

Agenda School Committee Meeting 12/12/2022

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, December 12, 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 – John Abigail Adams Recipients-Class of 2023**
- D. **Consent Agenda**
 - a. Approval of Minutes: November 14, 2022
 - b. Warrant # 23-19, dated November 10, 2022, in the amount of \$280,103.19
 - c. Warrant # 23-20, dated November 17, 2022, in the amount of \$328,916.79
 - d. Warrant # 23-21, dated November 23, 2022, in the amount of \$572,716.80
 - e. Warrant # 23-22, dated December 1, 2022, in the amount of \$1,457,615.39
 - f. Warrant # 23-23, dated December 8, 2022, in the amount of \$226,439.39
 - g. Donations -
- E. **Subcommittee Report**
 - Facilities Subcommittee
 - Finance Subcommittee
 - Policy Subcommittee

Agenda School Committee Meeting 12/12/2022

- F. **Student Advisory Board** – GHS, Junior - Amber Cameron
- G. **Discussion Items:**
 - New Business**
 - Item #3461 First Reading of Policies (Information)**
 - ADDA** – Background Checks
 - ADF** – Local Wellness Policy
 - BBA** – School Committee Powers and Duties
 - DD** – Grants, Proposals, And Special Projects
 - Item #3462 Second Reading of Policies (Vote Required)**
 - ADC** – Tobacco Products on School Premises Prohibited
 - JIC**– Student Discipline/Student Suspension-Expulsion Procedures
 - Item #3463 Grant Funding Approval (Vote Required)**
 - Item #3464 Field Trip - GHS Cheerleaders, to Dallas, TX, for Nationals - January 19-23, 2023 all students will be accompanied by a parent (Vote Required)**
 - Item #3465 School Improvement Plans/ Program of Studies for GHS (Presentation)**
 - Item #3466 Learning Walks (Presentation)**
 - Item #3467 College & Career Readiness Coordinator (Information)**
 - Item #3468 Curriculum Coordinator Update (Information)**
 - Item #3469 Director of School Health Services (Information)**
 - Item #3470 Grants Administrator Update (Information)**
 - Item #3471 Special Education Update (Information)**
 - Item #3472 SEPAC Update (Information)**
 - Item #3473 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

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 - Item #3466 Learning Walks (Presentation)**

Briefing

School Committee Meeting 12/12/2022

Item# 3467 College & Career Readiness Coordinator (**Information**)

Item #3468 Curriculum Coordinator Update (**Information**)

Item #3469 Director of School Health Services (**Information**)

Item #3470 Grants Administrator Update (**Information**)

Item #3471 Special Education Update (**Information**)

Item #3472 SEPAC Update (**Information**)

Item #3473 MSBA – New Building Project (**Update**)

H. **Communications**

I. **Final Comments of School Committee**

J. **Executive Session**

K. **Adjournment**

Gardner School Committee

Regular Meeting – November 14, 2022

City Council Chambers, 95 Pleasant Street, Gardner, Massachusetts

Members present: Mayor Michael Nicholson, Chairperson
Jennifer Pelavin, Vice Chairperson
John LaFreniere, Finance Officer
Shannon Leighton
Anne Hurst
Robert Swartz

Member absent: Rachel Cormier, Secretary

School Personnel present: Dr. Mark Pellegrino, Superintendent
Terri Hillman, Recording Secretary
Mark Hawke, Director of Finance & Operations
Dr. Catherine Goguen, Chief Academic Officer
Mr. Arthur Murphy, Principal, Gardner Middle School
Ms. Lori Simpson, ELL Coordinator
Ms. Karen McCrillis, GHS Guidance Counselor

Others: Ms. Veronika Patty, Prevention Coordinator, Gardner Board of Health
Roger Carter, LUK

Call to Order

Mayor Nicholson, Chairperson, called the meeting to order at 7 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 recognized Mrs. Rebecca McCaffrey, School Nurse Leader, for spearheading the coat drive for students. To date, 68 new coats have been collected and are ready for distribution. She had done a wonderful job.

CONSENT AGENDA

Mrs. Pelavin moved that the District School Committee vote to approve the Consent Agenda as presented:

- **Approval of Minutes of Regular Meeting of September October 11, 2022, as recommended by the School Committee Chairperson.**
- **Approval of the following Warrants as recommended by the Finance Subcommittee:**
 - **Warrant #23-15 dated 10/13/22 in the amount of \$279,522.68**
 - **Warrant #23-16 dated 10/20/22 in the amount of \$704,506.77**
 - **Warrant #23-17 dated 10/27/22 in the amount of \$387,882.77**
 - **Warrant #23-18 dated 11/03/22 in the amount of \$2,012,912.22**

Seconded by Mrs. Hurst.

Vote – so voted.

Mayor Nicholson, Chairperson, abstained from voting.

SUBCOMMITTEE REPORT

Facilities Subcommittee

Mr. Swartz, Chairperson, said that the Facilities Subcommittee met on October 13, 2022. Minutes of the meeting were presented.

Mr. Wayne Anderson, Facilities Director, responded to questions regarding the pest control contract. It is a preventative health measure and is part of the integrated pest management measure required by the Health Department.

Mr. Anderson updated the Subcommittee on the following projects: Watkins Field, GHS Tennis Courts, GMS lockers, and an update on the GES punch list. Mayor Nicholson has obtained a grant for a physical fitness court which is presently under construction.

Finance Subcommittee

Mr. LaFreniere, Chairperson, said that the Finance Subcommittee met on October 20, 2022. Minutes of the meeting were presented.

The Subcommittee reviewed the Expense Report and Mr. Hawke, Director of Finance & Operations, responded to questions concerning the report. He also provided updates on projects at GHS, GMS and Wakins Field.

Mr. Hawke stated that the Gardner City Charter allows the School Committee to make rules and regulations for conducting its business. He suggests the School Committee vote to match Massachusetts General Laws language requiring contracts only for items over \$10,000. This will be presented to the full School Committee for discussion at a future meeting.

Policy Subcommittee

Mrs. Hurst, Chairperson, said that the Policy Subcommittee met on October 20, 2022. Minutes of the meeting were presented.

Policy AA - School District Legal Status - was reviewed and no changes were recommended. It will be updated "Reviewed, October 2022".

Two policies were reviewed and approved for a first reading. They are listed in Item #3449 on the School Committee Agenda.

Several policies were tabled for review and discussion at the November Subcommittee meeting.

Student Advisory Board

Amber Cameron, Student Representative, was not present due to a school activity. There was no report.

NEW BUSINESS

Item #3449 – First Reading of Policies (Information)

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

Policy ADC	Tobacco Products on School Premises Prohibited
Policy JIC -	Student Discipline/Student Suspension-Expulsion Procedures

Item #3450 – Second Reading of Policies

Mrs. Leighton moved that the District School Committee vote to approve the following policies for a second 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

Seconded by Mrs. Pelavin.

Vote – so voted.

Mayor Hawke abstained from voting.

Item #3451 – GHS – Youth Community Survey Data

Ms. Veronika Patty, Prevention Coordinator, Gardner Board of Health, and Ms. Karen McCrillis, GHS Guidance Counselor, presented a PowerPoint on the Gardner High School Youth Community Survey. This survey was conducted in the spring of 2021 and 378 students were surveyed. The action team is a community coalition that coordinates substance use prevention efforts in the Gardner area. Information on the Adolescent Community Reinforcement Approach (ACRA) Program for students dealing with substance use and mental health issues was presented.

Information on other programs to help students dealing with many problems was presented and where students could look for help. They also presented school bullying versus Internet bullying and prevention strategies from elementary to high school.

Item #3452 – School Improvement Plans Progress for GMS

Mr. Arthur Murphy, Principal, Gardner Middle School, presented information on the main data resources used at the school - MTSS and SEL. Common Planning Time has been implemented to define mastery, design the task, assess student learning, and use data driven instruction.

He spoke about the cultural activities and celebration activities for students that have been held to date. He also spoke about planned Unified Arts classes which will help students prepare for high school activities in which they can participate.

Item #3453 – District MCAS Information

Dr. Goguen presented a PowerPoint on the MCAS 2022 results which was administered in person for all students. The Department of Education (DESE) has stated that the 2022 results moving forward are to be used as a baseline to create new growth and achievement goals for all districts. Gardner is a district that has improved and has been removed from needs improvement status. She presented action steps the staff are making during common planning time.

Item #3454 - 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 #3455- 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 #3456 – ELL Coordinator's Update

The English Language Learners Update was included in the members' packets. Ms. Lori Simpson was present to answer questions.

Item #3457– Grants Administrator’s Update

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

Item #3458 – Special Education Update

The Special Education Update was included in the members’ packets. Ms. Joyce West was not present this evening to answer questions.

Item #3459 – SEPAC Update

Mrs. Hurst reported that Laurie Davis has taken on the role of SEPAC Chair and Shania Cassey is the new Secretary. Laurie is the mother of a 10-year-old son who is currently in the 5th grade and has been on an IEP since Pre-School due to his diagnosis of Autism and ADHD.

Laurie has secured a meeting place that has offered to provide childcare, and she is actively seeking out parents to become more involved. She is currently working with Ms. Joyce West, Director of Pupil Personnel, on a Basic Rights workshop.

Item #3460 – MSBA – New School Building Project

Dr. Pellegrino reported that things are running smoothly at the new school. The traffic situation has improved and the traffic lines, including parents and buses, are done by 3:30 PM. Overall, staff and students are still excited to be in the new building.

COMMUNICATIONS

Dr. Pellegrino said all the athletic teams are doing really well - “Go Wildcats”.

FINAL COMMENTS OF THE SCHOOL COMMITTEE MEMBERS

Mrs. Leighton spoke about the Youth Community Survey and the work being done to help students. She gave a “shout out” to Mr. Murphy.

Mrs. Hurst said she is proud to be part of the Gardner School District and the things that are being accomplished. She wished everyone a Happy Thanksgiving.

Mrs. Pelavin spoke about the activities happening in the schools and that there is a sense of community. It is great to see the students involved. Happy Thanksgiving.

Mr. Swartz reported on his attendance at the MASC Conference. Every presentation addressed Diversity, Equity and Inclusiveness. He remembered Mrs. Barbara Yablonski, a teacher, who passed away last week. She did a great deal of work in setting up the Middle School Library.

Mr. LaFreniere thanked all the presenters this evening and thanked everyone for all their work.

Mayor Nicholson congratulated the sports teams and the GHS Band for winning a silver medal at MICA.

Other activities he reported on:

Completion of the Tennis Courts – refurbished.

Obtained a BC/BS 50-50 Grant for a physical fitness exercise court - under construction.

Rockwell Committee will open grant applications.

Christmas tree lighting ceremony at Monument Sq. November 27 at 6:30 pm.

September 19, 2023, Gardner Centennial Parade.

He wished everyone a Happy Thanksgiving.

ADJOURNMENT

Mr. LaFreniere moved to adjourn.

Seconded by Mr. Swartz.

Vote – so voted.

Mayor Nicholson abstained from voting.

The meeting adjourned at 8:35 pm.

