at 8:30 a.m. in the Superintendent's Conference Room.

A motion was made by Mrs. Pelavin and seconded by Mrs. Cormier to adjourn the meeting. The motion passed unanimously. The meeting adjourned at 1:58 p.m.

TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel, students, and members of the public is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted on all school buildings informing the general public of the district policy and requirements of state law.

[Reference: M.G.L. 71: SECTION 2A]

[Cross Reference: JICH, Alcohol, Tobacco and Drug Use by Students Prohibited]

[Adopted: March 1999]

[Reviewed: November 2001]

[Reviewed: March 2011]

[Reviewed: January 2017]

[Revised: October 2020]

[Revised: 2022]

STUDENT DISCIPLINE

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

~~Administrators will follow the terms of MGL 71:37h and other applicable laws and regulations.~~

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and Shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

~~Students may be suspended from attendance at school on authority of the building principal or designee. In the judgement of the administration, expulsions shall be imposed only for instances of serious misbehavior that warrants a severe punishment~~

Out-of-School Suspension

In every case of student misconduct for which out-of-school suspension may be imposed, a Principal shall consider ways to re-engage the student in learning; and avoid using long-term outof-school suspension from school as a consequence until alternatives have been tried.

Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

In-School Suspension

In every case of student misconduct for which in-school suspension may be imposed, a Principal shall consider ways to re-engage the student in learning; and avoid using short or long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Out-of-School Suspension

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written

notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Notice of In-School Suspension

Except for emergency removal, the Principal must provide the student and the parent(s) oral and written notice, in English and in the primary language of the home if other than English, of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the proposed in-school suspension.

On the same day as the In-School Suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the In-School Suspension.

The Principal will invite the student and parent(s) to a hearing for the day of the suspension or as soon as possible to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior before imposing an in-school suspension as a consequence for misconduct. The notice shall include the rights enumerated in law and regulation. The Principal must be able to document at least two attempts to notify the parent orally, as well as a written notice about the in-school suspension, inviting the parent to a meeting if such meeting has not yet occurred.

The Principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the Principal and the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

The Principal shall also ensure adequate provisions have been made for the student's safety and

transportation prior to removal.

In-School Suspension - Not More Than 10 Days Consecutively or Cumulatively

The Principal may use in-school suspension as an alternative to short-term out-of-school suspension for disciplinary offenses. The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation. The in-school suspension may not exceed 10 days consecutively or cumulatively in a school year.

Principal's Hearing - Short Term Out-of-School Suspension of up to 10 Days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing – In-School Suspension

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present

information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year, and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an in-school suspension, before the suspension takes effect.

Principal's Hearing - Long Term Out-of-School Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the

disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term out-of-school suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent. The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the

disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law.

Suspension or Expulsion for Weapons, Controlled Substances, Assaults on School Personnel, Felony Charges or Convictions M.G.L. c. 37H and 37H1/2 provide that students may be subject to expulsion by the Principal for any of the following actions:

- Found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a controlled substance.
- Assault of a teacher, administrator or other school staff member on school premises or at school-sponsored or school-related events including athletic games.
- Conviction of a felony or adjudication or admission in court of guilt with respect to such a felony or felony delinquency if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

A school principal has the authority to hold a student expulsion hearing and recommend that a student be expelled from school. The results of a principal's expulsion hearing may be appealed to the school superintendent upon request.

When either a principal's or superintendent's level hearing is held, the Gardner School Committee will be apprised that an expulsion hearing is convened as well as the final results of the hearing. At the conclusion of the hearing, a student will be deemed to either:

- Permanently expelled from school;
- Found to be acceptable for regular school attendance;
- Or allowed to continue in school with carefully delineated written requirements.

The superintendent's level disciplinary hearing is considered the terminal point of the student appeal process. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

When a student is expelled under these sections, no school or school district within the

commonwealth shall be required to admit such student.

Students previously expelled from another school system seeking admission to Gardner Public Schools will not be accepted for local admission.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

Non-Discrimination

School staff responsible for implementing this Policy shall do so without discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability or age.

DISCIPLINE of STUDENTS WITH DISABILITIES

All students are expected to meet the standards of behavior required by the district and the individual schools within the district. There are, however, some specific considerations regarding the discipline of students with disabilities. Students with disabilities, as defined by federal and state law and regulations, shall be subject to the provisions of the student handbook except as otherwise provided by this policy or by the student's Individualized Educational Program (IEP) or Section 504 Plan. An eligible student under Section 504 of the Rehabilitation Act of 1973 is regarded as having a physical or mental impairment which limits one or more major life functions. The Individuals with Disabilities Education Act (IDEA) and M.G.L.c.71B require that additional provisions be made for students who have been found by an Evaluation Team to have special needs and whose individualized program is described in an IEP.

The IDEA and M.G.L. c. 71B allow school personnel to move a student with disabilities to an Interim Alternative Educational Setting (IAES) for up to 45 school days, if that student is in possession of a dangerous weapon at school or a school function or on school property, is in possession or uses a controlled substance or sells or solicits the sale of a controlled substance while at school or a school function or on school property, or inflicts serious bodily injury on a person, including him/herself. The appropriate IAES shall be determined by the IEP Team.

The IDEA and M.G.L. c. 71B also allow school personnel the option of asking a hearing officer or a court to move children with disabilities to an IAES for up to 45 school days, if they are substantially likely to injure themselves or others in their current placement. If a special education student has been placed in an interim alternative education setting as a result of a disciplinary action, the student may remain in the interim setting for a period not to exceed 45 days. Thereafter, the special education student will return to the previously agreed-upon educational placement unless either a hearing officer orders another placement or the parent(s) agrees to another placement.

When a special needs student has been suspended for more than ten (10) consecutive or cumulative days in a school year, such that a substantial change in placement is occurring or will occur, the IEP Team will meet to conduct a manifestation determination. Relevant members of the Team meet for the manifestation determination, and they answer two questions, after reviewing relevant documents and the misconduct of the student:

1. Is the misconduct the direct result of the District's/school's failure to implement the student's IEP?
2. Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability/disabilities?

A summary of the manifestation determination review will be written and a copy provided to the Parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

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If the Team finds that the misconduct was a manifestation of the student's disability, the Team will arrange for a functional behavioral assessment (if one has not been conducted on the student) and the development or modification of a behavior intervention plan. The school may still be able to implement an IAES (see above). If the IAES is not possible, then the student will remain in his/her current placement unless the parent (s) agrees to another placement.

If the Team finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy in the student handbook. The student will receive educational services during this period of suspension or exclusion. The Team must determine the educational services necessary for a Free and Appropriate Public Education (FAPE) and for the manner and location of these services.

The Principal (or designee) will notify the Special Education Office of the suspendable offenses of a special needs student and a record will be kept of such notices.

If a parent(s) disagrees with the Team's decision of manifestation determination or with a placement of a student in an interim alternative educational setting or any other disciplinary action, the parent(s) has the right to request an expedited hearing from the Bureau of Special Education Appeals. If school personnel are concerned that the student's placement may result in injury to others, they may request a hearing with a Bureau of Special Education Appeals hearing officer.

Students Identified As Having a Disability and Provided with a Section 504 Plan

A student on a Section 504 Plan may be disciplined like any other non-disabled student. However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than ten (10) cumulative days (and there is a change in placement as a result), then a manifestation determination review shall be conducted. The student's 504 Team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

1. Is the misconduct the direct result of the District's/school's failure to implement the student's 504 Plan?
2. Is the misconduct caused by, or does it have a direct and substantial relationship to the student's disability/disabilities?

A summary of the manifestation determination review will be written and a copy provided to the Parent(s)/guardian(s) as soon as possible after the review, but no later than five (5) school days after the review.

If the Team finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy in this handbook. Upon returning from his/her suspension/expulsion, the Team will arrange for a functional behavioral assessment (if one has not been conducted on the student) and the development or modification of a behavior intervention plan.

The Principal (or designee) will notify the Student Support Services Office of the suspendable offenses of Section 504 students and a record will be kept of such notices.

If a parent/guardian disagrees with the result of a manifestation determination hearing, or if school personnel are concerned that the student's placement may result in injury to others, they may request a hearing with a Bureau of Special Education Appeals hearing officer.

Students Not Yet Determined to be Eligible for Special Education or Accommodations under Section 504

The law applies to general education students if the school system had knowledge prior to the misconduct that the student was disabled. Under the law, a school district is presumed to have "had knowledge" that a general education student was disabled if the student's:

Parent(s)/guardian(s) has "expressed concern in writing" to the school district that the student is in need of special education and related services;

Parent(s)/guardian(s) has requested a special education evaluation of the child; or

District staff have "expressed concern" directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

If there was no knowledge, the parent(s)/guardian(s) may request an expedited evaluation.

During this period, the student may be suspended or expelled under normal School Committee policy.

Legal Reference: M.G.L. 71:84; 71:85, 76:16;76: 76.17 71:37H, 71:37H1/2, 71:37H3/4; 603 CMR 53.00

Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School

Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 And

Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA) Discipline Provisions

~~Massachusetts Association of School Committees (MASC) recommendation regarding separation of policy and procedures and through Department of Elementary and Secondary Education (DESE) guidance.~~

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such a felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school , as provided

in M.G.L. c. 71, S. 37H or 37H ½ . The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school more than 90 days in a school year except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make educational progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

Chapter 222, An Act Relative to Student Access to Educational Services and Exclusion from School, addresses continuation of educational services for students when they are excluded from school.

New Federal Guidance related to Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under section 504 of the Rehabilitation Act of 1973 that students are effectively supported when responding to behavior that is based on a student's disability that could lead to student discipline has been added as a legal reference.

[Reference: M.G.L. 71:37H]

[Adopted: 3/8/99]

[Revised: May 2003]

[Revised: November 2006]

[Reviewed: February 2014]

[Revised: February 2021]

[Revised: June 2021]

[Revised: 2022]

NON-DISCRIMINATION AND HARASSMENT

The Gardner Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, homelessness, religion, age or immigration status. The Gardner Public Schools is also committed to maintaining a school environment free of harassment based on race (which includes traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles), color, religion, national origin, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age or disability. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L. c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

The Gardner Public Schools' policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Gardner or in obtaining the advantages, privileges, and courses of study of such public school on account of race (which includes traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles), color, sex, gender identity, religion, national origin, sexual orientation, age, homelessness, disability or immigration status.

In addition to designating at least one administrator to handle inquiries regarding the District's non-discrimination policies, the Superintendent shall adopt and publish one or more grievance procedures for addressing reports of discrimination, harassment and retaliation under the protected classes identified in this policy. If an individual interested in filing a complaint that they have been discriminated against because of their race (which includes traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles), color, sex, gender identity, religion, national origin, sexual orientation, homelessness, disability, or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.

The student handbooks and grievance procedures shall identify the name, office address and telephone number for the compliance officer(s) for the above-referenced statutes and this policy and be posted on the District's website.

LEGAL REFS.: Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35;

Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03 as amended by Chapter 199 of the Acts of 2011; MLG c. 71, s370; 42 USC s. 2000c et seq.; 42 USC s. 2000d et seq.; 20 USC s. 1701 et seq.; M.G.L c. 71, Sec. 84.

192nd General Court of the Commonwealth of Massachusetts: Acts of 2022, Chapter 117

[Revised: September 2020]

[Revised: 2022]

EQUAL EMPLOYMENT OPPORTUNITY

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the district who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race (which includes traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles), color, sex, gender identity, religion, national origin, sexual orientation, disability, age or place of residence. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualification, merit and ability.

[Reference: AC, Nondiscrimination; 192nd General Court of the Commonwealth of Massachusetts: Acts of 2022, Chapter 117]

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[Adopted: May 1997]

[Reviewed: January 2003]

[Revised: March 2013]

[Revised: April 2017]

[Revised: June 2019]

[Revised: 2022]

PROFESSIONAL STAFF HIRING

Through its employment policies, the district will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon an awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.

It is the responsibility of the superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the school committee. The district's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for all students.

It will be the duty of the superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race (which includes traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles), color, sex, gender identity, religion, national origin, sexual orientation, disability, age, homelessness, genetic information, ancestry, military status, pregnancy or pregnancy related condition, or limited English proficiency.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member is directed to establish a representative screening committee. The administrator, with approval of the superintendent, has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making their recommendation to the School Committee.

[Reference: M.G.L. 69:6; 71:38; 71:38G; 71:39; 71:45; Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1995; 192nd General Court of the Commonwealth of Massachusetts: Acts of 2022, Chapter 117; 603 CMR 7:00, 26:00, and 44:00
~~603 CMR 7:00, 26:00, and 44:00~~

[Adopted: June 9, 1997]

[Revised: March 2003]

[Revised: April 2017]

[Revised: February 2021]

[Revised: 2022]

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the school committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race (which includes traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles), color, sex, gender identity, religion, national origin, sexual orientation, disability, age, ~~homelessness or limited English proficiency~~.

To accomplish this, the committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows:

No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race (which includes traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles), color, sex, gender identity, religion, national origin sexual orientation, disability or age, ~~homelessness or limited English proficiency~~.

This will mean that every student will be given equal opportunity in school admissions, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Education in compliance with this law will be followed.

[Adopted: 3/8/99]

[Reviewed: April 2003]

[Revised: March 11, 2013]

[Revised: April 2017]

[Revised: October 2019]

[Reviewed: February 2020]

[Revised: 2022]

SOURCE: MASC

LEGAL REFS.:

Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE regulations 603 CMR 26:00
BESE regulations 603 CMR 28.00

CROSS REF.:

AC, Nondiscrimination, 192nd General Court of the Commonwealth of Massachusetts: Act of 2022, Chapter 117]

|

SCHOOL CHOICE

It is the policy of this school district to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L. 76:12B)

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the district.
4. Any sibling of a student already enrolled in the receiving district shall receive priority for admission to the District.
5. That the selection of non-resident students for admission when the number of requests exceed the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
6. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from high school except if there is a lack of funding of the program.
7. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race (which includes traits historically associated with race, including, but not limited to, hair texture, hair type, hair length, and protective hairstyles), color, religion, national origin, sex, gender identity, age, sexual orientation, homelessness, ancestry, athletic performance, physical handicap, special need, pregnancy, pregnancy related condition, academic performance or proficiency in the English language.