**Jennifer Pelavin
Vice Chairperson**

Terri Hillman, Recording Secretary

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-19

WARRANT DATE 11/10/22

Location	Office & Gen Supplies	Curriculum	IT	Athletics	Field trips	Prof. Dev	Facilities	TOTAL
High School	\$327.50		\$3,040.00	\$11,968.67	\$1,350.00		\$1,147.34	\$17,833.51
Middle School	\$1,731.43	\$17.97				\$1,125.00	\$2,665.36	\$5,539.76
Gardner Elementary School	\$1,100.26	\$3,570.46					\$0.00	\$4,670.72
Elm St. School							\$322.26	\$322.26
Sub-Total	\$3,159.19	\$3,588.43	\$3,040.00	\$11,968.67	\$1,350.00	\$1,125.00	\$4,134.96	\$28,366.25

Location	Office Supplies	Transport.	Tech.	Curriculum	Prof Serv	Insurance	Legal	Tuition	Prof Dev	Equip	Carryover	TOTAL
Special Education		\$7,625.00			\$2,299.50		\$4,838.80	\$19,138.68				\$33,901.98
Administration	\$15.48		\$17,706.47			\$1,120.00			\$595.00	\$11,940.00	\$10,659.71	\$42,036.66
Sub-Total	\$15.48	\$7,625.00	\$17,706.47	\$0.00	\$2,299.50	\$1,120.00	\$4,838.80	\$19,138.68	\$595.00	\$11,940.00	\$10,659.71	\$75,938.64

Revolving Accounts	\$3,788.00
Grants	\$76,231.30
GHS Tennis Court	\$72,000.00
Bonds	\$23,779.00
Sub-Total	\$175,798.30

GRAND TOTAL	\$280,103.19
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-20

WARRANT DATE 11/17/22

Location	Office & Gen Supplies	Curriculum	Prof Dev	Athletics	Field trips	Utilities	Facilities	TOTAL
High School		\$2,639.36	\$3,245.00	\$250.00	\$800.00	\$4,548.66	\$27,816.03	\$39,299.05
Middle School	\$87.60					\$2,510.78	\$21,419.78	\$24,018.16
Gardner Elementary School		\$23.49					\$33,123.68	\$33,147.17
Elm St. School						\$8,476.06		\$8,476.06
Waterford St. School						\$497.34		\$497.34
Helen Mae Sauter						\$1,874.54	\$1,362.54	\$3,237.08
Sub-Total	\$87.60	\$2,662.85	\$3,245.00	\$250.00	\$800.00	\$15,535.50	\$82,359.49	\$108,674.86

Location	Office Supplies	Transport.	Tech.	Curriculum	Prof Serv	Insurance	Nurse	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education		\$3,600.00			\$3,136.15			\$1,678.40				\$8,414.55
Administration	\$113.11						\$180.00		\$310.86	\$3,413.24	\$41,064.39	\$45,081.60
Sub-Total	\$113.11	\$3,600.00	\$0.00	\$0.00	\$3,136.15	\$0.00	\$180.00	\$1,678.40	\$310.86	\$3,413.24	\$41,064.39	\$53,496.15

Revolving Accounts	\$3,416.87
Grants	\$12,053.91
GHS Tennis Court	\$5,810.00
Mask - Return of Funds DESE	\$20,621.21
Bonds	\$124,843.79
Sub-Total	\$166,745.78

GRAND TOTAL	\$328,916.79
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-21

WARRANT DATE 11/23/22

Location	Office & Gen Supplies	Curriculum	Athletics	IT	Field trips	Utilities	Facilities	TOTAL
High School	\$1,195.27	\$824.79	\$2,567.85	\$3,080.64	\$300.00		\$3,573.55	\$11,542.10
Middle School				\$1,668.05			\$854.00	\$2,522.05
Gardner Elementary School	\$1,228.68	\$173.67		\$3,097.34			\$3,153.25	\$7,652.94
Elm St. School							\$305.92	\$305.92
Sub-Total	\$2,423.95	\$998.46	\$2,567.85	\$7,846.03	\$300.00	\$0.00	\$7,886.72	\$22,023.01

Location	Office Supplies	Transport.	IT	Curriculum	Prof Serv	Dues & Mem.	Assessment	Tuition	Prof Dev	Facilities	Carryover	TOTAL
Special Education		\$3,600.00	\$810.90		\$19,479.25		\$606.40	\$37,653.45				\$62,150.00
Administration	\$200.88		\$3,302.11		\$771.85	\$3,235.00			\$612.65	\$1,056.35		\$9,178.84
Sub-Total	\$200.88	\$3,600.00	\$4,113.01	\$0.00	\$20,251.10	\$3,235.00	\$606.40	\$37,653.45	\$612.65	\$1,056.35	\$0.00	\$71,328.84

Revolving Accounts	\$150,632.53
Grants	\$51,706.03
Capital Projects	\$104,419.19
Watkins field	\$66,498.58
Bonds	\$106,108.62
Sub-Total	\$479,364.95

GRAND TOTAL	\$572,716.80
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-22

WARRANT DATE 12/01/22

Location	Office & Gen Supplies	Curriculum	Prof Dev	Nurse	IT	Utilities	Facilities	TOTAL
High School					\$249.00			\$249.00
Middle School								\$0.00
Gardner Elementary School				\$849.62				\$849.62
Elm St. School							\$200.00	\$200.00
Waterford St. School								\$0.00
Helen Mae Sauter							\$201.30	\$201.30
Sub-Total	\$0.00	\$0.00	\$0.00	\$849.62	\$249.00	\$0.00	\$200.00	\$1,499.92

Location	Office Supplies	Transport.	IT	Curriculum	Prof Serv	Dues & Mem	Legal	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education		\$2,880.00		\$48.53	\$3,960.50	\$549.00		\$13,189.92				\$20,627.95
Administration			\$16,076.75				\$2,838.00			\$835.52		\$19,750.27
Sub-Total	\$0.00	\$2,880.00	\$16,076.75	\$48.53	\$3,960.50	\$549.00	\$2,838.00	\$13,189.92	\$0.00	\$835.52	\$0.00	\$40,378.22

Revolving Accounts	\$290.00
Grants	\$1,500.00
Bonds	\$1,413,947.25
Sub-Total	\$1,415,737.25

GRAND TOTAL	\$1,457,615.39
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-23

WARRANT DATE 12/08/22

Location	Office & Gen Supplies	Curriculum	Prof Dev	Athletics	IT	Utilities	Facilities	TOTAL
High School		\$5.28		\$8,922.52				\$8,927.80
Middle School				\$874.75				\$874.75
Gardner Elementary School	\$1,999.50							\$1,999.50
Elm St. School								\$0.00
Waterford St. School								\$0.00
Helen Mae Sauter								\$0.00
Sub-Total	\$1,999.50	\$5.28	\$0.00	\$9,797.27	\$0.00	\$0.00	\$0.00	\$11,802.05

Location	Office Supplies	Transport.	IT	Curriculum	Prof Serv	Assessment	Legal	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education	\$80.99	\$28,545.00			\$1,924.50	\$3,520.17		\$66,910.46				\$100,981.12
Administration												\$0.00
Sub-Total	\$80.99	\$28,545.00	\$0.00	\$0.00	\$1,924.50	\$3,520.17	\$0.00	\$66,910.46	\$0.00	\$0.00	\$0.00	\$100,981.12

Revolving Accounts	\$4,661.00
Grants	\$3,885.00
Bonds	\$105,110.22
Sub-Total	\$113,656.22

GRAND TOTAL	\$226,439.39
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GARDNER PUBLIC SCHOOLS
70 Waterford Street
Gardner, MA 01440

Facilities Sub-Committee Meeting
Minutes
Thursday, November 17, 2022

Members Present: Mr. Robert J. Swartz, Chair, Mr. John LaFreniere, Shannon M. Ward-Leighton

Others Present: Dr. Mark Pellegrino, (Superintendent), Mr. Wayne Anderson, (Director of Facilities)

Call to Order: Chair called the meeting to order at 5:03 PM.

Chair called for a motion to approve meeting minutes for the October 13, 2022 meeting. Motion made by, John LaFreniere, seconded by Shannon M. Ward-Leighton, motion approved.

SCHOOL DISTRICT:

Mr. Anderson presented us with a roster of MOURA's cleaning staff working within the district. The date of the roster is 9/22/2022. Mr. Anderson stated that the roster could be treated as a living document as personnel working for MOURA's frequently come and go. As of the date of the roster the staffing of schools is listed as:

GHS: 8, to include 1 person on weekends and a person that supports the lunch period from 10:30 to 1:30

GMS: 7, to include 1 person as a day porter 6:00AM to 2:00PM and one person covering lunch 10:30AM to 1:30PM

GES: 7, to include 2 as a day porter covering shifts of 6:00AM to 2:30PM and another covering 10:30AM to 1:30PM. 2 positions are yet to be hired.

Helen Mae Sauter and ESS: 1, Helen Mae 3:00PM to 5:00 PM then to ESS 5:00PM to 9:00 PM

Central Office: 1 person 9:00PM to 12:00 AM. This person works at GES until 9:00 PM then moves to Central Office.

Then there is a supervisor and a manager who are MOURA's management employees.

A copy of the roster and schedule are attached.

GES

Mr. Anderson explained the wooden platform in front of the A Building is slated as an outdoor classroom. Mr. Anderson arranged to have larger trees planted around the platform so hopefully by the time spring comes around there will be trees able to provide some shade for outdoor classes.

There are two street lights that were broken by delivery trucks. Mr. Anderson noted that they are too low and are subject to damage. He is trying to get the contractor to turn them all 90 degrees so they are parallel to the road and the light lenses are able to be focused to beam the light to the road.

Select ESS playground pieces moved from ESS to GES and installed.

The rubber poured base for the playground will not be poured until next spring 2023 until the weather and temperatures are more favorable. Until then wood chips will be used for child protection.

Discussion was conducted about the lights being on 24/7. It seems we bought a very complex electrical system and the contractor has found that there are missing wires and faulty relays that prevent the system from working as designed. When the mechanical errors have been corrected and training has been given to the staff the lights will be operated as we would like them to be operated.

The significant completion date was changed to September 9, 2022, and the certificate was signed by all parties concerned. Yet we are in school and it is still a construction work site.

The security key card system is operational and anyone requiring a key card has been given one.

Discussion was made concerning additional parking spaces. A few more were achieved, but the overall parking situation is still being addressed.

The punch List continues to be a work in progress and items are slowly being completed.

WATKINS FIELD: The concession stand and restrooms were hoped to be usable by the Thanksgiving Football game. Due to weather and supply chain issues, we will look forward to its opening during spring athletics.

Being nothing else to discuss a motion to adjourn was made by John LaFreniere and seconded by Shannon M. Ward-Leighton to adjourn. Meeting adjourned at 5:35 PM.

Robert J. Swartz

Robert J. Swartz

Facilities Committee Chairman

GARDNER PUBLIC SCHOOLS

70 Waterford Street, Gardner, MA 01440

Finance Sub-Committee Meeting

Thursday, November 17, 2022 at 12:00pm

Minutes

Members Present: Mrs. Pelavin, Mr. Swartz

Members Absent: Mr. LaFreniere

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

Mrs. Pelavin called the meeting to order at 12:00 p.m.

A motion was made by Mr. Swartz and seconded by Mrs. Pelavin to approve the minutes of the October 20, 2022 Finance Subcommittee meeting. So voted.

Expense Report Review:

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

- The ESS, HMS and WSS budgets look out of whack. This is due in part to timing and in part to us holding the buildings longer than anticipated and finally in part due to some of the expenses for ESS being in the central office budget as we anticipated being in the building with GALT by now.
- 13960-52005 - Copier/Postage is showing negative \$3.3k, Mr. Hawke is looking into this and believes a bill was mis-posted to this account.
- 13960-56190 - Professional Services is showing negative \$53k, this is due to the unbudgeted hiring of an additional MTSS teacher. This will likely show as a negative most of the year and will be covered by available funds at the end of the year.
- 13960-57304 - Telephone is showing negative \$4.9k, this is due in a small part to timing, but mostly due to a new bill for GES. This will likely remain in the negative for the rest of the year until we see how much we can reduce the PO for existing telephone bills for due to the switch with GES. Any negative left at the end of the year will be covered by available funds.
- Other questions were posed and answered.
- Mr. Swartz inquired about the transfers in the report and wondered if there was a way to match them up to see where the transfers were moving from and going to. Mr. Hawke issued a report displaying the transfers.

Projects Update:

- Watkins Field concession/restroom work is ongoing. The North and South walls are up and the mason is preparing a tent-like structure for “winter conditions”. The mason has about two weeks of work to do, but with the Thanksgiving holiday, it will likely stretch to three weeks.

New Business:

None

The meeting adjourned at 12:36 p.m.

DRAFT

GARDNER PUBLIC SCHOOLS

Policy Subcommittee
Meeting Minutes
Thursday, November 22, 2022
8:30 AM
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. Rebecca McCaffrey, School Nurse Leader; Ms. Brenda Smith, Assistant to the Superintendent

Mrs. Hurst called the meeting to order at 8:33 a.m.

A motion was made by Mrs. Cormier and seconded by Mrs. Pelavin to approve the minutes of the October 20, 2022 Policy Meeting. The motion passed unanimously.

The following policies were reviewed and determined that no changes were required. Therefore, the policies will be updated as "Reviewed November, 2022":

- 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
- BDDB – Duties of Chairperson

Policy ADDA – Background Checks was reviewed and discussed. Dr. Goguen presented changes as recommended by the Massachusetts Association of School Committees (MASC) and the Policy Subcommittee from the October Subcommittee Meeting. Changes included updated regulations and creating consistency of terminology throughout the document. A motion was made by Mrs. Pelavin and seconded by Mrs. Cormier to send Policy ADDA with the recommended changes to the December full School Committee Meeting for a first read. The motion passed unanimously.

Policy ADF – Local Wellness Policy was reviewed and discussed. Ms. McCaffrey presented changes as recommended by the Massachusetts Association of School Committees and the Policy Subcommittee from the October Subcommittee Meeting. Changes included updated regulations, alignment to the MASC ADF Policy, and creating consistency of terminology throughout the document. A motion was made by Mrs. Cormier and seconded by Mrs. Pelavin

to send Policy ADF with the recommended changes to the December full School Committee Meeting for a first read. The motion passed unanimously.

Policy BBA – School Committee Powers and Duties was reviewed and discussed. Dr. Goguen presented changes as recommended by the Massachusetts Association of School Committees and the Policy Subcommittee from the October Subcommittee Meeting. Changes included the removal of language redundant to Policy BBAA – School Committee Member Authority. A motion was made by Mrs. Cormier and seconded by Mrs. Pelavin to send Policy BBA with the recommended changes to the December full School Committee Meeting for a first read. The motion passed unanimously.

Policy DD – Grants, Proposals, and Special Projects was reviewed and discussed. The Policy Subcommittee recommended changes in alignment to MASC Policy DD for the purpose of clarifying original language regarding the Superintendent’s responsibilities for seeking and coordinating grant funding and special projects. A motion was made by Mrs. Pelavin and seconded by Mrs. Cormier to send Policy DD with the recommended changes to the December full School Committee Meeting for a first read. The motion passed unanimously.

The Subcommittee reviewed the MASC Policy Newsletter which recommended policy updates on several policies. The Subcommittee recommended that all relevant policies noted in the Newsletter be placed on upcoming meeting agendas for review and discussion.

The next Policy Subcommittee meeting will occur on Thursday, January 26, 2023 at 2:00 p.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 9:09 a.m.

BACKGROUND CHECKS

It shall be the policy of the Gardner Public Schools that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The school committee shall only obtain a fingerprint background check for current and prospective employees for whom the school committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the school committee shall review the results of the national criminal history check. The superintendent shall also obtain a state and national fingerprint background check for any individual, who regularly provides school related transportation to children. The school committee, superintendent or principal as appropriate may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the school committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

A fee will be charged by the provider to the employee and educator for national fingerprint background checks which may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available criminal offender record information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes.

Requesting Criminal History Record Information (CHRI) checks

Fingerprint-based CHRI checks will only be conducted as authorized by M.G.L c. 71, §38R and 42 U.S.C. § 16962, in accordance with all applicable state and federal rules and regulations and in compliance with M.G.L c. 6, §§ 167-178 and 803 CMR §§ 2.00, *et seq.* If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law.

Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment ~~(e.g., Authorized fingerprint vendor, vendor's website address, and district provider identification number).~~

Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. ~~Title 28, U.S.C. § 534, Pub. L. 92-544 and Title 28 C.F.R. 20.33(b) provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities.~~ Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. ~~The CJIS Security Policy can be found at <http://www.mass.gov/eopss/law-enforce-and-cj/cjis/fbi-cjis-security-policy.html>.~~ Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

- Historical reference and/or comparison with future CHRI requests,
- Dispute of the accuracy of the record
- Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location within the department of Human Resources at City Hall.

When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

In determining an individual's suitability, the Gardner Public Schools will consider but not be limited by the following factors:

- the nature and gravity of the crime and the underlying conduct
- the time that has passed since the offense, conviction and/or completion of the sentence
- nature of the position held or sought
- age of the individual at the time of the offense
- number of offenses
- any relevant evidence of rehabilitation or lack thereof
- any other factors deemed relevant by the district

A record of the suitability determination will be retained. The following information will be included in the determination:

- The name and date of birth of the employee or applicant;
- The date on which the school employer received the national criminal history check results; and,
- The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination.

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

- The suitability determination was made within the last seven years; and
- The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either
- The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or
- If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.
- Gardner Public Schools may choose to perform a new national criminal history check on an individual rather than rely on a previous favorable suitability determination. Gardner Public Schools shall bear the cost of such a new check.

~~Documentation of Reliance on a Previous Favorable Suitability Determination. In any instance where a school employer relies on a suitability determination made by another school employer or by the Department of Elementary and Secondary Education, the relying school employer shall retain the following documentation:~~

- ~~● A copy of the documentation received from the school employer or agency that made the relied upon suitability determination, and;~~

- ~~• Documentation establishing that the individual met the criteria of 603 CMR 51.06(3)(a), (b), and either (c) or (d) as defined above, and;~~
- ~~• Gardner Public Schools may choose to perform a new national criminal history check on an individual rather than rely on a previous favorable suitability determination. Gardner Public Schools shall bear the cost of such a new check.~~

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

- Provide the individual with a copy of ~~his/her~~ their CHRI used in making the adverse decision
- Provide the individual with a copy of this CHRI Policy
- Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI
- Provide the individual with information on the process for updating, changing, or correcting CHRI

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,(9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever they solicit information from an individual concerning their history of criminal convictions.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

- 1) Subject Name
- 2) Subject Date of Birth
- 3) Date and Time of the dissemination
- 4) Name of the individual to whom the information was provided
- 5) Name of the agency for which the requestor works

- 6) Contact information for the requestor
- 7) The specific reason for the request

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to ~~M.G.L. c. 71, §71R and 603 CMR 51.07~~ state law and regulations, if the District dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the District shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The District shall notify the employee or applicant that it has made a report, pursuant to ~~603 CMR 51.07(1)~~ the regulations, to the Commissioner.

Pursuant to ~~M.G.L. c. 71, §71R and 603 CMR 51.07~~ state law and regulations, if the District discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to ~~603 CMR 7.15(8)(a)~~ regulations, the District shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report, pursuant to ~~603 CMR 51.07(2)~~ regulations, to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

~~**Legal References:** M.G.L. c. 6, §§ 167-178; M.G.L. c. 71, §38R; M.G.L. c. 71, §71R; Title 28 C.F.R. 20.33(b); Title 28, U.S.C. § 534; 42 U.S.C. § 16962; Pub. L. 92-544; 603 CMR 7.15(8)(a); 603 CMR 51.06(3); 603 CMR 51.07; 603 CMR 51.07(1); 603 CMR 51.07(2); 803 CMR §§ 2.00~~

C.O.R.I. REQUIREMENTS

It shall be the policy of the District to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, “‘Direct and unmonitored contact with children’ means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present. ‘Contact’ refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds.”

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, he/she may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

~~The Superintendent shall amend employment applications to include questions concerning criminal records which the Massachusetts Commission against Discrimination has determined~~

~~may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commission of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a compliant transferred to the superior court for criminal prosecution."~~

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

SOURCE: MASC - Reviewed 2022

Background Checks **Legal References:** M.G.L c. 6, §§ 167-178; M.G.L c. 71, §38R; M.G.L c. 71, §71R; Title 28 C.F.R. 20.33(b); Title 28, U.S.C. § 534; 42 U.S.C. § 16962; Pub. L. 92-544; 603 CMR 7.15(8)(a); 603 CMR 51.06(3); 603 CMR 51.07; 603 CMR 51.07(1); 603 CMR 51.07(2); 803 CMR §§ 2.00

CORI Requirements ~~References:~~ MASC 2014; M.G.L.6:167-178; 15D:7-8; 71:38R, 151B, 276:100A; P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b); 42 U.S.C. § 16962; 603 CMR 51.00; 803 CMR 2.00; 803 CMR 3.05 (Chapter 149 of the Acts of 2004); [FBI Criminal Justice Information Services Security Policy](#); [Procedure for correcting a criminal record](#); [FAQ – Background Checks](#)

[Adopted: April 2003]

[Revised: December 2005]

[Reviewed: March 2011]

[Revised: December 2014]

[Reviewed: May 2020]

[Revised: 2022]

~~NOTE: The Department of Criminal Justice Information Services (DCJIS) has adopted regulations requiring that it maintain a model CORI policy and that any written policy must meet the minimum standards as found in the model. Therefore, MASC recommends that school districts retain both the school district specific policy incorporated here and the DCJIS model policy attached as ADDA R.~~

LOCAL WELLNESS POLICY

Purpose:

The Gardner School System recognizes the important relationship between wellness and academic success as well as the importance of a comprehensive district wellness program. ~~The Gardner Schools are~~ Therefore, the district is committed to providing developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity in an environment that enhances learning and promotes life-long health and fitness. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.

~~The Gardner Public Schools (GPS) are committed to meeting the requirements of the Federal Public Law (PL 108.265) that states all school districts must have a wellness policy by September 1, 2006. The Wellness Committee, informed by the Nutrition and Wellness Committees, will continue to monitor and adjust guidelines according to Dietary Guidelines for Americans, NASPE (National Association for Sports and Physical Education), and best practices that are reported (for more information go to: www.physical-education-cyrruecykyn-technology-consulting.net/curriculum/NASPE_Standards.html).~~

Wellness Committee

The Gardner Public School maintains a Wellness ~~Program includes a Wellness Committee and a Nutrition Committee~~ that meets quarterly and on an as needed basis. The committee consists of at least one (1): parent/guardian, student, nurse, food service representative, School Committee member, school administrator, member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee. The school designates the following individuals as wellness program coordinators: Director of School Health Services and Chief Academic Officer. Wellness Coordinators, in conjunction with the Wellness Committee, will be in charge of implementation and evaluation of this policy. ~~Teachers, nurses, students, parents, community partners, administrators, school committee members, and food service personnel are invited to work with the Wellness Advisory Committee and the Nutrition Committee to promote improvements in our existing health and fitness programs. Gardner Public Schools will continue to participate in implementation and measurement plans that are developed and/or recommended by the State of Massachusetts.~~

Policy: Nutrition Guidelines

It is the policy of the school district that all foods and beverages made available on campus during the school day are consistent with the USDA's National School Lunch Program nutrition guidelines. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The district will create procedures that address all foods available to students throughout the school day in the following areas:

- Guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and moderating portion size of each individual food or beverage sold within the school environment;
- Separate guidelines for foods and beverages in the following categories:
 1. foods and beverages included in a la carte sales in the food service program on school campuses;
 2. foods and beverages sold in vending machines, snack bars, school stores, and concession stands;
 3. foods and beverages sold as part of school-sponsored fundraising activities; and
 4. refreshments served at parties, celebrations, and meetings during the school day;

And

 5. specify that its guidelines will be based on nutrition goals, not profit motives

Nutrition and Physical Education

The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program and the School Breakfast Program in all grades. The school district will provide physical education training aligned with the standards established by the Dept. of Elementary and Secondary Education. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition and physical education.