[Reference: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B; DESE Regulations 603 CMR 26.00; 192nd General Court of the Commonwealth of Massachusetts: Acts of 2022, Chapter 117]

[Adopted: November 1998]

[Revised: April 2003]

[Revised: March 11, 2013]

[Revised: April 2017]

[Revised: June 2021]

[Revised: 2022]

STUDENT DRESS CODE

School officials shall not abridge the rights of students as to personal dress and appearance except if such officials determine that such personal dress and appearance promote alcohol, tobacco, drug use, violence, or violate reasonable standards of health, safety, cleanliness, and the orderly operation of the school.

Student dress will comply with requirements for health and safety, will not be destructive to school property, and will not interfere with the educational process. The administration is authorized to take action in instances where individual dress does not meet the stated requirements in the respective school handbooks.

Student, faculty, or parent groups may recommend appropriate dress for school on special occasions. A student will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as his or her dress and appearance meet the requirements set forth above.

[Reference: MGL Ch. 71, Section 83; [192nd General Court of the Commonwealth of Massachusetts: Acts of 2022, Chapter 117](#)]

[Adopted: June 1998]

[Revised: May 2003]

[Revised: December 2006]

[Reviewed: February 2014]

[Reviewed: December 2019]

[\[Revised: 2022\]](#)

STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law, the School Committee:

1. Authorizes the Principals or designee to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account. Standard receipt and disbursement form approval by the City Auditor shall be used.
2. Authorizes the Town or District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the procedures established by the Superintendent.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

• <u>Gardner High School</u>	<u>\$30,000.00</u>
• <u>Gardner Middle School</u>	<u>\$30,000.00</u>
• <u>Gardner Elementary School</u>	<u>\$10,000.00</u>
• <u>Gardner Academy</u>	<u>\$10,000.00</u>

For accounts with maximum balance limits that exceed \$25,000.00, the School Committee shall consider, in accordance with DESE guidelines, that an audit be conducted by an outside audit firm every three years

Graduating Class Funds

Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account for the High School. Such funds shall be designated by the class' Year of Graduation.

Once a class has graduated from High School, their funds should be removed from the High School Student Activity Checking Account no later than two years from the date of graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the High School Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Class of XXXX. Checks payable to individual members of the graduating class are not permitted.

Should the class officers not request to have their funds removed from the Student Activity Checking Account within two years of their graduating, the funds will be forfeited by the class and transferred into the General Sub-fund portion of the Student Activity Agency Account. These funds will then be allocated by a vote of the School Committee.

Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.

Inactive Student Activities

When a student activity ceases to be active for a period of three years or more the Principal or other authorized administrator shall require the following actions:

1. obtain written notice from the faculty advisor or student officer that the activity will cease to be a viable account. If unable to obtain such notification the Principal shall request action to close the account from the School Committee.
2. Identify in writing all assets of the student activity. The disposition of any assets shall be determined by the School Committee and may not benefit specific individuals.
3. Annually notify all students of the required actions if an activity ceases to exist.

Student Activity Deficits

Individual student activity accounts are not permitted to be in a deficit position. Whenever a deficit exists that is not the result of timing, the Superintendent shall recommend remedial action to the School Committee in a timely manner.

SOURCE: MASC - Updated 2021

LEGAL REFS: MGL [71:47](#)

CROSS REFS: [JJA](#), Student Organizations

DIE, Audits

NOTE: DESE audit guidelines for Student Activity Checking Accounts require an annual audit. In regional districts these accounts may be a part of the annual audit by a third party auditor. In municipal districts the audits may be conducted by a district or municipal employee but not by the Principal, Treasurer, Superintendent, or any authorized signatory on the accounts. Districts with large numbers of schools may rotate the schools through the audit process.

[Adopt: 2022]

Gardner High School YCS Data Presentation

Presented by the
Gardner Community Action Team
&
GPS Counseling

November 2022



Gardner Community Action Team

- The Gardner Community Action Team is a community coalition that coordinates substance use prevention efforts in the Gardner area.
- The Gardner Community Action Team (GCAT) is comprised of residents, business owners, public officials, city employees and stakeholders all of which come together to make up the city of Gardner.
- These coalition members work closely with all of its community partners to coordinate, plan and implement activities and learning opportunities for the community as a whole. These activities and learning opportunities include but are not limited to multi-media campaigns, community and school educational events, town hall events, conferences, health fairs and assist with data collection.
- We support GPS's goal to improve the social and emotional well being of students and families in the community.

GCAT Members & Key Partners

- GCAT currently has over 40 active members and 188 people on our mailing list.
- We have a variety of sector representation and key stakeholders throughout the Gardner Community.
- Some of our partners include:

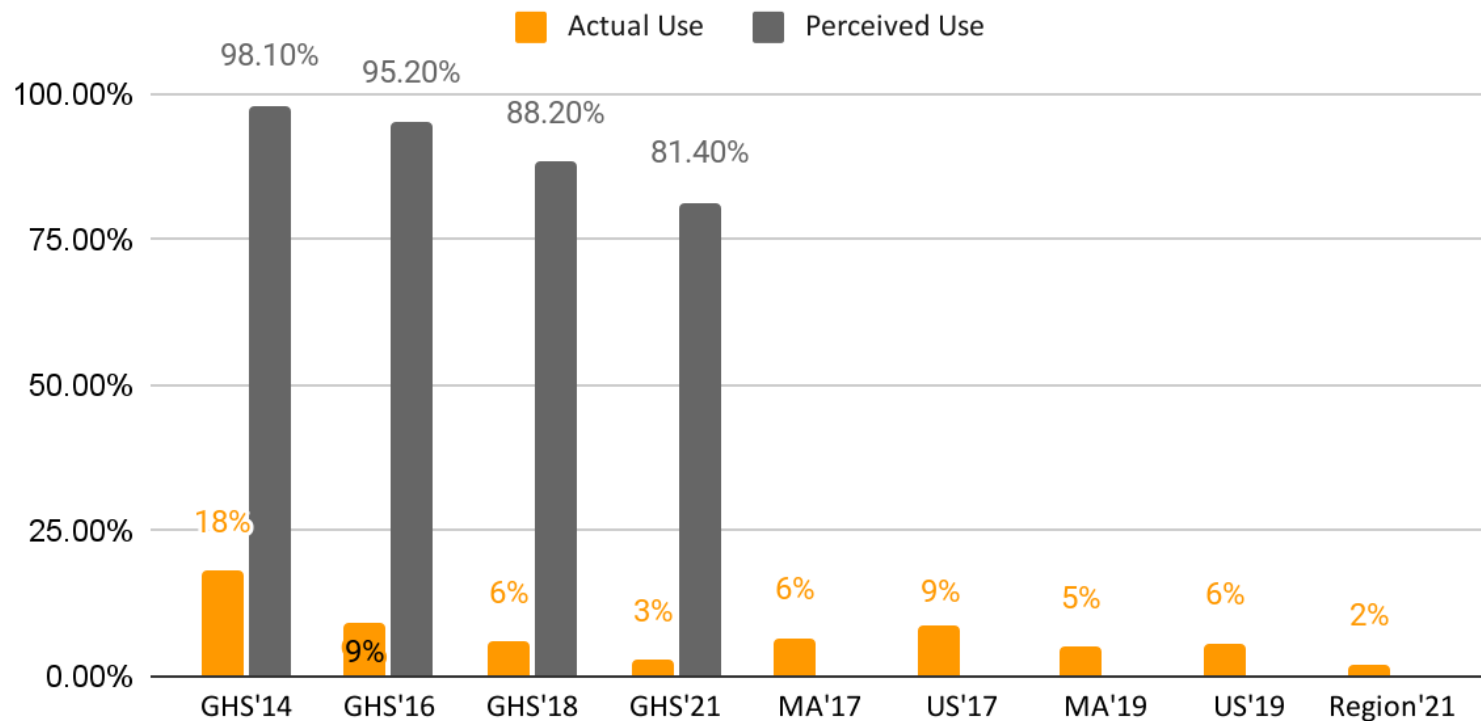
Health Equity Partnership of North Central (CHNA9), Q-Drug, Heywood Hospital, Gardner PD, Gardner Public Schools, Mount Wachusett Community College, Gardner Board of Health, Fitchburg Board of Health, Chamber of Commerce, District Attorney's Office, LUK, NCAT, LCAT, MOC, GVNA, GAAMHA, AED Foundation, Alyssa's Place Peer Recovery and Resource Center and others

Gardner's Youth Community Survey

- The last survey was administered in the Spring of 2021
- 378 high school students from Gardner were surveyed
- The survey allows us to identify strengths and opportunities, but also challenges that Gardner High School youth are experiencing.
- Gives us measures with which to compare Gardner High School youth to those in the rest of the region, state and in some instances the U.S.

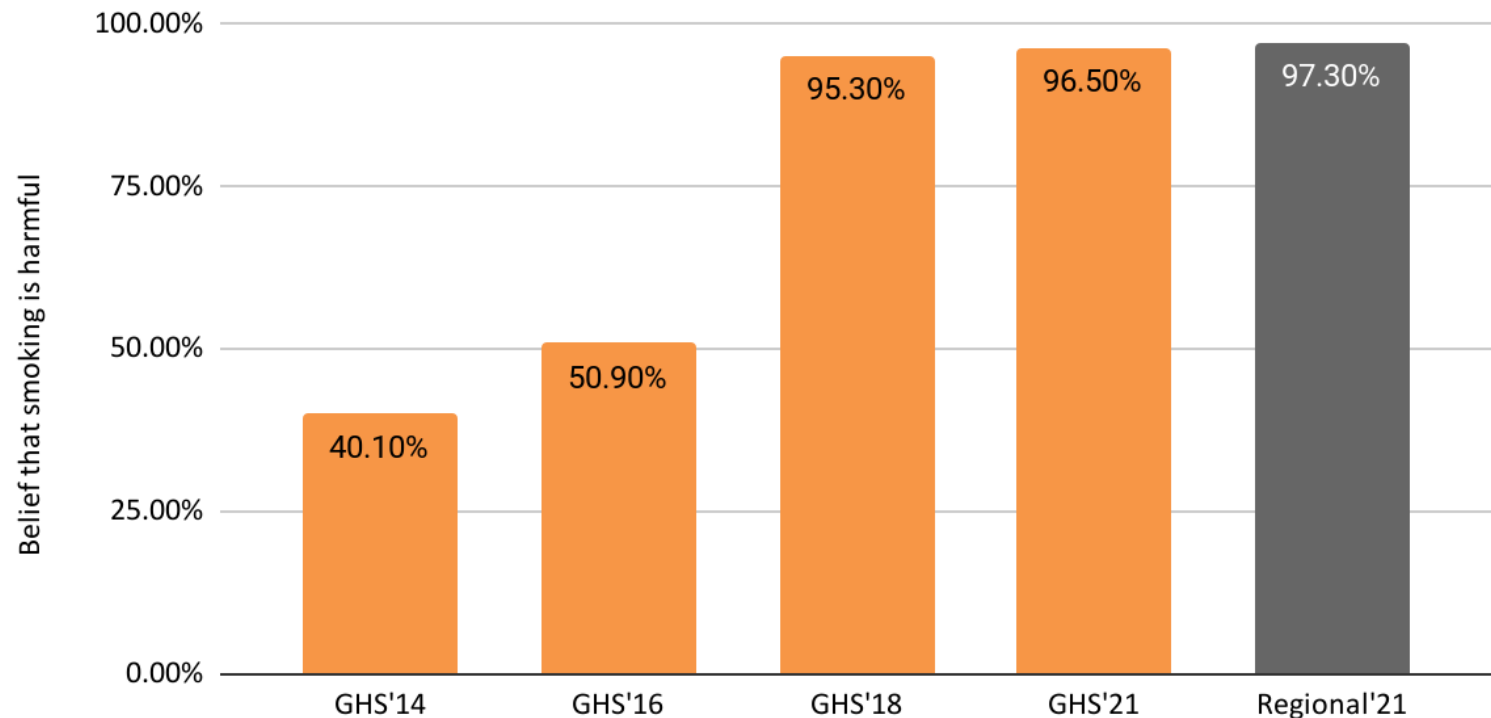
Youth Perception of Tobacco Use/Actual Use

Actual Use and Perceived Use



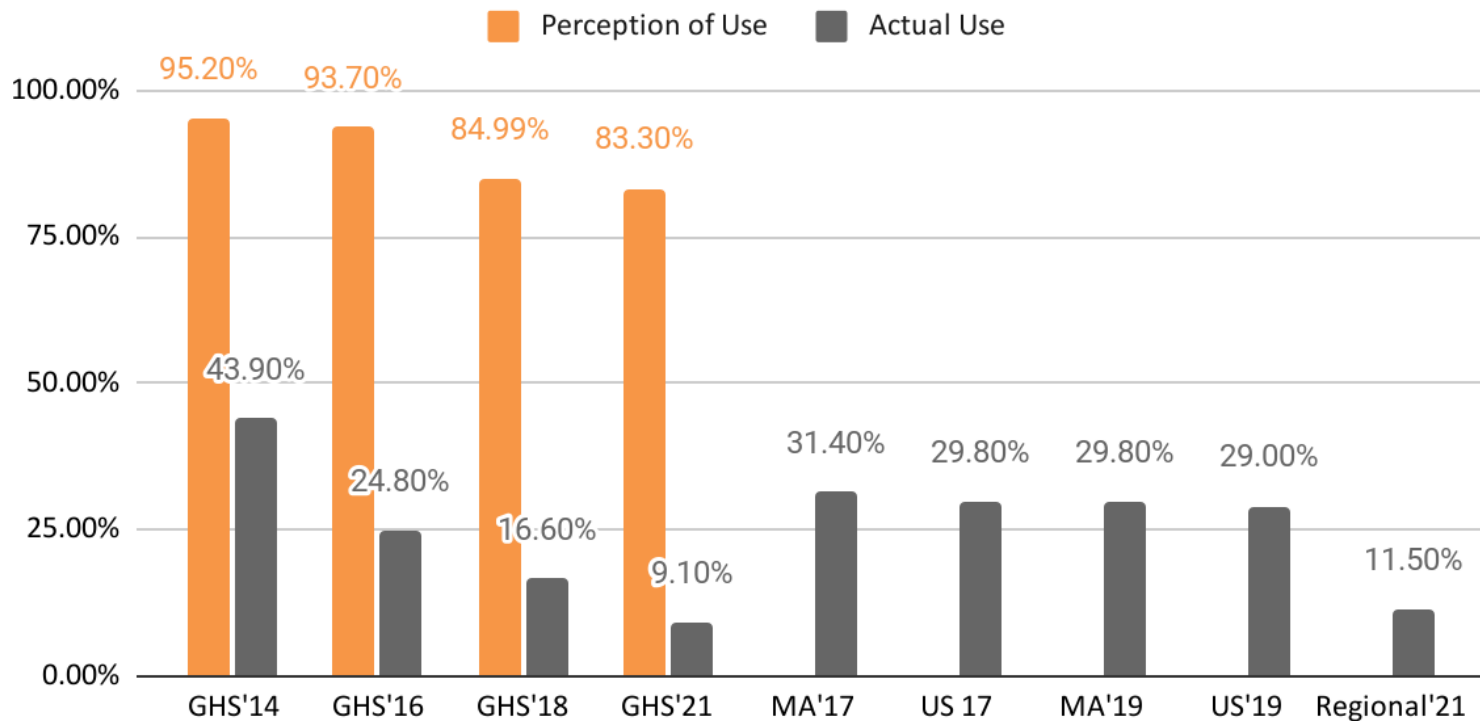
Do you feel smoking cigarettes is harmful to your health?