Nutrition Education Goals

- Students receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors
- Nutrition education is offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and other school personnel, including teachers.
- Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
- Schools link nutrition education activities with the coordinated school health program.
- Staff who provide nutrition education have appropriate training.
- The level of student participation in the school breakfast and school lunch programs is appropriate.

~~The Gardner Public Schools establishes goals to improve nutrition education and services. The School System provides sequential and interdisciplinary nutrition and physical education to promote life-long health and physical fitness. The District's goal is to encourage and promote good nutrition and fitness both in school and for out of school activities. Gardner Public Schools will work to ensure that all school-based activities are consistent with local wellness policy goals and meet current National Association of Sport and Physical Education (NASPE) standards.~~

~~The Gardner Public Schools will continue to inform and support the school community by providing appropriate health and wellness programs. We encourage community partnerships and will continue to work with local health and education agencies to assess and report best practices.~~

Wellness

Nutrition

~~The Gardner Public Schools maintains a Nutrition Committee, which meets on an as needed basis. The committee may monitor, assess, and provide healthy foods and nutritional awareness for students, parents, and staff.~~

~~Students who receive subsidized lunches are identified via computer and identification systems that are confidential and do not discriminate against any student.~~

~~A healthy lifestyle for staff is encouraged and supports our overall efforts to promote life long fitness and health. Staff is encouraged to be role models for good health.~~

Health Education Guidelines

~~Schools in the District provide documented health education appropriate for grade level and motivated by health promotion and illness prevention guidelines.~~

~~District staff provides health education encompassing mental and physical aspects appropriate for students' grade levels. The program gives students information to promote nutrition and physical fitness throughout their lifespans.~~

Wellness Policy Goals:

Nutrition Goals

~~Food will not be used for reward or punishment.~~

~~In order to assure healthy and safe foods, any foods or beverages brought into the school for classes will have prior approval from the nurse. Approval is done through the Food In School Approval Form (see Policy JLCE Life Threatening Food Allergies).~~

~~Students will have at least 10 minutes for breakfast and 20 minutes for lunch from the time they are seated.~~

~~Elementary students will have recess prior to lunch periods when at all possible.~~

~~Elementary students will have access to hand washing supplies, and be encouraged to use them, prior to lunch.~~

~~The Food Service Department seeks to improve nutritional awareness and provide healthy foods within the school day.~~

~~Foods and beverages made available through the Food Service Department are consistent with United States Department of Agriculture Food and Nutrition Service recommendations. For more information regarding these recommendations please visit: <https://www.fns.usda.gov/school-meals/policy>~~

~~Foods available on campus adhere to food safety and security guidelines.~~

~~The District strives for a safe, comfortable, pleasing environment, and provides ample space for eating meals.~~

~~A la carte items, all items in school stores and snack bars, foods and beverages sold or provided at booster sales, concession stands, and other school sponsored or school related fundraisers and events from midnight of the school day until 30 minutes after the school day, must meet the Competitive Foods and Beverage Nutrition Standards (Appendix A).~~

~~Foods and beverages sold in vending machines must meet the Competitive Foods and Beverage Nutrition Standards at all times. (Appendix A)~~

~~Prices for school meals are consistent with Massachusetts and Federal guidelines.. A la carte items are limited in choices in order to encourage purchase of full meals.~~

~~No food may be “ordered out” and consumed in the cafeteria.~~

~~No foods purchased outside the cafeteria are allowed until lunch periods are completed.~~

~~Lunch periods are scheduled as close to the middle of the students’ day as possible.~~

~~Only foods and beverages that meet the Massachusetts and USDA Competitive Foods and Beverage Nutrition Standards “At A Glance”, may be marketed or advertised on the school campus. (Appendix A)~~

Nutrition Education Goals

~~The District will provide food and nutrition education for all students as part of the existing Comprehensive School Health Education and Wellness Program~~

~~The nutrition education program will be consistent with the Massachusetts State Curriculum Frameworks and will be designed to increase age appropriate nutritional knowledge and skills. This will allow students to assess their own eating habits and be educated consumers with respect to advertising and the media.~~

~~The District’s teaching staff and food personnel will work together to promote a consistent, coordinated message about nutrition and healthy eating choices.~~

Physical Fitness

~~Physical fitness, both structured and general activity, is strongly supported and encouraged according to NASPE guidelines practiced in our schools.~~

~~After school and in-school programs follow approved curricula to promote life-long fitness.~~

~~Fundraisers that promote physical activity are strongly encouraged. Recess promotes physical activity and withholding recess as a punishment or in lieu of completing other academic work is strongly discouraged.~~

Physical Education-Goals Activity Goals

~~Physical education classes will promote personal growth, connect with activities that can be maintained outside of school and encourage life-long fitness.~~

~~Each school provides a sequential and interdisciplinary plan to provide students with access to meaningful physical activity that is consistent with wellness policy goals and outlined according to NASPE curricula and standards.~~

~~Every effort will be made to provide physical education appropriate to grade level and to assess and monitor for appropriate use of NASPE guidelines.~~

~~Suitable physical education should be part of the education plan for all students. The amount of time that students spend per week in physical education classes and in recess should be designed to achieve a balance between academic goals and the need for physical activity.~~

~~Modified programs for students with chronic health problems, disabling conditions, or other special physical needs shall be provided.~~

~~All students are required to complete physical education requirements as set forth by the Gardner Public School system.~~

~~All interscholastic coaches must have up-to-date training in both First Aid and CPR.~~

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.
- Students are given opportunities for physical activity through a range of before and /or after school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- Schools work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school
- Schools provide opportunities to enable staff to promote enjoyable, lifelong physical activity among students.

Health Education Goals

~~Health curricula will be consistent with Wellness Policy goals, as well as Massachusetts and federal guidelines.~~

~~Health curricula will be monitored and assessed quarterly for consistency and appropriate guidelines, through the Wellness Committee and through physical education teachers' reviews.~~

Responsibilities

~~Local Wellness Policy compliance is monitored at the building level by the Principal and School Nurse. . Monitoring at the district level is the responsibility of the Wellness Committee, led by the School Nurse Leader, and supported by the Superintendent of Schools.~~

~~The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program and the School Breakfast Program in all grades. For more information regarding this visit: <https://www.fns.usda.gov/school-meals/policy>. The school district will provide physical education training aligned with the standards established by the Department of Elementary and Secondary Education (DESE). District Health and Physical Education Staff, in consultation with the Wellness Committee, will develop procedures that address nutrition and physical education.~~

Physical Education Activities

● ~~Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.~~

- ~~Students are given opportunities for physical activity through a range of before and/or after school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.~~
- ~~Schools work with the community to create ways for students to walk, bike, rollerblade, or skateboard safely to and from school.~~
- ~~Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.~~
- ~~Schools provide training to enable staff to promote enjoyable, life-long physical activity among students.~~

Other School-Based Activities Goals

~~District Health and Physical Education Staff, The Wellness Program Coordinators, in consultation with the Wellness Committee, are charged with developing procedures addressing other school-based activities to promote wellness.~~by:

- Having An adequate amount of time is allowed for students to eat meals in adequate lunchroom facilities.

- ~~Making sure that~~ All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner ~~that~~ which does not identify them to other students.
- ~~Ensuring that e~~Environmentally-friendly practices, such as the use of locally grown and seasonal foods, school gardens, and non-disposable tableware, have been considered and implemented where appropriate.
- ~~Considering p~~Physical activities and/or nutrition services or programs designed to benefit staff health and, to the extent practical, implementing those programs or services.

Evaluation

The Wellness Committee will assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance, and consistency with the state and district's educational goals and standards. Wellness Program Coordinators ~~District Health and Physical Education Staff, in consultation with the Wellness Committee,~~ shall be responsible for devising a plan for implementation and evaluation of the District Wellness Policy and are charged with operational responsibility for ensuring that schools meet the goals of the District Wellness Policy. Wellness program coordinators will report to the School Committee annually. The Wellness Policy will be evaluated and revised as necessary every 3 years as required by The Healthy Hunger Free Kids Act of 2010.

[Reference: United States Department of Agriculture, 2016]

[Adopted: July 2006]

[Revised: June 2017]

[Reviewed: November 2020]

[Revised: November 2022]

SCHOOL COMMITTEE POWERS AND DUTIES

The School Committee has all the powers conferred upon it by state law and must perform those duties mandated by the state. These include the responsibility and right to determine policies and practices and to employ a staff to implement its directions for the proper education of the children of the community.

The Committee takes a broad view of its functions. It sees them as:

1. **Legislative or policymaking.** The Committee is responsible for the development of policy as guides for administrative action and for employing a Superintendent who will implement its policies.
 - ~~a. Electing a secretary, finance officer and two alternate finance officers~~
 - ~~b. Determining policies regarding age of school entrance and requirements for graduation~~
 - ~~c. Organizing annually on the first Monday in January and shall elect one of its members as Vice Chairman, who shall preside at all meetings of the committee at which the Chairperson is not present~~
2. **Appraisal.** The Committee is responsible for evaluating the effectiveness of its policies and their implementation.
 - ~~a. Hiring and termination of the superintendent~~
3. **Provision of financial resources.** The Committee is responsible for adoption of a budget that will enable the school district to carry out the Committee's policies.
 - ~~a. Reviewing and approving the budget~~
 - ~~b. Recommending buildings to be provided for school purposes and providing for the maintenance, repair, and the use of school buildings and grounds~~
 - ~~c. Providing for and promoting a healthy and safe environment for pupils and school personnel~~
 - ~~d. Providing for the transportation of pupils in accordance with state laws and local policy~~
4. **Public relations.** The Committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
 - ~~e. Setting up a school calendar~~
 - ~~f.e. Providing for community understanding of how the school committee operates~~
5. **Educational planning and evaluation.** The Committee is responsible for establishing educational goals and policies that will guide the Committee and staff for the administration and continuing improvement of the educational programs provided by the School District.
 - ~~g. Adopting collective bargaining agreements relative to working conditions~~

Personnel Matters

The Superintendent shall be appointed by vote of the Committee and shall directly report to the Committee as provided by law and perform all the duties that are prescribed by law and such other duties, not inconsistent there to, as a majority of the Committee may direct.

The School Committee shall appoint, upon the recommendation of the Superintendent, Assistant/Associate/Deputy Superintendent(s), School Business Administrator, Special Education Administrator, School Physician, School Nurses, and Supervisor of Attendance. Such positions shall not report directly to the School Committee.

~~SOURCE: MASC July 2016~~

SOURCE: MASC - Reviewed 2022

LEGAL REF.: M.G.L. [71:37](#) specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws.

CROSS REF.: [BB](#), School Committee Legal Status

[BDG](#), School Attorney

~~NOTE: In addition to the legal reference cited above, regional school districts should add references to M.G.L. [71:16](#) through [71:16I](#). A reference to an appropriate section(s) of regional agreement could also be added.~~

[Reviewed: November 2001]

[Revised: October 2003]

[Revised: February 2017]

[Revised: August 2020]

[Revised: 2022]

GRANTS, PROPOSALS, AND SPECIAL PROJECTS

In accordance with state law, all grants and gifts to the District ~~must shall~~ be reviewed and accepted by the School Committee before expenditure. The school committee will encourage the administration to seek and secure all possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children of our schools.

The superintendent will keep informed of all possible funds available to the school system under the various state and federal programs, and in what manner these funds can best be used in the school system.

The Superintendent will be responsible for coordinating the development of proposals for all specially funded projects and for keeping the Committee apprised and updated on all such projects.

The Superintendent shall ensure the district has and follows a written set of procedures in grant administration that aligns with state and federal laws and regulations.