Belief that smoking is harmful



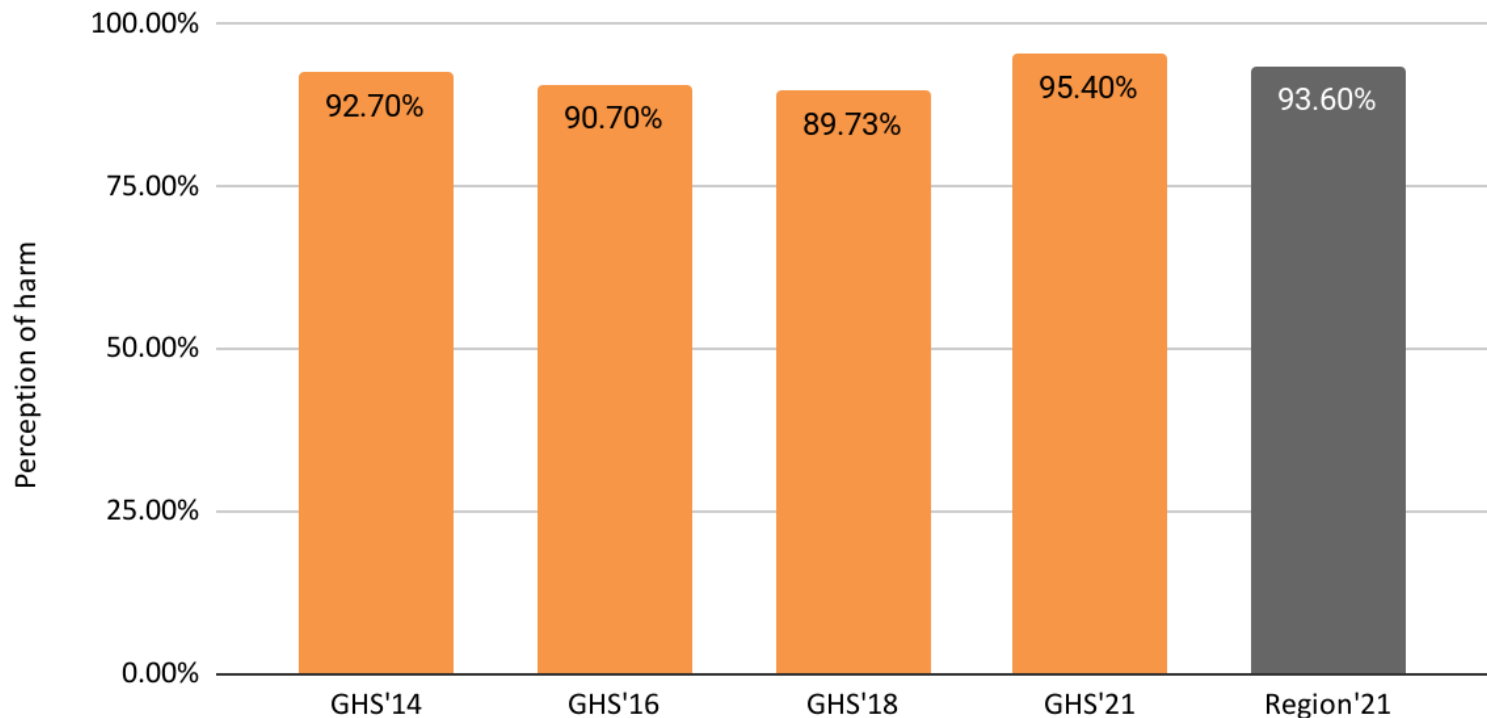
Youth Perception of Alcohol Use/Actual Use

Perception of Use and Actual Use-Alcohol

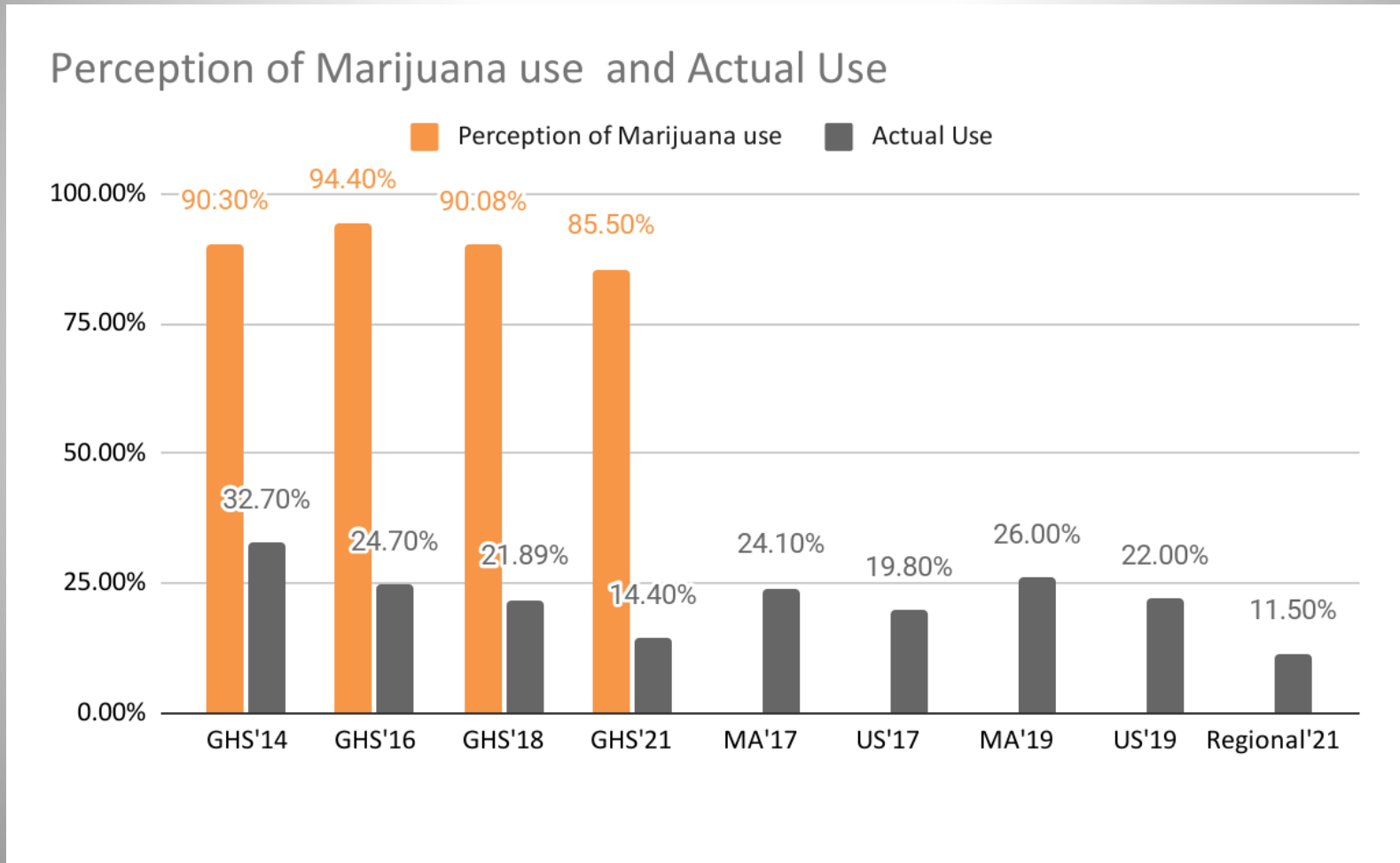


Do you feel drinking beer is harmful to your health?

Perception of harm

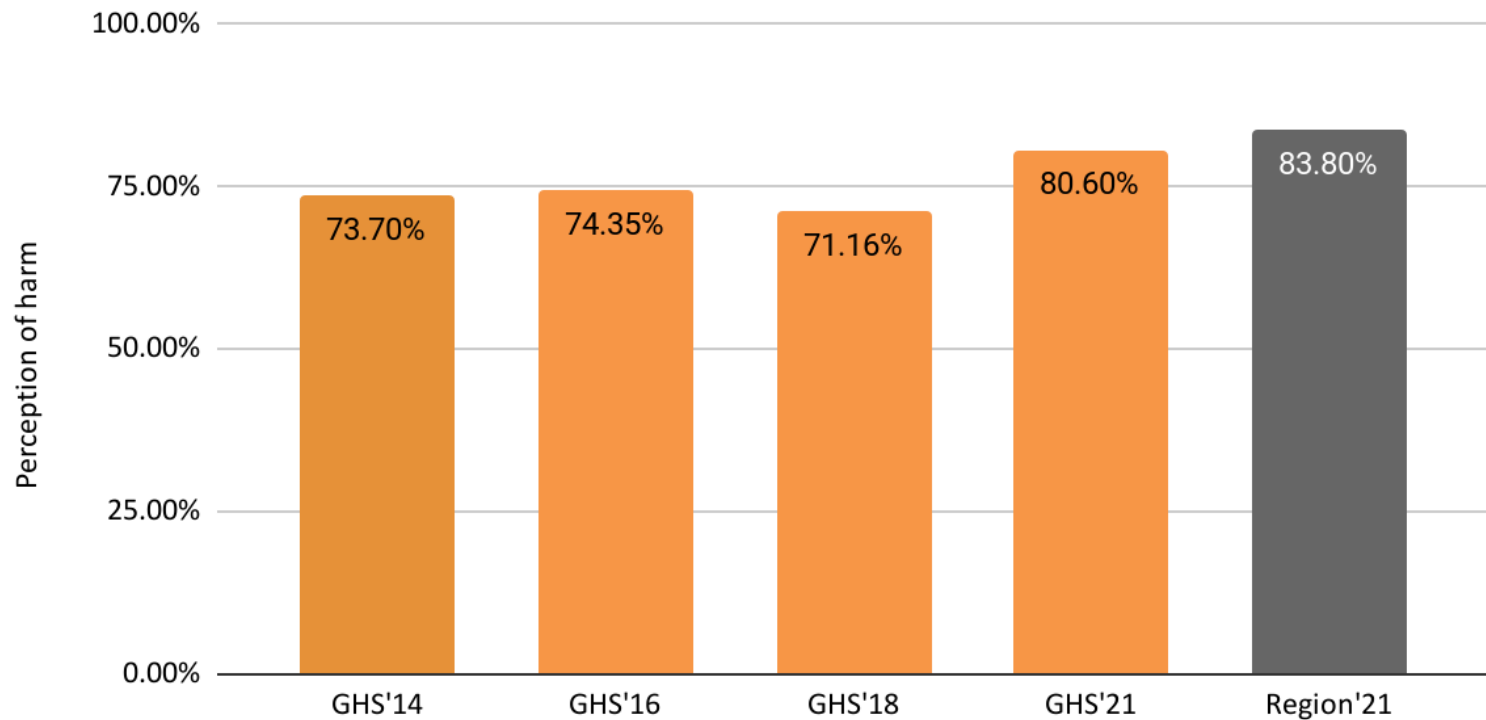


Perception of Marijuana Use/Actual use

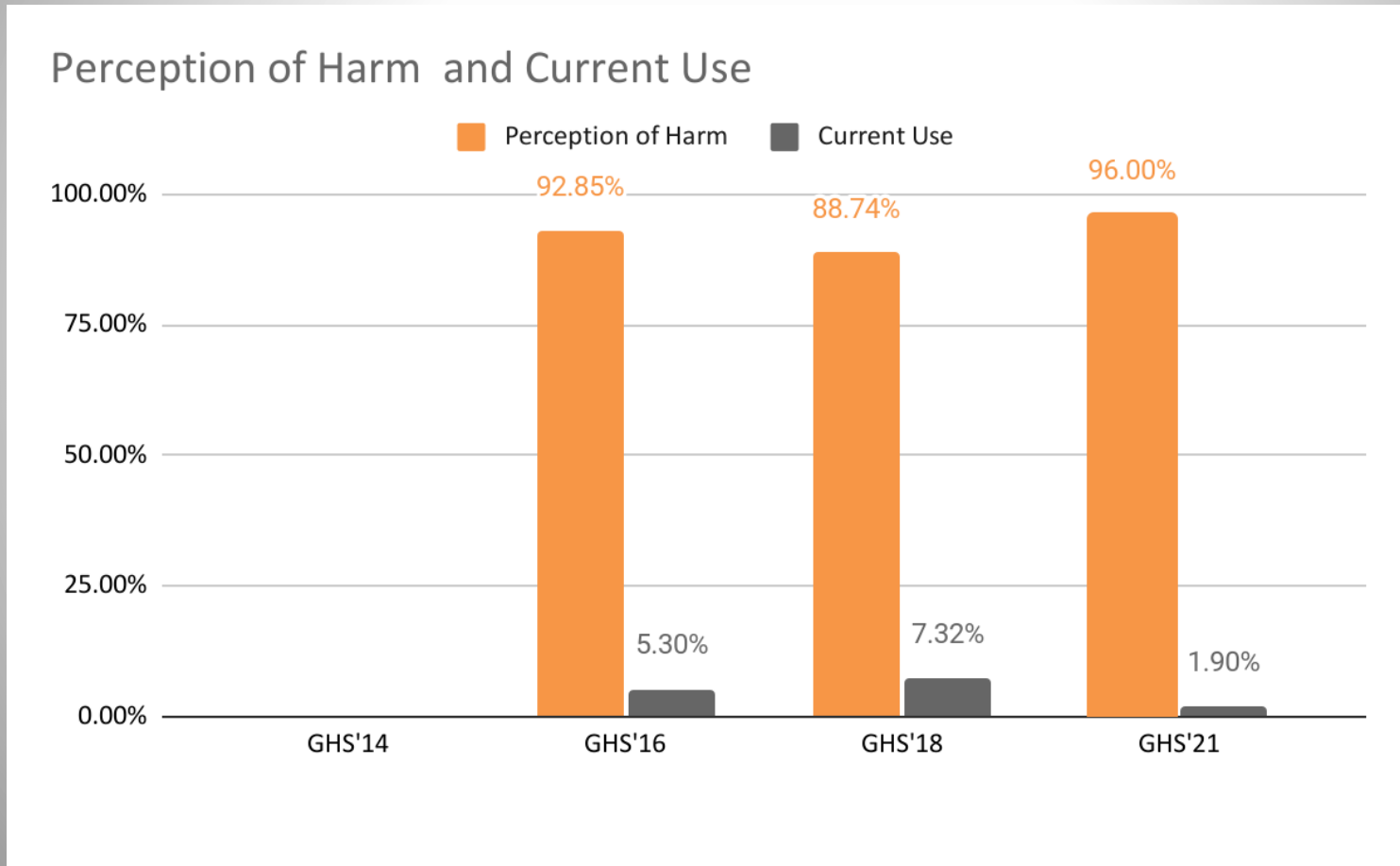


Do you feel smoking marijuana is harmful to your health?

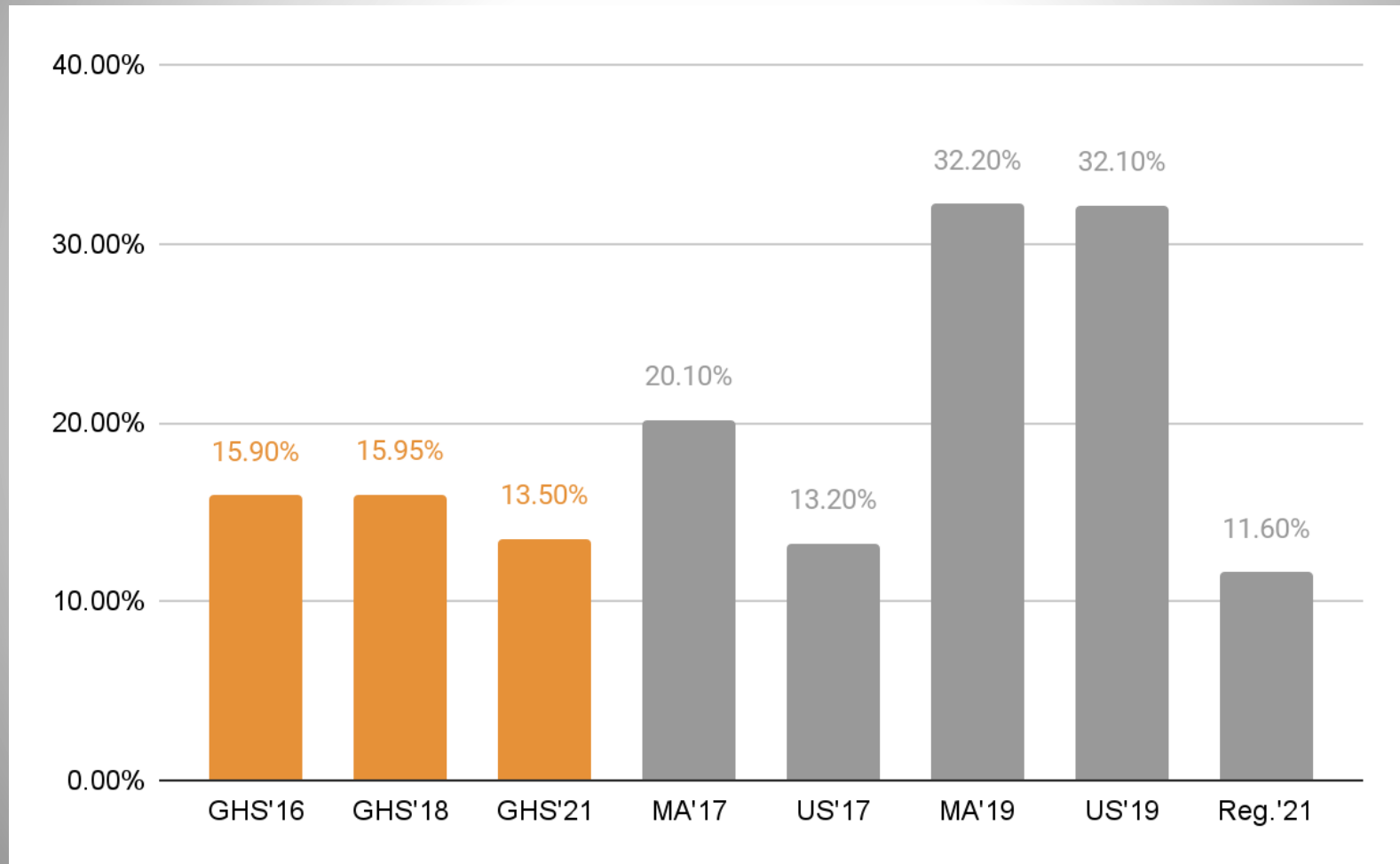
Perception of harm



Perception of harm/Current Use of prescription medication not prescribed by doctor



Current Use of Vaping products



What does GCAT offer to help Gardner students and families?

Game Changers: Skills to Strengthen Resilience and Wellbeing for HS age youth

(6 hour curriculum) - Groups of 15-20 students

Resilience is the ability to successfully adapt and recover in the face of adversity and stress, manage emotions, and achieve personal and collective goals. A range of healthy decision-making and coping skills is critical to well-being and resilience. Stress can affect performance by reducing the ability to focus, wear down persistence, and reduce adaptation to change. Research has shown that students with resilience and strong social and emotional competencies have strong prosocial behaviors and academic performance. The good news is that resilience can be improved through well-structured training and interventions.

Resilience is not one specific skill; it is a set of resources and skills that promotes effective problem-solving, adaptability, positive coping, self-regulation, and social support. Resilience skills can provide a reservoir of resources—such as social connections, the ability to draw on strengths, and having a sense of purpose that strengthen wellbeing , relationships, and support academic success. Game Changers is designed to enhance resilience, provide tools that help students make healthy decisions and cope with stress, and sustain healthy relationships.

Training Active Bystander (TAB) for ages 12 and up

2.5 hours - Groups of 15-20 Students

TAB is a way to analyze harm doing situation and assist participants in discovering the positive power of bystanders. The curriculum defines the role of target, harm doer, and bystander. It examines inhibitors to bystander action and how to overcome them. Moral courage, inclusive caring, responsibility for others, empathy, reciprocity and self-interest promote active bystandership.

Active bystandership does not mean aggression against the harm doer.

TAB stresses safety and discusses a variety of interventions techniques. It helps participants gain the competencies they need to create action plans if they decide to step forward when they witness something they feel is unfair, or wrong, or troubling in the future.

Lessons are interactive, using group activities, brainstorming and role plays. Participants drive discussion content based on the needs of their particular community.

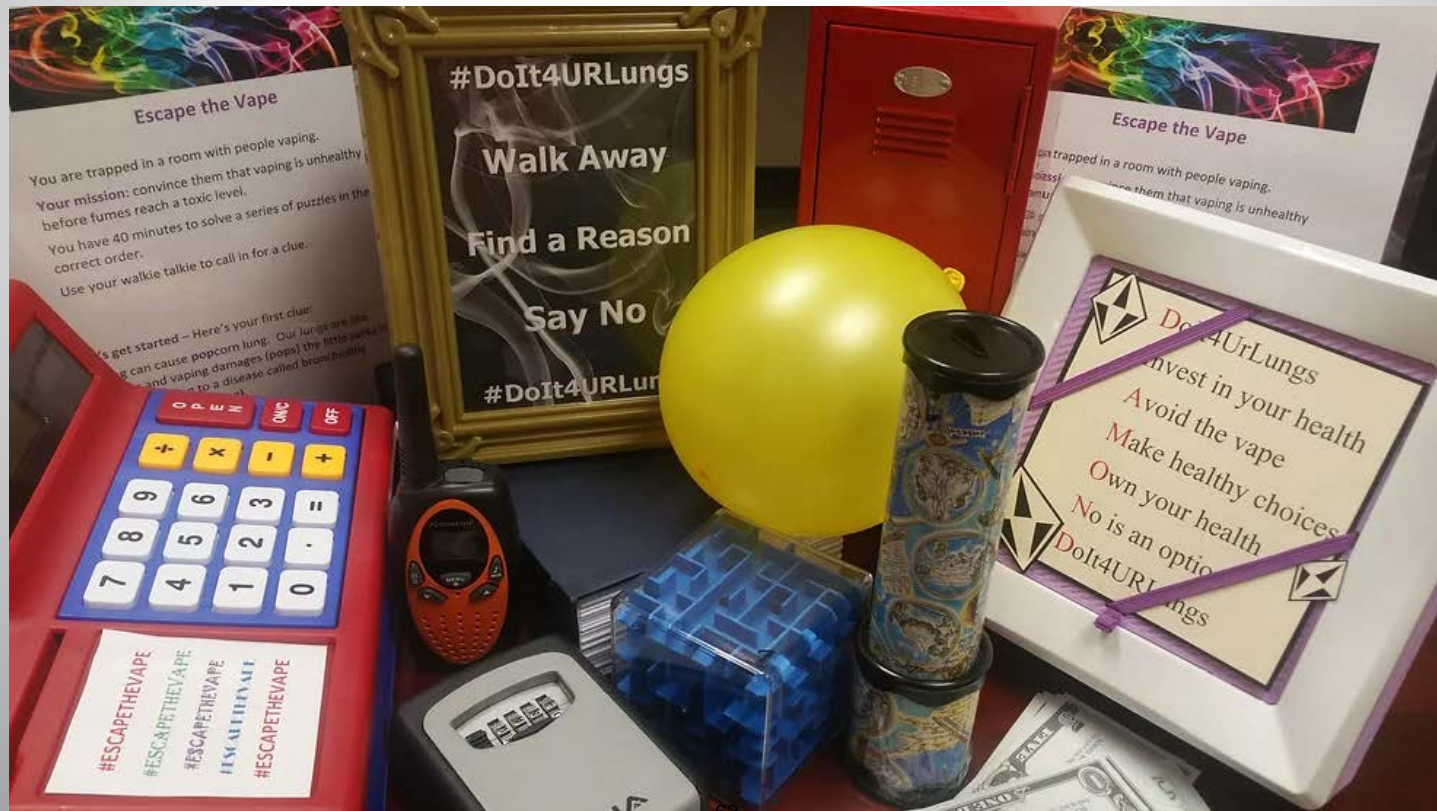
TAB promotes support for the target, understanding of the harm doer, caring for those inside and outside one's own group, moral courage and competencies to safely help those in need.

Bystander acts that stop harm doing to individual targets also stop the changes in a community that encourage harm to others. Active bystander help develop positive attitudes, behaviors and values in the whole community.

Escape The Vape (approximately 45 minutes) Ages 12 and up

Groups of 6-8 students

*Hands on “Escape Room” type of interactive activity
that teaches the students about harmful effects of vaping*



Guiding Good Choices

***Curriculum for parents and caregivers of middle schools age children
(Five-sessions, with an average session length of 2 hours each week)***

English or Spanish

Guiding Good Choices (GGC) is a family competency training program for parents of children in middle school that gives parents the skills needed to reduce their children's risk for using alcohol and other drugs. Children are required to attend one session that teaches peer resistance skills. The other four sessions are solely for parents and include instruction on: (a) identification of risk factors for adolescent substance abuse and a strategy to enhance protective family processes; (b) development of effective parenting practices, particularly regarding substance use issues; (c) family conflict management; and (d) use of family meetings as a vehicle for improving family management and positive child involvement.

Educational movies and documentaries

Angst - documentary designed to raise awareness around anxiety. The film includes interviews with kids, teens, educators, experts, parents and a very special interview with Michael Phelps.

The Upstanders explores cyber-bullying, bullying among friends, families, co-workers and the brain science behind it all.

Suicide-The Ripple Effect - Kevin Hines, who at age 19 attempted to take his life by jumping from the Golden Gate Bridge, chronicles the impact of his suicide attempt on others and his work as a mental health advocate since that time.

Written Off - How does a smart, loving, promising kid move from acting in the high school play to putting a needle in his arm? WRITTEN OFF reveals that journey, in Matt's own words. Behind the addiction, there is a person – all at once lovable and despicable, funny and pathetic, young and old, destructive and aware of his failings.