~~The superintendent will be responsible for seeking out and coordinating the development of proposals for all specially funded projects and for submitting proposals to the committee for approval.~~

~~The superintendent is authorized to sign all reports for these projects and will be responsible for the proper expenditure of funds received for such projects.~~

[Reference: M.G.L. 44:53A; ~~71:37A~~; 2CFR 200 Federal Uniform Administrative Requirements P.L. 874 Impact Aid; Board of Education 603, CMR 32:00; 34:00, MASC 2022]

[Adopted: October 1998]

[Reviewed: June 2002]

[Reviewed: February 2019]

[Reviewed: March 2022]

[Revised: 2022]

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]



Gardner Public Schools

Courtney Dunn, Grants, Communications & Compliance Manager

www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

(978) 632-1000

Grant Funding for Approval – December 12, 2022

Grant Title	Amount	Grant Period	Use of Funds
Title I	\$841,402	8/31/2022-8/31/2023	Providing students with equitable access to high-quality education through early literacy programming, professional development for staff, and family engagement.
Title II	\$99,598	8/31/2022-8/31/2023	Improving the quality and effectiveness of staff for all students and increasing student achievement through mentorship and class-size reduction.
Title III	\$24,508	8/31/2022-8/31/2023	Ensuring that English learners have the same access as all students to a high-quality education through professional development, family engagement and early literacy initiatives.
Title IV	\$61,043	8/31/2022-8/31/2023	Improving student achievement, school conditions and use of technology through software licensing, professional development for staff, and family engagement.
FC262 Early Childhood Special Education Grant	\$38,821	Upon Approval-8/31/2023	Provides students with disabilities with free and appropriate education including special education and related services.
FC240 Individuals with Disabilities Act Grant	\$812,402	Upon Approval-8/31/2023	Ensures that students with disabilities receive education and services that protect their rights and prepare them for the future.
Elementary and Secondary School Emergency Relief Fund (ESSER) Grant (III)	\$5,966,598	Upon Approval-9/30/2024	This entitlement grant was awarded for the purpose of addressing the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.
Comprehensive School Health Services Grant	\$125,000	7/1/2022-6/30/2023	Support of student health services in school.
Massachusetts Life Sciences Center STEM Equipment & Professional Development Grant	\$80,528	7/1/2022-6/30/2023	Purchase of equipment to support hands-on, work-based learning and career exploration within the biology and biotechnology curriculum at GHS and GMS.
FC332 Mental & Behavioral Health Grant	\$127,500	7/1/2022-8/31/2023	Support and professional development for mental and behavioral health staff.

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FY22/FY23/FY24 Barr Foundation School Leadership Pipeline Implementation Grant	\$250,000 (per year for three years. FY23 is year 2.)	7/1/2022-6/30/2023	Support for the implementation of school leadership pipeline professional development.
FC209 Improving Ventilation & Air Quality Grant (Conditionally Approved)	\$539,600	Upon Approval-6/30/2023	DESE conditionally approved the district's planned use of funds, including replacing air-handling equipment in congregating spaces at GHS. The department has requested that the district submit an updated plan upon completion of the ongoing feasibility study, prior to going out to bid.
FC419 Innovation Pathways Implementation and Support Grant	\$50,000	11/30/2022-6/30/2023	The grant will be used to fund the certification course for the CNA program, in addition to funding the advanced manufacturing program's new curriculum and marketing/promotional materials to recruit more students into both programs in the Innovation Pathways.

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Gardner Public Schools

Field Trip Approval Form

(This form must be completed for all field trips and signed by the building principal before it is forwarded to the Superintendent for approval.)

School GHS

Person(s) Responsible for Organizing Trip Don Forte

Grade or Class Mult. / 1e

Number of Students Attending 8

Destination Dallas, Tx

How does the trip relate to the curriculum or to the school-sponsored or school-approved extra-curricular activity (i.e., band, student council, and so on)?

Departure date/time/place 1/14, 7am, Logan airport

Return date/time/place 1/23, 10pm, Logan airport

Transportation Provider Jet Blue Cost of Transportation 0

Cost of Activity 0

How will the cost of transportation and activity be paid? Boosters / parents

Ratio of chaperones to students 4:1

Sample Parent Permission Slip Attached: yes no

Emergency Phone Contact List yes no

School Nurse [Signature]

Date 12/7/22

Principal [Signature]

Date 12/7/22

Superintendent [Signature]

Date 12/7/22

Supervision Plan

Each of the student's traveling will have a parent present on the trip as well.

All meals will be done as a team, with all 8 students, and 4 coaches eating together.

Students are only permitted to have a meal on their own, with their specific parent/guardian/

At no point will students be permitted to travel to or from a location without the supervision of a coach or their parent.

Daily Itinerary

1/19 – Travel; flight departs at 7am (Jet blue). All 12 members of the party and parents will travel together.

1/20 – Practice / run through day. Tour the facility, do a practice run

1/21 – Competition day 1

1/22 – Competiiton day 2 / awards

1/23 – Travel home

Gardner High School School Improvement Plan 2021-2024

Mission

Gardner High School provides an enriched academic environment fostered through relevance, rigor and relationships and ensures that each student learns at a high level. In the classroom, we challenge all students in a supportive, positive environment that promotes scholarship and helps students develop the skills and characteristics to make them successful for their future. On the field, stage, or court, we create fun, engaging opportunities for students to excel in athletics, the arts, and co-curricular groups. We promote personal development and a sense of service to our community.

Core Values

Our Core Values (**C.A.R.E.**) are:

Community - We work together to achieve for all in a culture steeped in tradition;

Appreciation - We accept our roles, respect different perspectives, and acknowledge the good in others;

Responsibility - We own our actions and honor our commitments by being prepared, involved community members; and

Excellence - We do our best and take pride in all we do in our community.

Vision

We will be the premier school of choice for our students and their families.

Every child, in every classroom, every day, will:

feel welcomed, safe, and included in our community;

- Adults will personally welcome each child as they enter the school and each classroom.
- The layout of the school and each classroom will be inviting and conducive to learning.
- Students will learn social-emotional skills through direct instruction, supports, and institutional practices.
- Our school will actively engage families in the education of their children and community.

have adults consistently interact in ways that foster positive, supportive relationships;

- School expectations, practices, and rules will be informed by the chronological and actual developmental levels of the children we serve.
- Adult responses to children's behaviors will be empathetic and caring, considering their comprehensive knowledge of the child's development and any possible trauma or stressors.
- The school will work proactively and collaboratively with families to support the whole child.
- Disciplinary practices will be done through a restorative approach.

and be engaged in relevant, academically rigorous instruction, informed by data.

- Each lesson will incorporate rigorous student tasks that engage all learners, provoke higher-order thinking, monitor each student's progress, and provide feedback to students for improvement.
- The school will monitor and adapt its instruction to ensure students learn the skills and knowledge to prepare them for their own future.

Theory of Action

If we:

- **Create** a clear set of expectations and strategies that are shared across every classroom to assess, monitor, and utilize academic, behavioral and social emotional data to inform our instruction and interventions,
- **Then** there will be continuity of practices across all classrooms and grade levels where the same high level of rigorous instruction is provided to all students, which is aligned with objectives and state standards.
- **And**, if we implement challenging learning activities and differentiated instructional strategies that support students' academic, behavioral and social emotional growth while developing positive relationships,
- **Then** students will develop higher order thinking skills, and the ability to articulate their thinking, while utilizing appropriately challenging resources.
- **And**, if we work in collaboration with families and community partners to engage in shared decision making for effective educational programming while giving all students equitable access and opportunities to achieve at their highest level,
- **Then** students will become lifelong, collaborative, problem solvers who positively contribute to the workforce and their community.

Strategic Objectives

Academic:	Behavioral:	Social Emotional Learning:	Collaboration with Families and Community Partners:
Create and implement a standards-aligned curriculum across all grades and disciplines utilizing data to inform instruction, lessons and interventions while supporting equity:	Create and implement clear expectations and strategies across all grades and disciplines utilizing data to inform behavioral supports and interventions while supporting equity:	Utilize data to inform social emotional interventions and provide tiered supports to all students while supporting equity:	Collaborate with families and community partners to engage in shared decision-making for effective educational programming while supporting equity:
Action Steps			
Comprehensive professional development for staff and common planning time based on MTSS	Comprehensive professional development for staff based on MTSS	Comprehensive professional development for staff based on MTSS	Produce and administer student, staff and parent feedback surveys
Create a school-wide written curriculum in a common format by department and subject area that is aligned with state standards	Monitor discipline data and through an MTSS approach incorporate appropriate interventions accordingly	Monitor social-emotional data and through an MTSS approach incorporate appropriate interventions accordingly	Regularly utilize Gardner High School website page, digital newsletters and social media to share information, activities and achievements

Develop and incorporate rigorous and challenging instruction and lessons aligned with state standards and MCAS specific questions	Monitor attendance data and through an MTSS approach incorporate appropriate interventions accordingly	Incorporate topics addressing students' social emotional needs into Advisory Program	Maintain Student Advisory Board to garner student feedback and assist with policy and program development
Monitor academic data that will drive future instruction, assessments (formative and summative) and interventions	Create and maintain a restorative approach to discipline with empathetic personal interactions which supports student behavioral growth	Create a system for which mental health support staff can meet and effectively plan social-emotional supports and programming	Maintain School Council meetings and voice for parent/community concerns and feedback
Create clear objectives that align with state standards			Further develop and expand our Early College and Innovation Pathways Programming
Utilize teacher observation and evaluation system as well as the rigor rubric for learning walks including observing and supporting our co-teaching model			

Outcomes

- 1) Grade 8, 9 and 10 Math, ELA, Social Studies and Science curriculum maps will be aligned with state standards and 100% completed
- 2) 75% of teachers in classrooms will incorporate Tier 1 academic, behavioral and social-emotional interventions
- 3) GHS will eliminate discipline disparities for all subgroups
- 4) GHS will eliminate attendance disparities for all subgroups
- 5) Students with disabilities' failure rates will be reduced by 50%
- 6) All subgroups will meet MCAS targets in ELA, math and science
- 7) A minimum of 50% of seniors graduating from GHS will do so from either the Early College or Innovation Pathways programs with a minimum of 4 college and/or certification classes
- 8) Parents and students will rate school relationships as at least 90% satisfactory

Implementation Timeline

Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
1) Use of common planning time in ELA, Math, Science and Social Studies to complete	Administration Building	Curriculum Map Templates	Dec 2021	Complete

standards-aligned curriculum mapping for 8th, 9th and 10th grade classes	Leadership Team Faculty			
2) Use of common planning time in ELA, Math, Science and Social Studies to create rigorous lessons to support the curriculum which also reinforce MCAS specific questions	Administration Building Leadership Team Faculty	Lesson Plan Templates	June 2023	In Progress
5) Regular monitoring of formative assessment data (ongoing checks for understanding) and summative assessment data (interim assessments, Linkit, MCAS) to identify student needs and teacher strategies necessary for addressing identified deficiencies	Administration Building Leadership Team Faculty	Formative Assessment Data Collection Tool MCAS Data Linkit Data	Weekly Ongoing	In Progress
3) Professional development for faculty on MTSS to better understand and address academic, behavioral and social-emotional needs of our students	Administration Tier 1, 2 & 3 Teams	MTSS Data Collection Tools (academic, SEL, behavioral data)	Yearly Ongoing	In Progress
4) Use of observation/evaluation data to reinforce best teaching practices focusing on academic, behavioral and social-emotional needs of students	Administration	Observation/ Feedback Teachpoint Rigor Rubric	Yearly Ongoing	In Progress
6) Ongoing professional development on empathetic personal interactions with students and a restorative practice approach to discipline	Administration	Discipline Data Observation/ Feedback	Yearly Ongoing	In Progress
7) Regular monitoring of student discipline and attendance data and continued identification of tiered interventions	Administration Tier 1, 2 & 3 Teams	Discipline & Attendance Data MTSS Data	Quarterly Ongoing	In Progress
10) Regular monitoring of social-emotional data to identify needs which will drive interventions and future program development	Administration Tier 1, 2 & 3 Teams	MTSS SEL Data	Quarterly Ongoing	In Progress
11) School Council meetings to share information and receive parent input into decision-making regarding school activities, policies and programs; supplemented by the annual Climate & Culture Survey	Administration School Council	Monthly Agenda & Meeting Notes Climate & Culture Survey	Monthly Ongoing	In Progress
12) Student Advisory Board meetings to share information and receive student input into decision-making regarding school activities, policies and programs; supplemented by the annual Climate & Culture Survey	Administration Student Advisory Board	Monthly Agenda & Meeting Notes Climate & Culture Survey	Monthly Ongoing	In Progress
13) Use scheduled advisory time for social-emotional programming and academic interventions	Administration Building Leadership Team Faculty	MTSS Data Collection Tools (academic, SEL, behavioral)	Weekly Ongoing	In Progress

14) Regularly use social media platforms, emails and one-call system to disseminate pertinent information to students and families	Administration Media Specialist	Facebook PlusPortals Newsletters	Weekly Ongoing	In Progress
15) Continue development of Innovation Pathways and Early College Programs	Administration Guidance Central Office Personnel	DESE EC & IP Data Collection Tools	Ongoing	In Progress



Gardner Public Schools

Melissa Paine, *College & Career Readiness Program Coordinator*

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College & Career Readiness Program Update to School Committee – Dec 12, 2022

Early College Programs:

- Early College Business Pathway expansion:
 - Michael Bartkus has been tentatively approved (pending CORI, background check and HR logistic) as an Adjunct Professor at Fitchburg State University. This is a very exciting addition to the Early College offerings at GHS. This allows us to offer a full in-house Early College Business Pathway for grades 9-12. Students will be able to participate in Early College without having to leave the GHS campus, with no vaccine mandates, and allows GHS more control over student placement. We expect this program to increase equitable access for our underrepresented students without the current GPA requirement and vaccine requirements in place to participate in the oncampus EC program.
- Early College Open House:
 - We will host our Early College Open House on January 10th from 5:30-7 on the MWCC campus. This is the first year we will host it on the college campus as we hope to give students and families the opportunity to visit the college campus and meet with the program staff. We will be opening this event to all students grades 7-12. It will highlight all three of our programs offered Early College Academy, Pathways Early College Experience, and Gateway to College. We also have funds for transportation so we can run a bus at multiple locations to assist with transportation needs.

Innovation Pathways:

- Innovation Pathway support funds have been approved providing Gardner High School with \$50,000 for the 2022-23 school year. These funds will be used to purchase new curriculum for the manufacturing pathway that will provide a more hands on curriculum that integrates work stations for each unit. This curriculum will support the current MACWIC Level 1 certification we offer and provide the additional units needed for a MACWIC Level 2 certification. Funding will also support the CNA program including the certification courses required for industry recognized credentials. Additional funding will be used to support teacher stipends and marketing needs.
- Applications for the Innovation Pathway program are open for all 9-11th grade students. The application period remains open until Christmas break.
- STEM Internship Program: Registration is open for our senior IP students to enroll into the paid internship program with Garlock, Seaman Paper, or Vivatide. This program provides seniors the opportunity to complete the required 100 hour internship of the program, while getting paid. We currently have 7 students registered of the 9 available slots. Interviews for placement will begin in January. Students will interview with myself and the companies they will be placed with. Students will also be expected to complete formal resumes as program orientation through GHS before company interviews and placements begin.
- We have a meeting scheduled with Heywood Hospital, MWCC, and Fitchburg State on January 10th to discuss the expansion of our healthcare pathway. MWCC and FSU are looking to develop a CNA to RN program with local high schools. This would provide expansion opportunities for both our Innovation Pathways and Early College Academy.

Additional Programming:

- AutoTech: Registrations are open for the Intro to Autotech class and we currently have 7 students registered for the spring class. Registration remains open for another 2 weeks for all juniors and seniors.
- CNA: We have filled our first section of the CNA course with 9 registered seniors. MWCC will be providing us the cost of running a second cohort and we will be potentially adding a second section of the CNA class due to high levels of interest.
- Educator Intern Program: Masshire will provide funding for seniors to complete paid internships in a pk-8 setting

within our district for the spring semester. We currently have 10 students enrolled in this program from the first week of registration. Registration remains open for 2 more weeks. Students will begin the interview process for placements the week of 12/19. Internships will begin the last week of January.

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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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December 5, 2022

Curriculum and Instruction Update

Data Driven Instruction:

Principals, Instructional Coaches and Teachers will be administering winter interim assessments and analyzing the results of those assessments during the months of January and February. An update of results regarding student performance and progress, along with planned instructional adjustments, will be presented in my March School Committee report.

Curriculum, Instruction, & Assessment

Over the past five years, all core content area curriculum programs at all grade levels have been reviewed and/or updated to align with state and local standards and to meet the needs of all of our students. This report will chronical the progression and results of each review.

A Science Curriculum Review Committee was formed during the late spring of the 2016-2017 school year to determine Science Curriculum needs for improved, aligned content and instructional practices. The Committee was charged with the task of investigating and reviewing several Science Curriculum programs during the fall and winter of the 2017-2018 school year for the purpose of selecting a new Science Curriculum for grades Pre-K through 5. These materials were funded through Title I and are aligned to the Next Generation Science Standards for Massachusetts which came into effect in April of 2016. The selection process involved a very strategic review process with specific guidelines and criteria by which to evaluate each program consistently and rigorously. The selected curriculum program was purchased during the Spring of 2018 and was implemented by teachers during the 2018-2019 school year. Professional development and training in the use of the program occurred during the 2018-2019 school year as well.

An Elementary Social Studies Curriculum Review Committee and a Secondary Social Studies Curriculum Review Committee were formed during the spring of 2019. Meetings were held in June, 2019, and during the 2019-2020/2020-2021 school years. At the secondary level the committee reviewed and aligned curriculum to the most recently updated Massachusetts state standards, and they determined that no new curriculum materials were needed to meet the updated standards.

The elementary Social Studies Curriculum Review Committee also reviewed and aligned their curriculum to the newly updated Massachusetts state standards. They determined required materials by grade level and selected aligned materials for purchase. It was determined that an entire new curriculum was not needed. All selected materials were purchased during the spring of 2021 and were delivered to Waterford Street School and Elm Street School for implementation during the 2021-2022 school year.

Next, in consultation with the Statewide System of Support (SSoS) from the Department of Elementary and Secondary Education (DESE) and the Hill for Literacy, the Instructional Literacy Coaches and School/District administrators reviewed options for supplementing the McGraw Hill Wonders 2017 elementary literacy curriculum program during the spring of 2021. One finding of the Hill for Literacy needs assessment revealed that Wonders 2017 was no longer recommended as a high quality program by the Department of Elementary and Secondary Education (DESE) or by curriculum review reports such as CURATE or EdReports. Wonders 2020 had been identified by each of these organizations as meeting all criteria for a high quality literacy program, however, Wonders 2023 had also just been released, and after evaluation of that program, the Wonders 2023 version had been found to be more aligned to evidence-based best literacy program practices than the Wonders 2020 version. The District purchased and received the Wonders 2023 updated curriculum during the late spring and summer of 2022 in preparation for training and implementation in the fall of 2022. As staff have been using the Wonders curriculum for the past several years, the transition was fairly smooth since the new program provides more enhancements rather than a complete change to the materials and implementations. The materials are also more user friendly than the Wonders 2017 program.

Finally, the District began a search for high quality evidence-based mathematics curriculum/ instructional materials during the fall of 2021 that best align with the multi-tiered system of supports (MTSS) being implemented at all grade levels. A variety of staff in grades K through 7 are in the process of piloting a mathematics program entitled IntoMath by Houghton Mifflin Harcourt (HMH) that is endorsed as a high quality program by the Department of Elementary and Secondary Education (DESE) and by curriculum review reports, CURATE and EdReports. Feedback from all staff who are piloting the program is very positive and GMS staff requested that all math teachers begin implementing the program as soon as possible.

In response to the positive feedback and to the request from GMS, the District will purchase the Into Math Curriculum for grades K through 8 and potentially for Algebra and Geometry, in phases, as follows:

1. Grades 5-7: purchased in November, 2022 to be implemented fully in January of 2023
2. Grades K-4 and 8: purchase in the spring of 2023 to be implemented fully in fall of 2023
3. Algebra & Geometry: To Be Determined

The purpose for phased in purchasing and implementation is two-fold. The first is to allow the district to effectively budget funding for the renewal of digital licensing that will occur every three years. The digital component to this program is helpful for students as an instructional, intervention, assessment, and communication tool. The second is to provide time for elementary staff to familiarize themselves with the new literacy program before implementing the new math program. Initial funding of all HMH print and digital materials will be through the ESSER grant.

Gardner Public Schools

Rebecca McCaffrey, *Director of School Health Services*



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School Health Services Update to School Committee – December 1, 2022

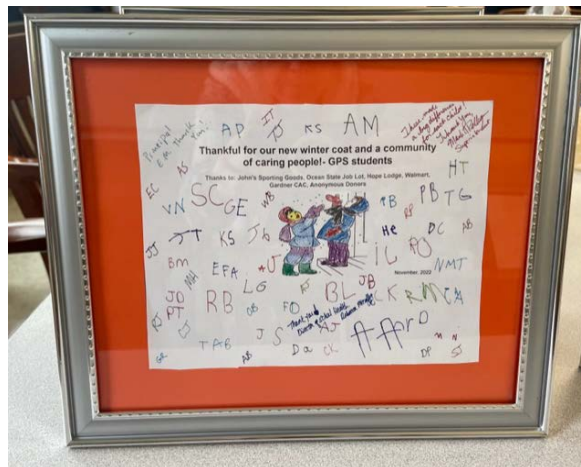
October Monthly Health Office Data:

During the month of October, school nurses conducted 1,651 student visits in the health offices throughout the district. 92% of the visits were returned to class, 5 % of the visits were dismissed due to illness or injury, and 2% of the students either remained in the health office until the end of the day or were sent to a counselor or administrator. In addition, school nurses oversaw and/or conducted 1,275 health screenings consisting of vision, hearing, postural, and BMI (Body Mass Index). Senior level nursing students from Fitchburg State University assisted our district nurses in completing the screenings. School Nurses administered 587 scheduled doses of medication. 106 of the scheduled doses of medication were insulin which required carbohydrate calculation and blood sugar monitoring and 481 of the scheduled doses of medication consisted of psychotropic medications. Besides the scheduled medications, another 293 administrations of PRN medications occurred consisting mostly of Analgesics, Asthma medications, and antacids.

Staff Wellness: On 10/12 and 10/19, PriceChopper Pharmacy offered Flu and COVID booster vaccines to GPS staff. A total of 115 staff received the Flu vaccine and 109 staff received the COVID booster vaccine. Staff were able to receive both if they wanted to or one of the other. Nurses offices continue to make available COVID-19 take home tests for staff as well as parents/guardians.

Medical Emergency Response Teams: The health office staff conducted a Medical Emergency Response Team training on the 9/28 ½ day PD day. The training consisted of staff who were already certified in CPR/AED and built upon that training. Stop the Bleed kits with wound supplies and tourniquets were provided to staff upon completion of online and hands on training. Staff were also able to practice their CPR skills and use Epi-Pen and Narcan trainers during the training. We will be building on this to increase the numbers of staff who can respond in the event of a Mass Casualty Incident.

GPS Giving Tree Coat Drive: At the GES Open House, families could write down their child's name if they needed a winter coat. Approximately **70** children were given brand new coats at the beginning of November. The coats were generously donated or purchased by John's Sport Shop, Ocean State Job Lot, Walmart, Hope Lodge, Gardner CAC, and several anonymous donors. Students wrote their initials on a Thank you that was framed and given out to the various donors.