Plugged In: The True Toxicity of Social Media Revealed - Plugged In is a 2019 documentary about the effects of social media and smartphones on younger generations. It explores how these generations were born into a world of technology and how difficult it is to function without the use of phones or social media. Plugged In reveals how the design and function of social media operates in a way that hooks people in and distracts them from the real world and face-to-face interactions.

Community Events

National Night Out - August
Annual Recovery Event - September
Annual Prevention Conference - October
Social Host Liability Trainings - April

Vaping Diversion Program at GHS

Purpose

- Increase knowledge about basic facts of e-cigarettes and vaping and the harm they cause.
- Gain awareness of strategies manufacturers and sellers of e-cigarettes employ to increase use among adolescents, such as deceptive and creative marketing strategies.
- Understand the consequences of usage both in and out of school.
- Understand the health risks involved with this product.
- Gain skills to refuse experimentation and use of e-cigarettes.

Substance Abuse Prevention

SBIRT

- All 7th & 9th Graders are met with individually with a staff member to discuss abuse of substances.
- Different levels of support are assigned depending on responses.

Wellness Curriculum (Grade 9)

- All students must take Wellness to graduate
- Includes a full unit on substance abuse

iDecide

The purpose of this educational program is to provide students with the knowledge and skills necessary to make healthy decisions and reduce the risk (resist the pressure) to use alcohol and other drugs.

Module 1-Teen Brain Development, Neurobiology of Addiction, and Industry Tactics

Module 2-Specific Drug Effects

Module 3-Identifying Triggers & Healthy Alternatives

Module 4-Core Values & Setting Goals

A Heywood Hospital program

Project Amp

YM Youth Mentor (Project Amp): Project Amp is a short term mentorship program that helps students reach their goals in health and wellness, family and friend relationships, and academics. Project Amp addresses common issues such as alcohol and drug use, peer influence, and stress, which can impact health, relationships, and academic success now and in the future.

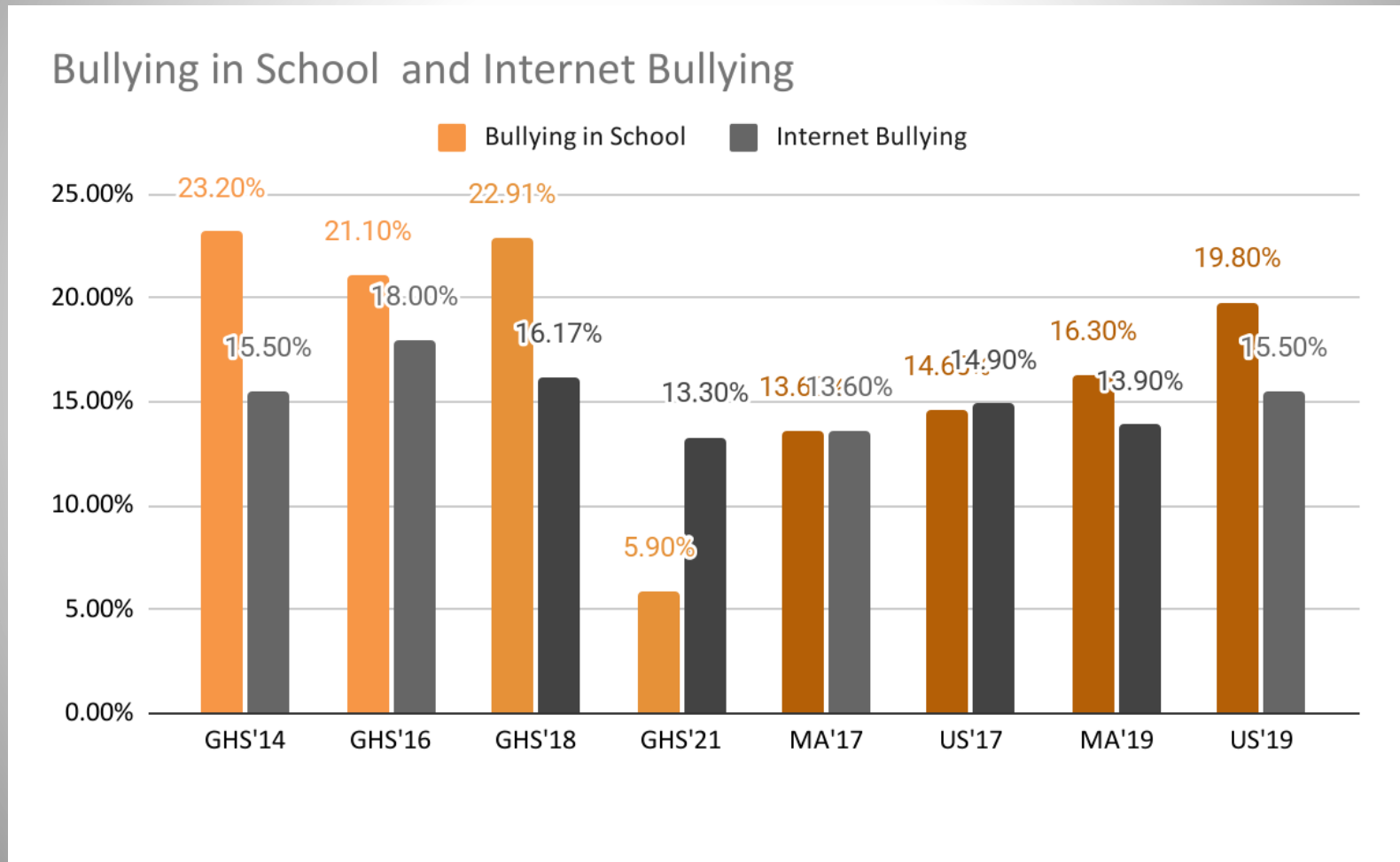
A Heywood Hospital program

ACRA Program

ACRA A-CRA Program: The Adolescent Community Reinforcement Approach (A-CRA) Program treats teens, ages 12-18, who are dealing with substance use and co-occurring mental health issues. A-CRA is a 13 week therapy model that focuses on developing positive coping skills, improved communication skills, and enhanced problem solving skills to decrease incidences of unhealthy coping skills such as substance use, self-harm, and aggressive behaviors.

A Heywood Hospital program

In School Bullying vs. Internet Bullying



Bullying Prevention Strategies

Elementary

Elementary Level (Grades K-4)

- First 6 Weeks-Curriculum addressing positive classroom culture and self-regulation
- Paths Curriculum-Classroom lessons that teach students what bullying is, how to respond to it, and how to avoid doing it
- Zones of Regulation-Teaches students how to regulate themselves if they're dysregulated (mad due to victim of bullying, etc.)
- PBIS (Positive Behavior Intervention System)-Behavioral expectations are conveyed (e.g. "not bullying") and rewards (e.g. paw tickets) are awarded for not following
- Resource Library-Resources available to assist with social-emotional concerns with students
- BESS Screening-Assesses teacher observations of students internalizing, externalizing and life skills
- Small Topic Focused Groups-Curriculum addressing self-regulation, social skills
- Individual Student Counseling-Curriculum and activities teaching coping skills, self-regulation, empathy, social skills

Bullying Prevention Strategies

Upper Elementary

- Guidance Classroom Curriculum-Bullying, Conflict Resolution and Respecting Differences
- Restorative Justice-Conflict resolution between students
- Monthly Character Education-Guest speakers (Eileen Kneeland from the DA's office specifically addressed bullying) from the community address character traits at monthly assemblies, students are recognized for displaying the character trait of the month (certificate, picture on the character bulletin board in the cafe), classroom teachers create bulletin boards as visual reminders, the principal announces the character trait of the month during daily announcements and gives examples of how to demonstrate it in their daily lives
- Family Engagement-Monthly activities that encourage community building
- Super-Flex- Self-Regulation
- Teaching Tolerance-Acceptance

Bullying Prevention Strategies

Middle School Level (Grades 5-7)

- PBIS (Positive Behavior Intervention System)-Behavior expectation lessons, reward systems
- Restorative Practices-Restorative Justice-Conflict resolution between students
- Guidance Classroom Curriculum-Life Skills Curriculum
- Small Topic Focused Groups-Curriculum addressing self-regulation, social skills
- Individual Student Counseling-Curriculum and activities teaching coping skills, self-regulation, empathy, social skills

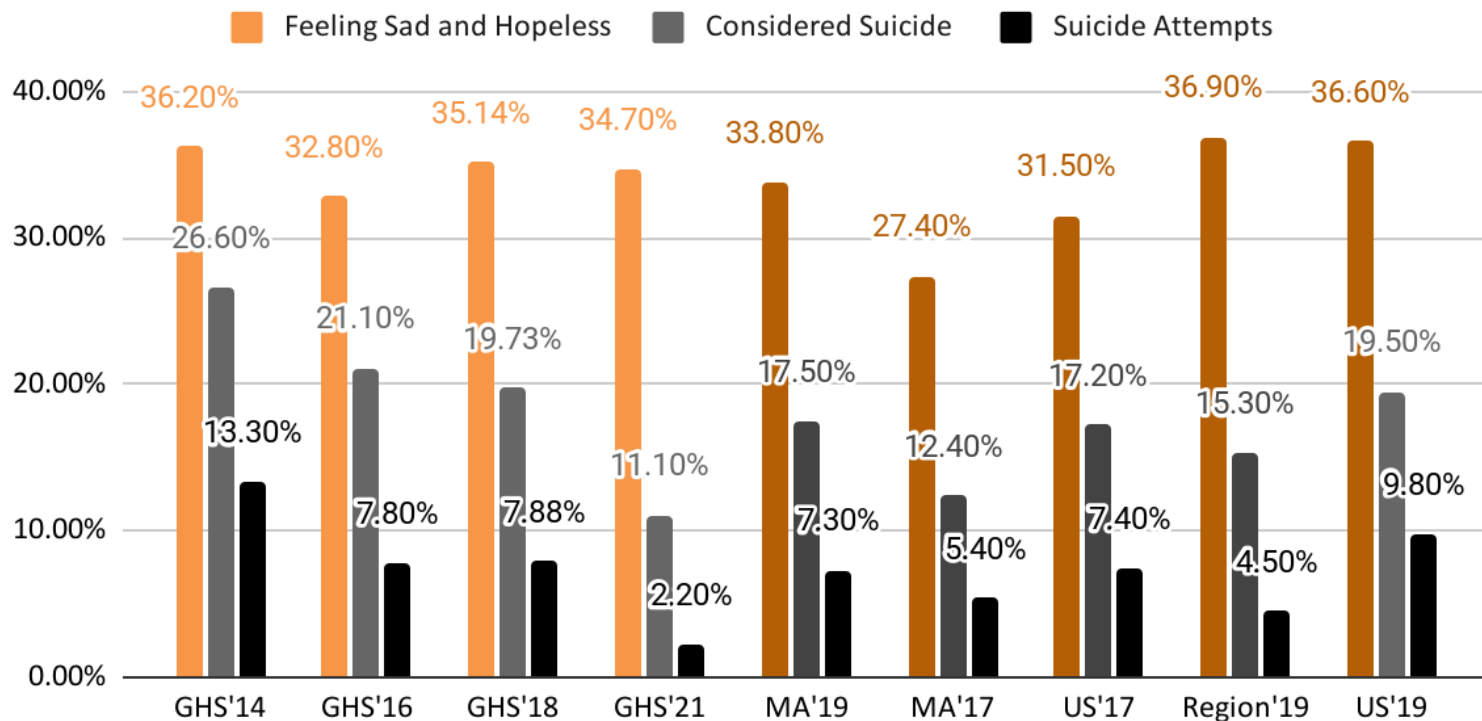
Bullying Prevention Strategies

High School (Grades 8-12)

- Link Crew-Orientation program for 8th grade students facilitated by trained 11th & 12th grade students
- Advisory-Block of time that allows for activities (including bullying activities and speakers by DA Ellen Miller)
- Class Meetings-Assemblies by grade that includes an introduction to bullying for the year
- Guidance Classroom Curriculum-Internet Safety and bullying
- Small Topic Focused Groups-Curriculum addressing self-regulation, social skills
- Individual Student Counseling-Curriculum and activities teaching coping skills, self-regulation, empathy, social skills

Feeling Sad and Hopeless/Considered Suicide/Suicide attempts

Feeling Sad and Hopeless, Considered Suicide and Suicide Attempts



District wide Mental Health Interventions

- MTSS
- BESS Screenings
- K-12 Counseling Curriculum (Tier 1)
- Tier 2 Groups
- Tier 3 Individual Interventions