Gardner Public Schools

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Grants, Communications & Compliance Update to School Committee – December 12, 2022

Grants Awaiting Approval from DESE

- School Nutrition Equipment Grant (Fund Code 722)
- Early College Support Grant (Fund Code 460)
- Improving Ventilation & Air Quality Grant (Fund Code 209) – Conditionally approved. Awaiting completion of feasibility study to submit forms for final approval.

While most FY22 grants have been closed, all Title grants, ESSER grants, and special education grants have a multi-year feature that allows the district to complete the spending in the following year. At present, FY22 Title I and Title IV have been closed, while Titles II and III are being spent down to close early in the Spring. ESSER II has one item on back order but is prepared to be closed after that item arrives. FY22 240 and 262 are typically closed in the early Spring and are on track for that schedule. Otherwise, FY22 grants have all been closed and accounted for.

The district has been awarded the Innovation Pathways Implementation and Support Grant in the amount of \$50,000. The funding will help provide Certified Nursing Assistant certifications to more than 20 students, a new curriculum in the advanced manufacturing program, and promotion and marketing materials for the Innovation Pathways Program at GHS.

The district is currently in the process of collecting articles and documentation for the Title Grant review due in January. The items are likely to be finalized and submitted to DESE during the month of December.

Communications/Family Engagement

The district-wide Family Engagement Team met on Monday, November 28. The team includes Family Engagement Teacher Leaders, the district-wide Outreach Clinical Social Worker, the ELL Director, the Family Engagement Coordinator, and the Grants, Communications & Compliance Manager. Agenda items included:

- Attendance Letters – how we communicate with the families of students who have missed multiple days of school.
- School Climate Surveys – currently ongoing; Family Engagement Teacher Leaders will assist principals in spreading the word to get as much feedback as possible.
- MTSS Convening – an update about the parent/community engagement event held in early November.
- School Food Pantry Planning – the backpack program is not operational at this point in the year; Family Engagement Teacher Leaders will coordinate with counseling departments to ensure the weekend backpack program is consistently implemented across all schools with the help of the CAC. For reference, this program served roughly 200 families district-wide during the 2021-2022 school year and runs solely on donations and volunteered time.

This group will meet again in December to solidify the team's mission and goals for this school year in addition to creating building-specific action steps to take to improve family engagement.

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Gardner Public Schools

Joyce West, Director of Pupil Personnel



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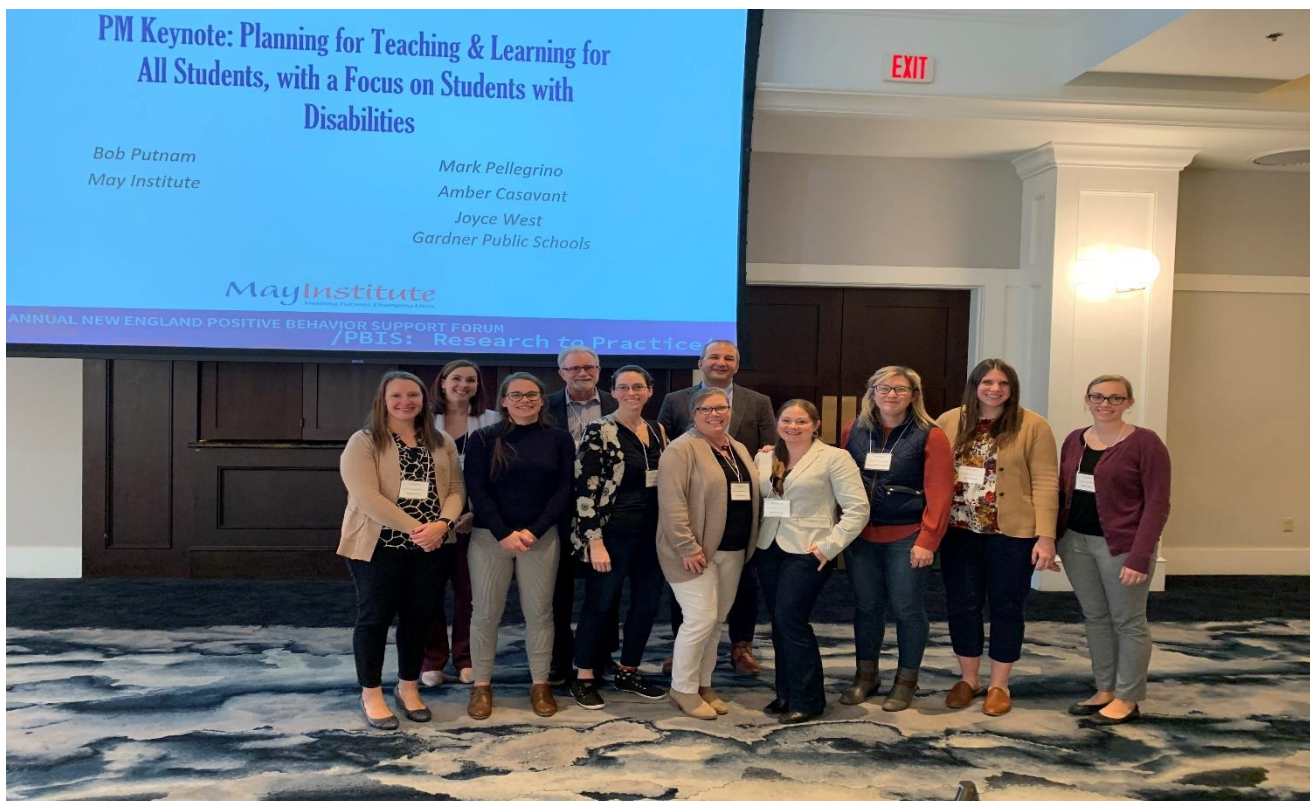
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December 5, 2022

Report to the School Committee Special Education Updates

DISTRICT MTSS SEL/DISTRICT MENTAL HEALTH TEAM:

Gardner Public Schools recently presented at the 2022 New England PBIS Forum in Norwood, MA on November 18, 2022. The District sent 11 staff members representative of all schools and multiple roles (Board Certified Behavior Analysts, School Psychologists, Counselors, School Adjustment Counselors, Teachers, and Building and Central Office Administrators). Building staff presented two sessions with one being a panel discussion. Dr. Mark Pellegrino and Amber Casavant, MTSS District Administrator, were the Key Note Speakers wrapping up the conference. Feedback from other participants and presenters was positive with many stating how impressed they were with Gardner's School Team.



SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)

The annual Parent and Student Basic Rights training was held on November 30, 2022 presented by Joyce West, Director of Pupil Personnel Services. There was a low turnout, approximately 4 parents attended. SEPAC chairperson Laurie Davis, meet with parents and discussed venue options for meetings and shared next steps for parent surveys and by-law revisions.

SPECIAL EDUCATION UPDATE:

On November 14, 2022, the Department of Elementary and Secondary Education District Special Education Rating notified the District that our Special Education Rating has moved from Needs Intervention (NI) to Meeting Requirements (MR). The rating is based on the below data points, that were defined in the November report to the School Committee:

- 5-Year Cohort Graduation rates for students with disabilities;
- Annual Dropout rate for students with disabilities;
- Public School Monitoring special education compliance data;
- Problem Resolution System special education complaint data;
- Performance on Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators; and
- Data and findings of Significant Disproportionality.

Recently, the District received notice that our MCAS-ALT percentages were above the 1% standard set by The Every Student Succeeds Act (ESSA), which restricts the number of students with disabilities (SWD) who may participate in statewide **alternate assessments** each year. ESSA states that districts may not exceed one percent of the number of students who take the MCAS test in each subject. This cap has been in effect since the 2016-2017 school year and applies to all states. Participation in alternate assessments is limited to students with *the most significant cognitive disabilities*.

MCAS TEST	Percent of SWD taking the MCAS-Alt
ELA	1.3%
Math	1.4%
Science	1.5%

The District's over all percentages were slightly above the one percent but still require a statement of assurances and the District to "closely examine" which students are considered for the MCAS-Alt..



SCHOOL COMMITTEE REPORT December, 2022

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

- Congratulations to our November Wildcat Winners: Randy Marchand, Jacob Davis and Silvia Diaz-Garcia. Thank you for being such hard-working GHS citizens and representing our core values so well.
- Our fall athletic season ended with it being one of the most successful on record in a very long time. Our girls and boys soccer teams as well as cross country went deep into the state playoffs, and our cheerleaders are again off to nationals. We are very proud of these team accomplishments.
- GHS is participating in an Equity Audit, which is being conducted by doctoral candidates at Boston College. Staff, parents and students have participated in the audit and we are eager to get the results to better understand our strengths and areas in need of improvement in the area of equity.
- Our drama program, led by Mrs. Landry, did an outstanding performance of the Brothers Grimm Spectacular. Thank you to all the students who participated and put on a very funny, entertaining show.
- Our Parent/Teacher Conferences went well and offered an opportunity for our parents and guardians to meet with their student's teachers and to see all the great work students are doing in their classes.
- Our football team lost a tough game, but it was great to have the game back on Thanksgiving morning on Watkins Field. The weather was beautiful and there was a strong community showing.
- Thank you to Melissa Bourque-Silva for organizing the No Place for Hate Event Signing. All GHS students were presented with information and signed the No Place for Hate Pledge.



Full house at the GHS Pep Rally!



Some individual student athlete recognition

	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%
November	91.5%	91%	90.1%	90.1%	93%	93.5%

November 2022-2023 Suspension Data			
Student Group	Total Students	Number Suspended	% of Suspensions
All Students	809	11	1.3%
High Needs	492	10	2%
Economically Disadvantaged	405	8	1.9%
Students with Disabilities	187	5	2.6%
Hispanic/Latino	196	3	1.5%
African American/Black	33	1	3%
Multi-Race/ Non-Hispanic	69	0	0%
ELL	21	0	0%

Paula Bolger, GHS Principal

Gardner Academy

Peter McMorrow, *Principal*



Gardner Public Schools



GARDNER
ACADEMY

www.gardnerk12.org

160 Elm St., Gardner, MA 01440

P: (978) 632-1673

F: (978) 630-4953

12/01/2022

Gardner Academy December, School Committee Report

Highlights:

We were able to have our gym space partially cleaned out. There is still a lot of work to be done but at least the ball is rolling on getting it cleaned out. We want to thank Mrs. Theresa Thompson and the boys and girls club for their efforts in helping and also the football teams of GHS and Quabbin. We have also worked with the Boys and Girls club on sharing the usage of the gym and how we will manage the space moving forward.

Climate/Culture:

We have established our student advisory board to help steer our policies and practices to better suit the needs of the students. As we have always said, giving student a voice for choice is a strength of our school.

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:

MCAS:

We had a 96% participation rate for the November retests

DATA:

November saw a little bit of a dip in attendance during the Thanksgiving week. With that said we did manage another 80% attendance week in the last week of the month. This will be rewarded with a movie and gym time on Friday.

Discipline

There was one suspension for the month of November.

Student enrollment/intake:

We have 4 students that were on a trail for the month of November and they will be accepted in the month of December.

-Parent Contacts:

We Are putting out weekly communications for parent involvement.



Gardner Middle School

297 Catherine St.
Gardner MA 01440
978 632-1603

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

Report to School Committee December, 2022

We had our first Pep Rally of the year on November 23rd. All of the grades were sitting on their respective bleachers in the gymnasium cheering on their peers as they participated in planned activities. Grades battled each other in a Find the feather Balloon Pop, Guess How Many, Thanksgiving Word Creator, and many more. The 5th grade edged out the 7th grade in a tie breaker. Host Mike Francoeur wore a turkey outfit while the UA department set up the gym for the games. It was a great way to end the half day before the holiday.

We are going to perform our LinkIt Form A Assessment in December. This is our first benchmark of the year and will be performed in ELA and Math. This benchmark was postponed so our starting point will create a different data point, but still give us a schoolwide starting point to grow from.