Suicide Prevention

Signs of Suicide

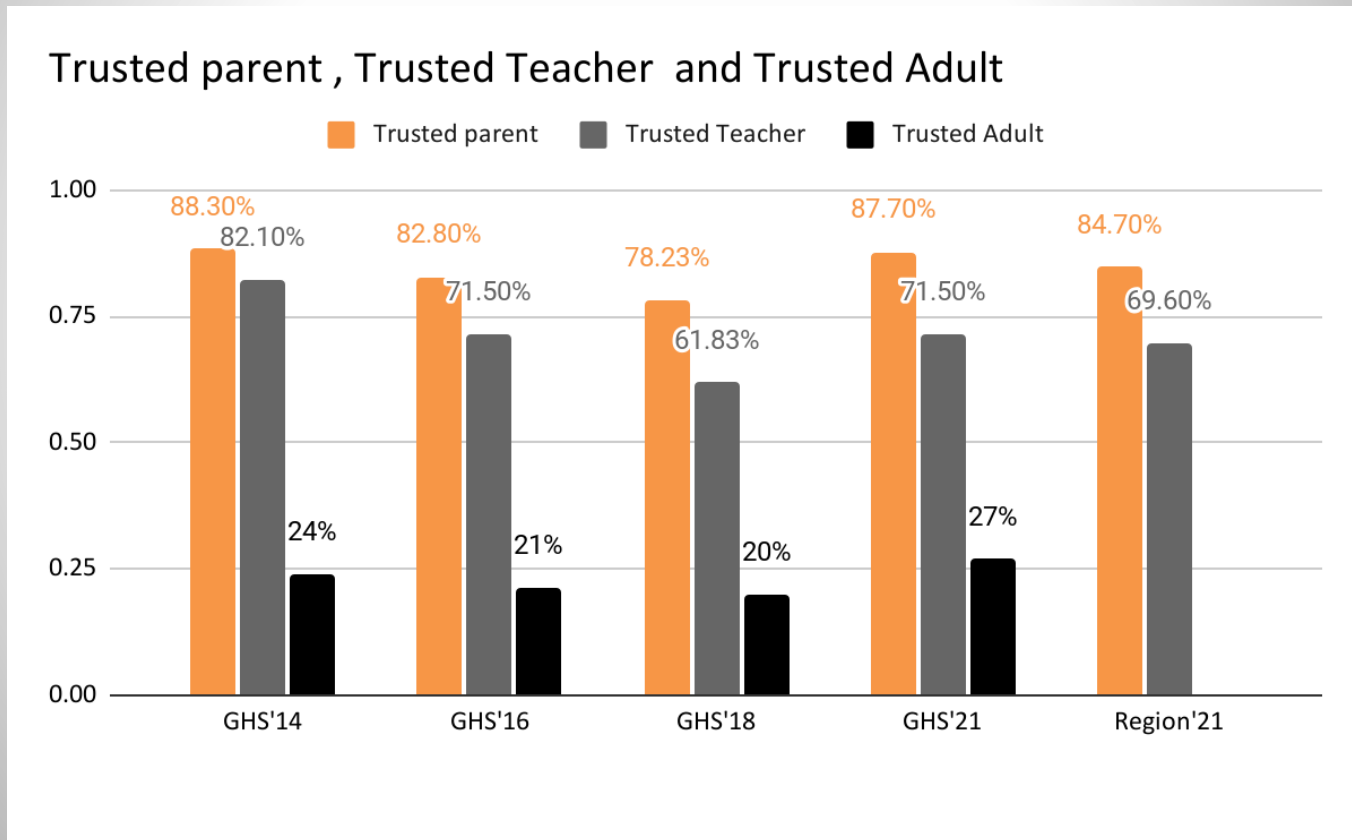
Grades 7 & 9

Co taught by School Adjustment Counselor & Health Teacher

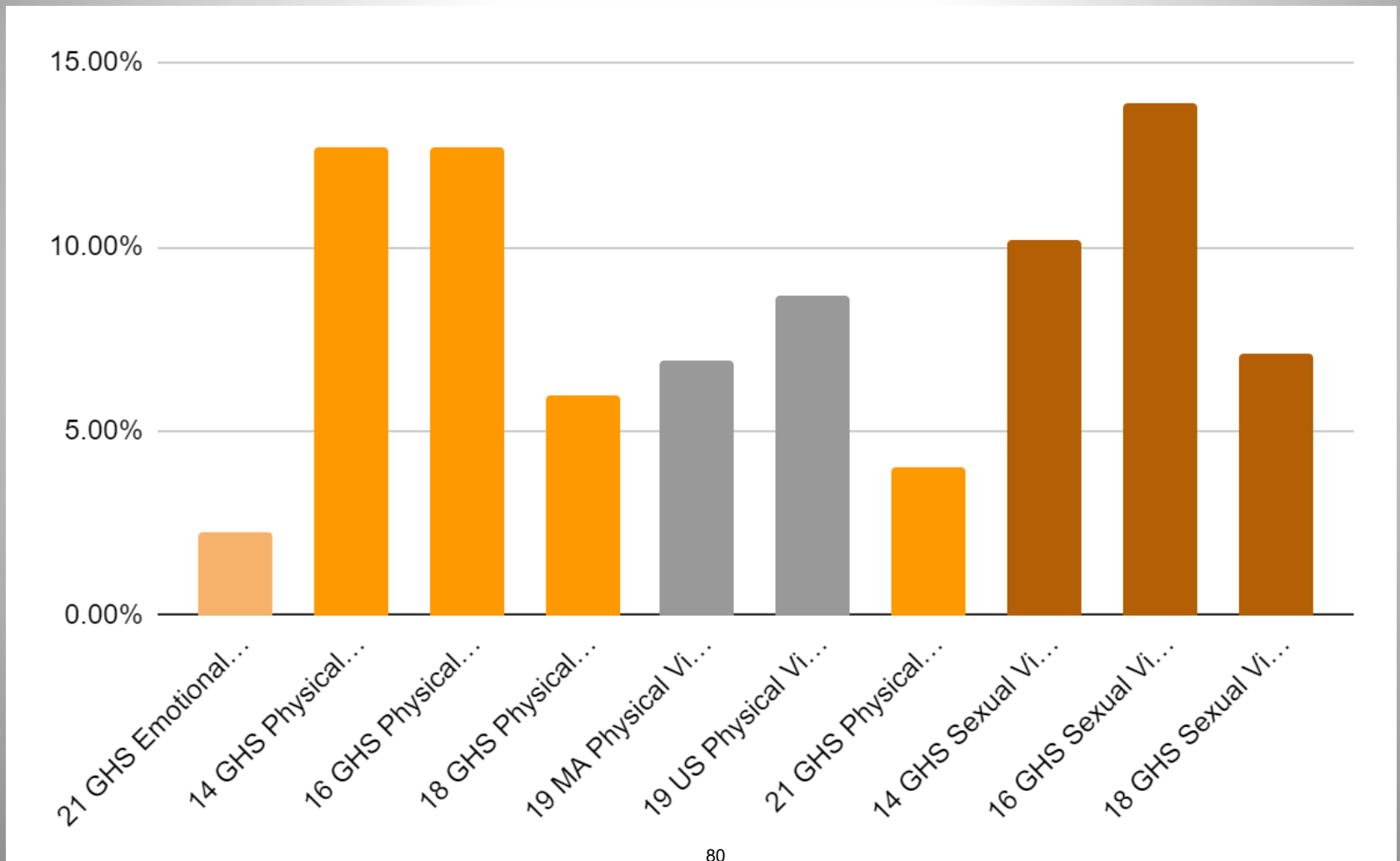
SOS Signs of Suicide (SOS) is a universal, school-based prevention program designed for middle school (ages 11-13) and high school (ages 13-17) students. The goals of this program are:

- Decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression
- Encourage personal help-seeking and/or help-seeking on behalf of a friend
- Reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment
- Engage parents and school staff as partners in prevention through “gatekeeper” education
- Encourage schools to develop community-based partnerships to support student mental health

Do you have one trusted adult at home, in school or your neighborhood to talk to?



Emotional/Physical/Sexual dating violence



Relationship Abuse Intervention

Healthy Relationships activity done at GHS during Advisory.

- All students receive
- Information, discussion & debate
- Resources

Connections at GHS

- Advisory
- Special Advisories
- Check In
- 8th Grade Academy
- Teacher data meetings
- 8th grade incentives program

Closing

- GCAT has a valuable partnership with the Gardner Public Schools. This partnership provides us with essential data that is required for continuation of funding that benefits Gardner youth.
- Youth Community Survey (YCS) –2021– This is our most valuable tool in gathering youth data.

Questions? Comments?

Thank you!





Gardner Public Schools

Melissa Paine, *College & Career Readiness Program Coordinator*

www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

(978) 632-1000

College & Career Readiness Program Update to School Committee – Nov 14, 2022

Early College Programs:

- Oct. 31 visioning meeting with MWCC K-12 staff, GALT, GHS, and Central Office staff:
 - Discussed holding an internal planning meeting with the MWCC grant team to start expanding funding options in order to build and scale programming, specifically to include credentials for students.
 - Adding internal GHS Business Early College Pathway: [Michael Bartkus](#) applied for Adjunct Professor status at Fitchburg State University. This will allow students to access full ECA on GHS campus. This will allow for increased access to Early College programming for all GHS students with no vaccine mandate from the college. We hope this will increase enrollment for our underserved students who have lower enrollment in EC.
 - Will be completing a site visit Nov 10, 2022 to Holyoke Opportunity Academy to observe there alternative school and Gateway to College programs and alignment.
 - Math Alignment: we held our first of several meetings between MWCC and GHS to discuss Math curriculum alignment and articulation agreements. Two courses have been identified as appropriate courses for GHS seniors that will be accepted at MWCC for credits or prerequisites completion. These courses will be taught in our building by GHS teachers. Follow up meeting is scheduled for this month after MWCC Math Dean and Chairperson meet with their Math Department.

Innovation Pathways:

- 9th and 10th grade guidance lessons in progress. Myself and school counselors are completing college and career lessons to introduce Innovation Pathways and discuss program benefits, and structure. We are reviewing the application process and making the application available to students as we introduce programming.
- Healthcare awareness day: December field trip is being planned to align with our Healthcare Pathway. Students will spend a day exploring different field in the healthcare field and visit three different local employers to get exposure to Veterinary Science, Physical Therapy, and Dental.

Additional Programming:

- AutoTech: Introduction to Automotive has been confirmed and scheduled for the Spring semester on Tuesdays and Fridays from 12:45 to 2:15. Students will earn dual credit for this course and is open to juniors and seniors. We expect to fill all 15 seats before Thanksgiving break.
- CNA: We secured funding to run 2 CNA courses of 8 students each. Classes will run Tuesdays (1:40-2:30) and Thursdays (1-2:30). Program includes students' textbooks, scrubs, and all materials needed for skills lab and clinical placement. Open to all seniors. Students will be prepared for work placement and licensure by graduation.

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The Gardner Public School District does not discriminate due to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, homelessness or limited English proficiency.



Gardner Public Schools

Catherine A. Goguen, Ed.D., *Chief Academic Officer*

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November 4, 2022

Curriculum and Instruction Update

MTSS Academics

Step one of the MTSS academic strategic plan (Alignment of Standards & Curriculum) began in the fall of 2021 and continued throughout the 2021-2022 school year (see Table below). District and building teams were trained and supported through the work of identifying standards and “big ideas” of those standards to be addressed at each grade level and in each content area. Additionally, administrators and staff are currently being trained and supported in the development and implementation of high level effective student tasks to address the standards and big ideas of each grade level/content area.

TIER ONE: STEPS TO IMPLEMENTATION			
			Step Three...
		Step Two...	
	Step One...		
Team	<u>Systems</u>	<u>Data</u>	<u>Practice</u>
Building Leadership Team (BLT) Review Data to Support Professional Development and coaching of staff and teacher leaders	Review Data for Effective CPT Team Facilitation & Development <ul style="list-style-type: none"> Observe CPT Meeting Agenda, Minutes & Goals Admin/Teacher Leader Coaching Meetings 	Ensure Assessment Implementation <ul style="list-style-type: none"> LinkIt! Formative Assessments Common Classroom Assessments of Objectives/Learning Targets LinkIt! Benchmark Assessments Admin/Teacher Leader Coaching Meetings 	Review Data to Assess Effectiveness of Tier 1 Supports and Fidelity to Practice <ul style="list-style-type: none"> Mini Learning Walks to assess fidelity of practices Lesson Plans Results of LinkIt! Benchmark Assessments Admin/Teacher Leader Coaching Meetings
Teacher Leaders lead their Common Planning Time (CPT) Team to promote Data-Driven Instruction and Evidence-based Effective Practices	CPT Meeting Goals: <ul style="list-style-type: none"> Align curriculum, instruction and assessments to the state standards so they are common to all grade-level teachers Decide how students can demonstrate mastery of the standard Unpack the standards to identify Objectives/Learning Targets Develop Lesson Plans that meet the standards/Objectives/Learning Targets 	Implement Assessments to Generate Relevant Data <ul style="list-style-type: none"> LinkIt! Formative Assessments Common Classroom Assessments of Objectives/Learning Targets LinkIt! Benchmark Assessments 	Review Assessment Results to Inform Responsive Practices <ul style="list-style-type: none"> Universal Design for Learning (UDL) Effective Use of Classroom's Inclusive Supports Four Evidence-Based Practices

Step two of the academic plan (effective use of data) was introduced at the end of the 2021-2022 school year and planning for implementation of step two occurred during the summer of 2022. District and building leaders meet frequently to calibrate messaging and progress monitor the use of district developed strategies and protocols for data analysis and action planning for the implementation of effective tiered instruction in all grade levels and content areas. Teachers have scheduled common planning time several times per week to implement the protocols in preparation for best instructional practices in the classroom. Step three of the academic plan (full implementation of practices) will begin as Step 2 becomes fully implemented, no later than the beginning of the 2023-2024 school year.

To ensure a continuous cycle of improvement and effective implementation of the MTSS academic strategic plan, the District has been collaborating with consultants K. Martin Educational Consulting; the Department of Elementary and Secondary Education & the May Institute; and the Lynch Leadership Academy of Boston College, specializing in inclusion/co-teaching practices, SEL practices, and academic school improvement respectively. Collaboration with each of these groups will continue throughout this school year and next school year to assist with:

- The development of an effective model for tiered supports in both SEL and academics;
- The development of a system to monitor progress of the work; and
- The development of a system of sustainability for continuous SEL and academic/instructional improvement.

Learning Walks

District Administrators, Instructional Coaches, Principals and other building staff members conducted building-wide Learning Walks during the month of October. The major focus of the Fall Learning Walks was to gather evidence of rigorous learning experiences for students throughout each building and District-wide. These are the first of two Learning Walks that will take place this year at each building. The Fall Learning Walks are intended to give baseline data to determine areas of strength and areas of need. Fall results will also be used to plan focused, embedded supports for teachers in the classroom and also during common planning, staff meetings, and Professional Development days. The end of year Learning Walks will be implemented to determine progress and make adjustments to supports in the areas of previously identified need. Learning Walk data collected to date indicate that there is a continuing need for support in the areas of small group instruction for differentiated learning; and creating rigorous, student-focused learning experiences for higher order thinking, and higher levels of student engagement.