We had our first Scholastic Bookfair since COVID. It was amazing to see students interact with all of the books in the displays and they were so excited to be able to make some purchases. It was one of the highest grossing fairs that I can remember which will allow us to continue to add new titles to our growing library. Thanks to the PTO members who volunteered their time to help work the fair.

We had Parent Teacher Conferences during the half days before Thanksgiving. They were well attended and it is always a positive to have our doors opened to our families. Our teachers put a lot of work into the conferences and judging from my interactions with families as they entered and exited, it was a success.

As always,

Keep Smiling and Go Wildcats!

Respectfully submitted,

Arthur Murphy

Suspensions:

19 days out of school, 7 incidents

3 days in school, 3 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

www.gardnerk12.org

278 Pearl Street, Gardner, MA 01440

P: (978) 991-0900

Report to School Committee December 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:

- Thanks to the Rockwell grant, we received our book vending machine last month! Students have been excited to turn in summer reading credits or Dojo points (our school wide class incentive system) to receive a free book. Mrs. Blackbird, our reading and instructional coach, was instrumental in putting this together.



- We very much emphasize and teach our school rules/values of being respectful, responsible, safe, and kind. To do this over the years, I've created several songs and have conveyed these songs and themes as part of a Friday morning message. With

our new school, we decided to make a new school song and our own second grade teacher - Brandon Hughey - did a phenomenal job writing this song and turning it into a music video. Click on the picture or the link to watch the video that the kids seemed to enjoy, but, more importantly, help our students learn our school values.



Video link

<https://youtu.be/F5gaza3yc8s>



Filename

At GES Video (1).mp4

<https://youtu.be/F5gaza3yc8s>

- **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:

- Our new ELA curriculum is placing greater emphasis on writing. This is an important step as writing responses were one of our weakest areas on MCAS.
- Teachers have also been collecting by-weekly progress monitoring reading data through DIBELS (our reading assessment) now that our new database is syncing with this assessment software. Here's a sample report from one of our Kindergarten classes:

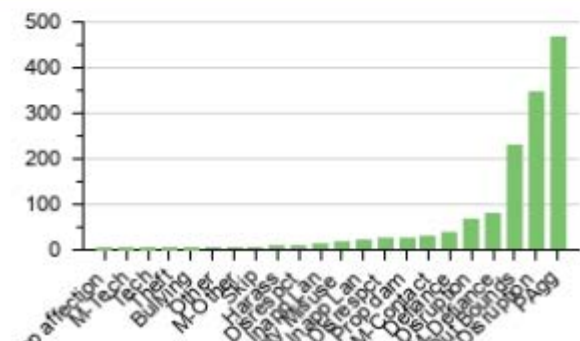
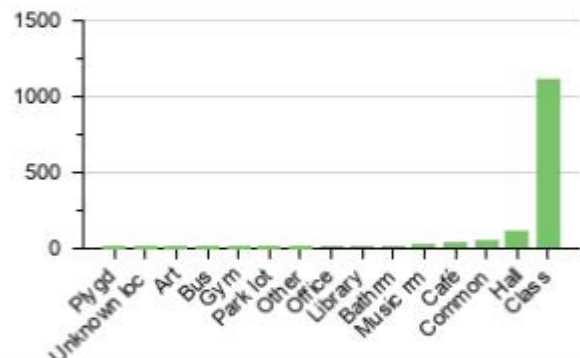
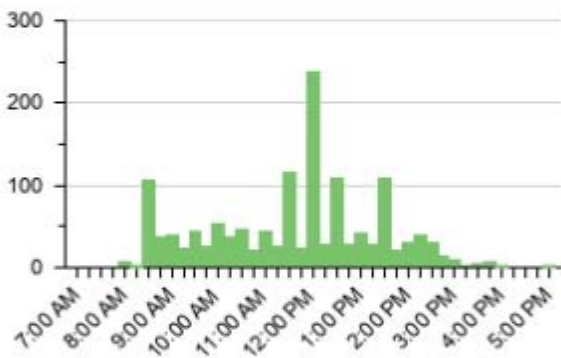
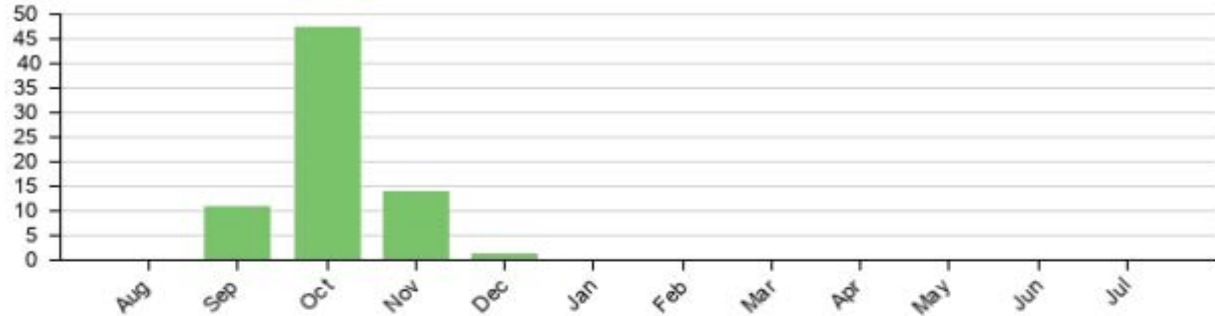
DIBELS® Data System

November			
Wk1	Wk2	Wk3	Wk4
	0		3
	12		16
	3		3
	0		0
	27		30
	25		30
	13		18
	3		3
	3		3
	3		7
	15		34
	1		1
			8
	10		17
	9		10
	6		7
	19		34
	1		1
	24		

- Our math assessment system, Linkit, is also up and running and those assessments are being updated.
- **Strategic Objective 3 - Utilize academic and social emotional data to inform MTSS processes and tiered interventions.**

Steps towards this:

- The MTSS team continues to look at discipline referrals to determine if there's a location, time of day, or student(s) that needs more focus. Here's the latest report:



We've used the above data to change some of our protocols around students being "Out of Bounds" as this was the third highest problem behavior. In addition:

- We also are doing “booster” social and emotional learning lessons that were scheduled prior to the start of the year as a reminder of our school rules/expectations.
- We also look at attendance data as part of our examination of how to improve school social and academic outcomes.
- Based on some increases in misbehavior reports on the bus and in the cafeteria, we are implementing new behavior incentives - Cafe Cat Cash and Bus Bucks - to improve outcomes.

- **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 book fair in several years was a huge success! Our PTO was instrumental in making that happen.
- The PTO has also set up several “in school field trips” prior to break with a music performer and some other events kids would enjoy prior to the holiday.

Building Construction Updates:

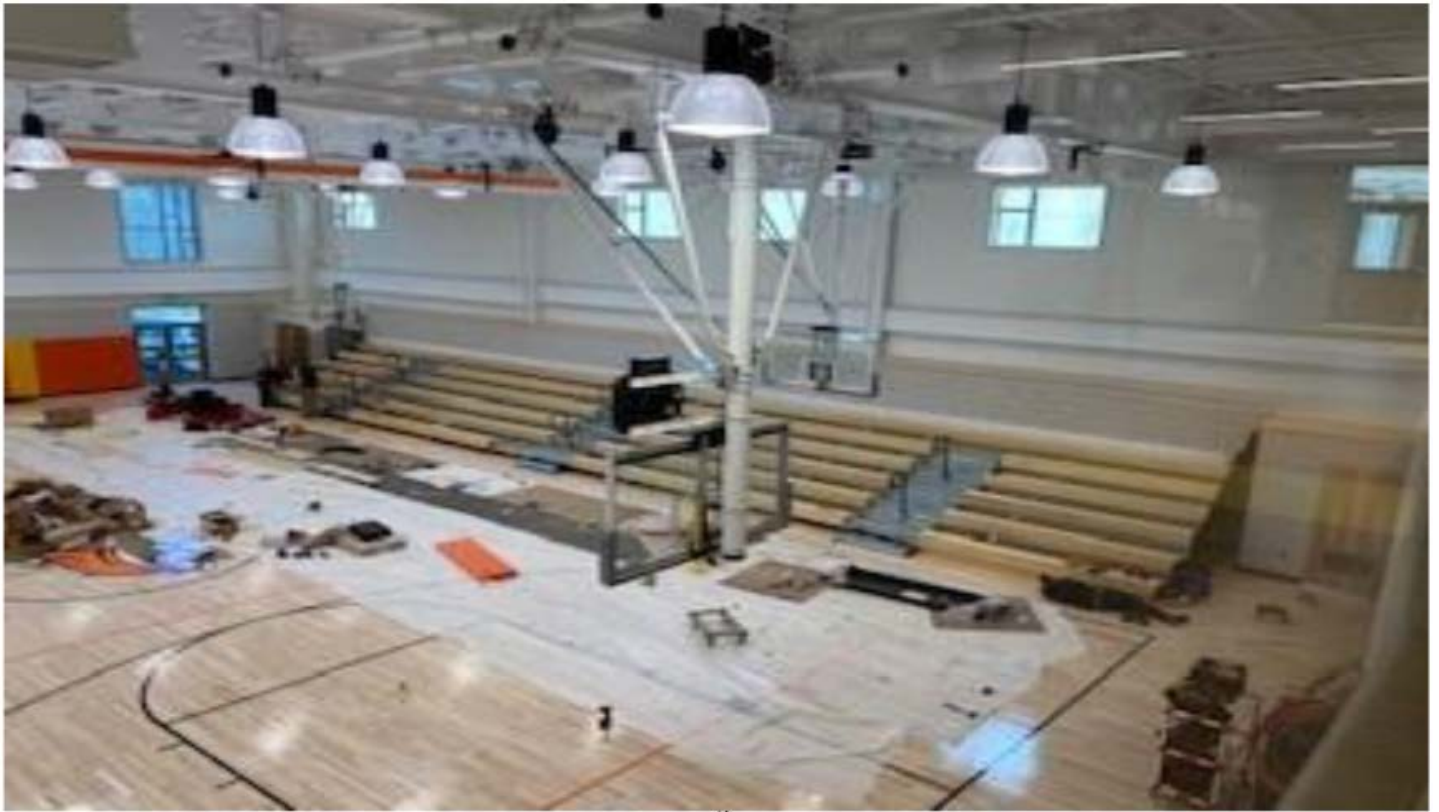
- The gymnasium is close to completion and should be done by December 9th.
- We also anticipate playground usage on that date as well. Here are some pictures of the progress:



SUMMIT GARDEN WITH PARTIAL MULCH



COURTYARD BETWEEN BUILDINGS A & B



BUILDING B – GYM BLEACHERS COMPLETED



BUILDING C RESIN PANELS LIT BY THE SUN THROUGH THE CLERESTORY WINDOWS



BUILDING C RESIN PANELS LIT BY THE SUN THROUGH THE CLERESTORY WINDOWS

Respectfully Submitted,
Earl Martin
Principal, Gardner Elementary School

ENROLLMENT REPORT FOR THE GARDNER SCHOOL SYSTEM

12.1.22

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	98	187	190	181	171	153	0	0	0	0	0	0	0	0	980		
GARDNER MIDDLE SCHOOL RESIDENT ENROLLMENT	0	0	0	0	0	0	0	165	151	163	0	0	0	0	0	479		
GARDNER HIGH SCHOOL RESIDENT ENROLLMENT	4	0	0	0	0	0	0	0	0	0	189	162	149	120	95	719		
GALT RESIDENT ENROLLMENT	0	0	0	0	0	0	0	0	0	0	0	7	9	10	7	33		
SCHOOL CHOICE IN	1	0	2	4	5	1	0	2	3	3	6	9	9	15	12	72		
SPECIAL EDUCATION (OUTPLACEMENTS)	4	0	1	1	0	1	1	2	0	1	2	3	2	2	0	20		

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	24	21	59		

TOTAL PUBLIC SCHOOL STUDENTS	9	98	190	195	186	173	154	169	154	167	197	185	183	188	163	2411		
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