Gardner Public Schools

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English Language Learners Update – November 14, 2022

ELPAC

We held our first English Learners Parent's Advisory Council (ELPAC) meeting on October 21. Erica Corral, Family Services and Translations Coordinator, handed out flyers at Gardner Elementary School's Open House on October 13 to notify parents of the upcoming meeting. Unfortunately, there was only one parent in attendance. Prior to the parent's arrival, Erica and I discussed holding a more social event for the next meeting, perhaps Bingo for Books that would be promoted as a family event with a short discussion of what ELPAC is and why parents should join. After the parent arrived, we discussed this idea with her, along with other reasons why attendance could be so low. She liked the idea of a social event and voiced her preference for evening meetings instead of morning. Erica is reaching out to parents who voiced interest in running the ELPAC last year and we will try to meet with them to plan the next meeting.

MODEL Assessments

All ELL students in the district will now be taking the MODEL assessment. MODEL is a flexible, online assessment that can provide insight into a student's growth in the four domains of English language acquisition (reading, writing, speaking and listening). The plan is for students to take the MODEL assessment in the fall and spring of each school year to aid teachers in better understanding the needs of their students and provide data for planning lessons that are more targeted towards those needs.

Program Evaluation

In preparation for the Department of Elementary and Secondary Education (DESE) program evaluation of ESL programming and services site visit in the spring, all ESL student files are being reviewed for organization and completeness. This process has started at the middle school and will extend to the elementary and high schools over the next several months.

Scheduling

Scheduling changes have been implemented at the elementary school to integrate students in the sub-separate classrooms and full day Pre-K students. Additionally, the majority of EL students are now attending ESL classes where they are receiving direct English language instruction with minimal to no impact on their core content learning. All elementary ESL teachers have been trained in the use of the core literacy and phonics curricula being utilized by the classroom teachers and are using these resources to guide their instruction.

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Gardner Public Schools

Courtney Dunn, *Grants, Communications & Compliance Manager*

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Grants, Communications & Compliance Update to School Committee – November 14, 2022

Grants

After two weeks of promotions and voting, the district did not win the Sustaining Futures Raising Communities 2022 Initiative grant through Saint Gobain. The company has invited GPS staff and students to tour their facility in Marlborough in November with the other finalists. They have expressed an interest in our workforce development programming and will inform us of future partnership opportunities.

The district is eligible for \$539,600 in funding through the Improving Ventilation and Air Quality Grant (Fund Code 209). The district has submitted the application for this funding with the intention to utilize the funding to improve the air quality in congregating spaces at Gardner High School.

GPS has submitted a round two application for the School Nutrition Equipment Grant (Fund Code 722) to purchase a new steamer at Gardner Middle School. The initial round of funding only included \$70,000 to be disbursed statewide, but DESE recently released another round of over \$1 million. While the award from round one has not yet been announced, the district submitted again to ensure a higher probability of receiving funding for this project.

The district team met with the regional North Central School Leadership Pipeline Grant steering committee to determine next steps for the partnership. The steering committee, including leaders from Winchendon and Leominster, reviewed data and set goals to reach intended targets and make progress toward final grant goals. The next quarterly meeting will be held in January with consultants from the Lynch Leadership Academy.

Communications/Family Engagement

On November 3, district MTSS leaders met with families and community members to start working on family and community engagement efforts as part of the district MTSS initiative. 100% of family/community members said that they were willing to commit to meeting twice per year and aiding the district in goal setting and progress monitoring. Items discussed included family feedback surveys, barriers to engagement and attendance, and how the MTSS/PBIS systems are implemented in schools.

The family engagement leaders from all buildings have a districtwide meeting on Monday, November 14.

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Gardner Public Schools

Joyce West, Director of Pupil Personnel



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November 7, 2022

Report to the School Committee Special Education Updates

DISTRICT MTSS SEL/DISTRICT MENTAL HEALTH TEAM:

The District MTSS SEL Leadership Team held a presentation for select community partners and family representatives on November 3, 2022 at Gardner Middle School. The purpose of the presentation was to solicit interest and commitment in joining our District MTSS SEL Team twice a year to support District goals and student outcomes. There were seven community partners and parent representatives in attendance. At the end of the presentation, all seven attendees committed to be a representative member and attend the District MTSS SEL Team twice per year.

The purpose of the representative member on The District MTSS SEL Team is to create opportunities for two-way communication, which includes the following:

- Provide information, increase transparency regarding our systems of support
- Get input on district goals and feedback on action planning
- Increase understanding of family/community perception of schools
- Increase parent and community voice
- Get ideas for improvement
- Get suggestions related to barriers

The District MTSS SEL Team has identified the following goals for this school year:

- 1) Improve and further develop our Interconnected System Framework:
 - a. ensuring equity is rooted in all areas (PBIS, Mental Health, Family Engage
 - b. reframing Climate and Culture/Family Community Engagement
- 2) Improve and further develop systems and students outcomes specific to:
 - a. student attendance
 - b. student office discipline referrals
 - c. equity gaps/disproportionality for Students with Disabilities, a priority subgroup for the district

RECENT AMENDMENT TO DISCIPLINARY REGULATIONS UNDER 37H 3/4:

Effective November 8, 2022, Amendment to 37H 3/4 which governs suspensions and expulsions of students **not** charged with violations of 37H and 37H ½, states that schools shall not suspend or expel a student until alternative remedies have been employed and their use documented. In addition, it dictates that schools shall implement school or district wide models to re-engage students in the learning process, which shall include but not be limited to:

positive behavior supports and interventions and trauma sensitive learning models

The District has implemented a district-wide positive behavior supports and interventions model (PBIS) and is in our third year. Gardner High School is attending the DESE sponsored PBIS academy this year.

All district administrators attended a webinar delivered by the district's special education attorney and received the appropriate supporting documentation. The Department of Elementary and Secondary Education (DESE) has not responded yet to this change. Districts are waiting to hear further guidance from DESE.



SCHOOL COMMITTEE REPORT November, 2022

Here is an update on happenings at Gardner High School for the month of October:

- Congratulations to our October Wildcat Winners: Carly Churchill, Savannah Williams, Jeanny Sainvil, Woods Llewlyn, and Rigoberto Sales Aguilar. Thank you for being such hard-working GHS citizens and representing our core values so well.
- Our fall athletic teams are having great seasons. Our cross country and soccer teams have the best records in years and our field hockey and football teams continue to play hard against all their opponents. Boys cross country and soccer both won leagues. More state playoffs are happening in the coming weeks, including cheer competitions. The regular season ended with our boys soccer team winning the Central Mass State Tournament!
- On 10/7 we held our annual Band Night on Watkins Field. It's always great to see all the district musicians come together to showcase their talents.
- We held our SAT/PSAT testing day on 10/12 and were able to test all our juniors and seniors, free of charge. We are pleased that we are able to provide this great service to our students every year.
- On 10/18 we held our annual Financial Aid Information Night for our seniors and their parents. Representatives from MEFA, along with our school counselors, presented important information about the financial aid process and scholarships in preparation for our students' post-secondary plans.
- The Haunted House and Pumpkin Palooza came back for the first time in several years and was a huge success. Thank you to the junior and senior classes, the class advisors and Francie Lemieux for organizing this great event.
- We had a Halloween door decorating contest, which was lots of fun. Congratulations to Ms. Miller's advisory for having the winning door.
- The Fall Concert was held on 10/25. As always our chorus and band students put on a wonderful performance. Once again, a big thank you to Ms. Landry and Mr. Lepisto.
- On 10/25 we also held our first School Council meeting of the year. Thank you to Karen McCrillis for helping present on our mental health supports and our full school counseling curriculum.
- Another cook-off contest was held with our Best Buddies Program. This competition had our Best Buddies and Rise students making variations of wraps. Lots of fun, and the wraps were delicious!
- Our Unified Basketball Team played four games in October and finished up 4-0. Thank you to Coach Phillips for coaching this great team. We can't wait for the upcoming tournament.



Boys Soccer Wins the Central Mass State Tournament

	All Grades	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
September	90.4%	91.2%	89.6%	87.3%	92%	92.1%
October	91.1%	90.4%	89.8%	90.3%	93.3%	92%

October 2022-2023 Suspension Data			
Student Group	Total Students	Number Suspended	% of Suspensions
All Students	809	19	2.3%
High Needs	492	12	2.4%
Economically Disadvantaged	405	9	2.2%
Students with Disabilities	187	1	.05%
Hispanic/Latino	196	5	2.5%
African American/Black	33	0	0%
Multi-Race/ Non-Hispanic	69	1	1.4%
ELL	21	0	0%

Paula Bolger, GHS Principal

Gardner Academy

Peter McMorrow, *Principal*



Gardner Public Schools



GARDNER
ACADEMY

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10/03/2022

Gardner Academy Oct. School Committee Report

Highlights:

We are still getting used to our new building. Classrooms are set up and the Technology concerns are being addressed. We still have a long way to go but slow and steady wins the race.

Climate/Culture:

We have spent the majority of our time focusing on our climate, culture, and routine. The biggest change for our school that we are seeing producing results is the new schedule. Also, we have incorporated a school-wide morning meeting. This is allowing us to have an exchange of ideas and viewpoints to tailor their experience for themselves. What has come out of this, so far, is a buy in from the kids. Also, we have used several opportunities to pull together student advisory boards to help address needs and come up with agreed upon changes. Although there is still work to be done we are seeing attendance data that shows progress.

Achievement:

College/Career/dual enrollment:

Gateway is beginning to form up well. Also, we went on a tour of the MWCC automotive program. Several students have already asked to begin the program next semester in January.

Scheduling:

Our new schedule is doing well and the students have been able to adjust.

MCAS:

We have submitted the retesting SRNP for the November retest. 8 students are scheduled to retest including the Gateway students.

DATA:

October saw some real breakthroughs in our attendance. We had two weeks that surpassed 80% in daily attendance. One week saw two days with over 90% attendance. As always, the reward was a pizza party for the kids and staff. This had been some of the best

Discipline

There were three suspensions for the month of October.

Student enrollment/intake:

We have taken in 3 more students from GHS.

-Parent Contacts:

We Are putting out weekly communications for parent involvement.



Gardner Middle School

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Arthur Murphy, Principal
Traci Podrazik, Assistant Principal
Andrew Bloch, Dean of Students

Report to School Committee November, 2022

We have been working on implementing our Common Planning Playbook from Central Office. Common Planning Time is a block of time when teachers who work on the same curriculum get together and plan out their week. The old model would be more of an extension of a prep time; discussing an already planned lesson and preparing it for the next day. A new CPT Playbook was developed for the district that walks through how to maximize the effectiveness of this time and changes the focus from lesson planning to figuring out how to challenge our students at the mastery level of the state standard. Our Building Leadership Team members from Math and ELA have been leading the charge and we have already seen positive changes in the rigor of our classroom work.

Our MCAS data has been released. Administrators have created a deep data dive that shows every released question and how GMS did vs. how the state did. It showed some patterns and trends in both ELA and Math that we are unpacking with our teachers. This will better prepare us for this year's MCAS.

Our fall sports season is coming to an end. We have done very well both on and off the field. Our student athletes continue to be role models in our school and seeing them wear their jerseys with pride on gameday makes our building a better place to learn and teach.

We had our Halloween Dance on October 28th. Students came in a vast variety of costumes that ranged from large inflatables to Harry Potter characters. Our PBIS team hosted and over 200 students came for the dance. We had PTO members manning the snack table and staff walking around being among our students. It was another night showing the community that we care about our students and want them to have a fun night in a safe environment.

As always,

Keep Smiling and Go Wildcats!

Respectfully submitted,

Arthur Murphy

Suspensions:

.5 days out of school, 1 incidents

2 Bullying allegations, none substantiated

Gardner Elementary School



Gardner Public Schools

Earl Martin, Principal

Melissa Henry, Assistant Principal

Brooke Tenney, Assistant Principal

Virginia Jepson, Director of Early Childhood

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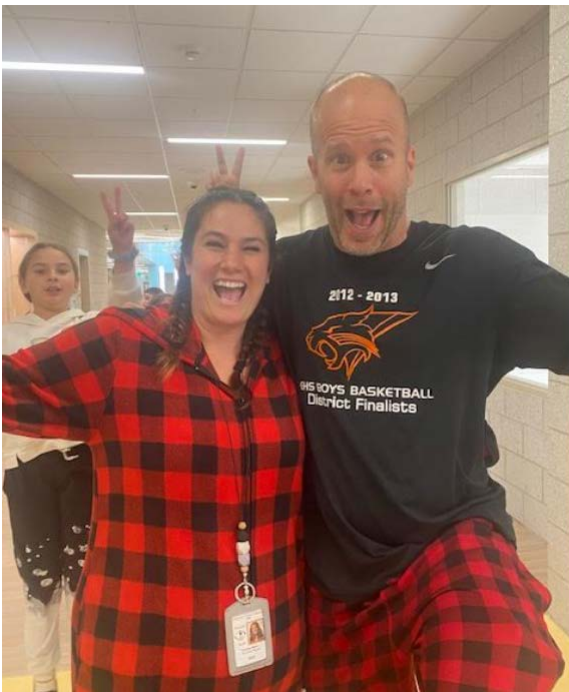
Report to School Committee November 2022

As outlined in our School Improvement Plan, here are our Strategic Objectives and steps towards reaching them:

- **Strategic Objective 1 - Utilizing an equity lens, create a school where all members experience JOY and CARE by implementing Multi-Tiered Systems of Support (M.T.S.S.) for social and emotional learning (S.E.L.) success.**

Steps towards this:

- We had a spirit week last week to bring joy and spirit to our students and staff. Here are a few pictures from the week, including dress up day and pajama day, respectively:



- We continued our S.E.L. professional development at our staff meetings. Here are the objectives from that meeting:

Today's Objectives

- Identify building wide behavior
- Identify information on PBIS Tier 1 Behavior Flow Chart
- Identify examples of Tier 2/3 decision making process

- **Strategic Objective 2 - Utilizing an equity lens, create a school where all students experience ACADEMIC ACHIEVEMENT by implementing A Multi-Tiered Systems of Support (M.T.S.S.) to enable common, high quality, curriculum and instruction.**

Steps towards this:

- Engaged in staff meeting PD by analyzing and evaluating a lesson to determine the standard of instruction we are trying to achieve.

Here's the rubric the staff used to analyze the lesson and the rating (in orange) as well as the rationale for the scoring:

Gardner Public Schools Rigor Rubric				Rational
Alignment: Students perform challenging tasks that align to the objective which meets the state standards and any future assessments or advanced subject requirements.				Grade 3 ELA Main Ideas and Details lesson from Staff Meeting on 11/1
4: Student task aligns with objective and state standards and is at <i>creation and/or evaluation</i> level	3: Student task aligns with objective and state standards	2: Student task partially aligns with objective and/or state standards	1: Student task is not aligned to the objective and/or state standards	Students performed a challenging task that was aligned to the state standard. Students were to identify the main idea and find the evidence to support the main idea. NOTE: It's assumed that this is grade-level text;
Higher-order <u>thinking</u> required: Students perform challenging tasks that require use of higher-order thinking skills (i.e. answering thought provoking questions, creation-level application of skills learned, higher level Webb's Depth of Knowledge (DOK), etc.) and an explanation of their thinking.				

4: Student task requires higher order thinking skills that are at the <i>creation and/or evaluation</i> level of Webb's DOK and an explanation of their thinking	3: Student task requires higher order thinking skills that are at the <i>application and/or analysis</i> level of Webb's DOK and an explanation of their thinking	2: Student task(s) requires higher order thinking skills that are at the <i>understand</i> level of Webb's DOK and an explanation of their thinking	1: Student task(s) requires thinking skills that are at the <i>remember/recall</i> level of Webb's DOK	Students were using the knowledge from the lesson and applying it to identify the main idea and supporting details. NOTE: While not part of the rubric, it's also worth noting that the students are given some ideas for how to interact with the text, but it is not over-scaffolded as they just jump right into performing the standard with the text = rigorous student task;
Student engagement: Lesson requires that all students engage in a rigorous student task.				
4: All students actively participate throughout the entire lesson	3: Almost all students actively participate throughout the entire lesson	2: Some students participate or there is downtime for some students	1: Few students participate or there is too much downtime for the most or all of the class	Most of the students were participating and actively engaging in the conversations/group work/and individual work.
Check for Understanding: Task has individual outcomes that allows the teacher to monitor individual student progress, assessing level of standard's mastery. (i.e. can be through discourse, total participation techniques, but an exit ticket or some individually generated response from all students is preferable, etc.).				

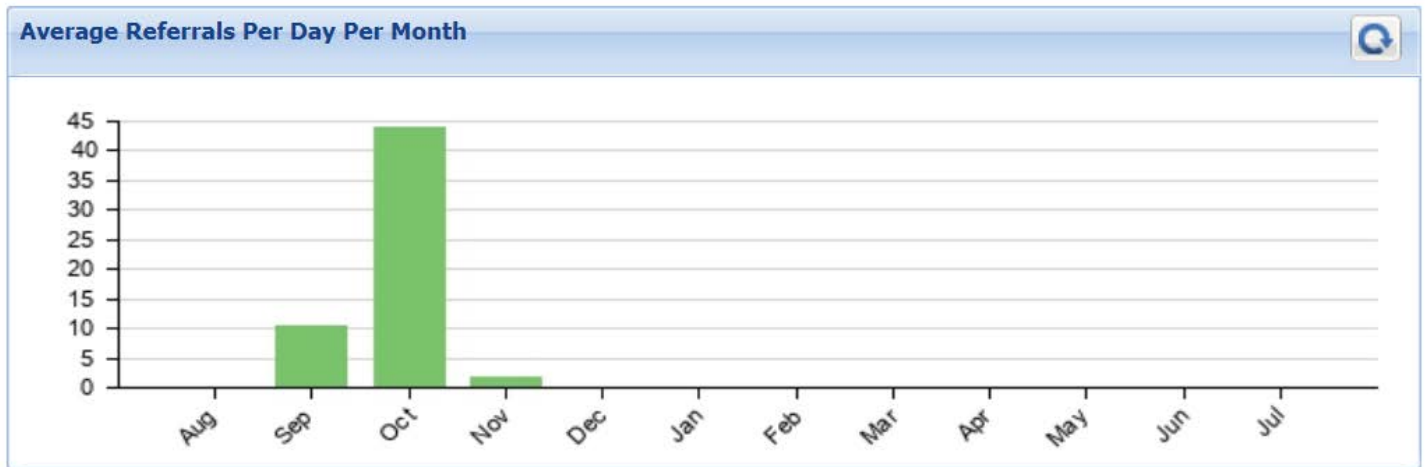
<p>4: Student task is individually assessed against the objective for <i>all</i> students and <i>specific differentiated feedback is provided on how to improve performance.</i></p>	<p>3: Student task is individually assessed against the objective for <i>most</i> students and <i>specific differentiated feedback is provided on how to improve performance.</i></p>	<p>2: Students' progress towards mastery is monitored/assessed but not individually or feedback is not provided for each student</p>	<p>1: Students' progress towards mastery is not monitored</p>	<p>Most students were given feedback on their marking of text and the teacher was questioning students as to how certain text evidence supported the main idea. Tip for improvement: Could the teacher record the students progress through the formative assessment sheet with a check, check + or check minus? This simple data can be used for future flexible groups or additional support.</p>
<p>Resources Used: The resources are appropriately challenging and allow students to demonstrate level of mastery and push high achieving students beyond proficient. (i.e. texts, problems, etc.).</p>				
<p>4: Differentiated resources require all students to step out of their "challenge comfort zone" with scaffolding measures planned</p>	<p>3: Resources are appropriately challenging and if level is too high, scaffolding is planned</p>	<p>2: Resources are appropriately challenging for some but not for others</p>	<p>1: Resources are not appropriately challenging</p>	<p>The task seemed challenging for some students but maybe not all. Could students have been pushed to extend their thinking? Could others be provided more support?</p>
<p>Access for Students: Student task allows access for all students (i.e. scaffolded when necessary, opportunities for discourse, wait-time for questions, etc.) but also pushes high achievers.</p>				
<p>4: Student task is appropriately differentiated to be made accessible for <i>all</i> students through scaffolding but also elevation for high achievers</p>	<p>3: Student task is appropriately differentiated to be made accessible for <i>almost all</i> students through scaffolding but also elevated for high achievers</p>	<p>2: Student task is made accessible for <i>some</i> students</p>	<p>1: Student task is <i>not accessible</i> for most students in this class</p>	<p>The student task was the same for all. It may not have been accessible for some students. Maybe she could have had a small group to support students who couldn't access the text. She also could have pushed the higher achieving students through some higher order thinking tasks.</p>

The staff are striving for a 3 or above in these categories with their own lessons and are brainstorming ways to enhance the student tasks in their lesson. This is the focus of their common planning time as well.

- **Strategic Objective 3 - Utilize academic and social emotional data to inform MTSS processes and tiered interventions.**

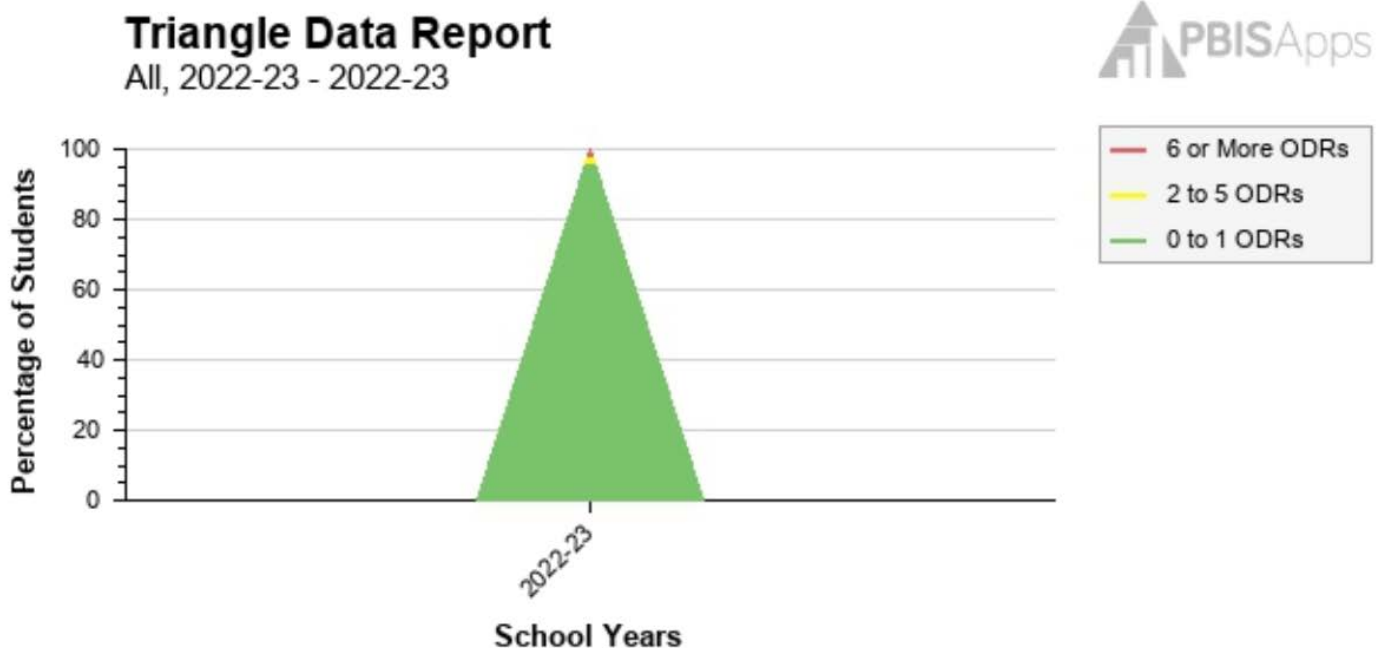
Steps towards this:

- At our recent staff meeting S.E.L. presentation, we looked at our discipline referral data to determine areas for improvement:

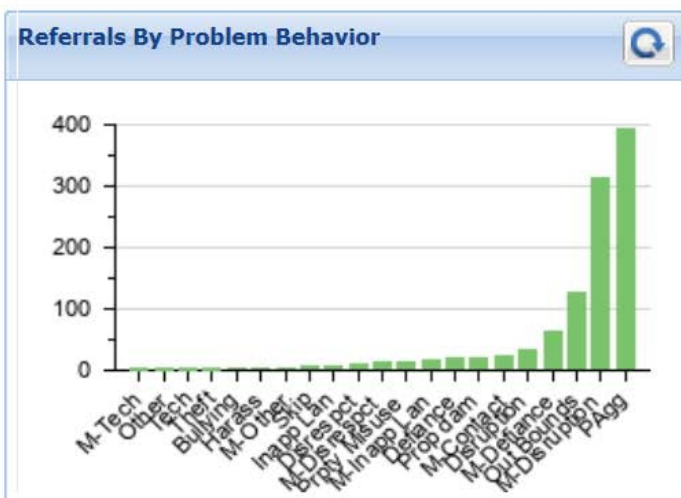


- While noting a spike in October, we also noted that a small percentage of students accounted for the majority of the referrals as noted by the following graph.

96% at tier 1, 2.5% at Tier 2 and 1.5% at Tier 3



- Here is some of our other data points:



- As part of our MTSS improvement goal, we analyze these data points at regular meetings and make decisions on how best to decrease these unwanted behaviors.
 - We also administered our BESS (Behavioral and Emotional screener) to students last week. We'll use this to proactively address social and emotional issues.
 - We are analyzing our DIBELS (reading data) and MCAS data at the start of this month as well.
- **Strategic Objective 4 - Collaborate with families and community partners to engage in shared decision-making for effective educational programming and to create an environment where families and their students feel a part of our positive school community.**

Steps towards this:

- Our first School Advisory Council meeting will be held this week. We'll be focusing on soliciting input from families to help shape policies and practices to meet these goals. Specifically, we'll begin by looking at the school improvement plan.
- School conferences are being set up using sign up genius during Thanksgiving week.
- Here is our newsletter for this month: <https://www.smores.com/fzjr4>

Respectfully Submitted,
Earl Martin
Principal, Gardner Elementary School

ENROLLMENT REPORT FOR THE GARDNER SCHOOL SYSTEM

11.1.22

STUDENT ENROLLMENT	Lifeskills	PRE-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL		
GARDNER ELEMENTARY SCHOOL RESIDENT ENROLLMENT	0	94	188	193	186	171	154	0	0	0	0	0	0	0	0	986		
GARDNER MIDDLE SCHOOL RESIDENT ENROLLMENT	0	0	0	0	0	0	0	161	152	165	0	0	0	0	0	478		
GARDNER HIGH SCHOOL RESIDENT ENROLLMENT	4	0	0	0	0	0	0	0	0	0	188	161	147	124	94	718		
GALT RESIDENT ENROLLMENT	0	0	0	0	0	0	0	0	0	0	0	6	7	9	7	29		
SCHOOL CHOICE IN	1	0	2	4	5	1	0	2	3	3	7	10	8	14	12	72		
SPECIAL EDUCATION (OUTPLACEMENTS)	4	0	1	0	0	1	1	2	0	1	2	3	2	2	0	19		

SPECIALIZED PROGRAMMING

PATHWAYS RESIDENT ENROLLMENT												0	0	0	1	1		
PATHWAYS SCHOOL CHOICE ENROLLMENT												0	0	13	19	32		
GATEWAY TO COLLEGE RESIDENT ENROLLMENT												1	3	4	8	16		
GATEWAY TO COLLEGE SCHOOL CHOICE ENROLLMENT												3	11	26	20	60		

TOTAL PUBLIC SCHOOL STUDENTS	9	94	191	197	191	173	155	165	155	169	197	184	178	192	161	2411		
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