

Agenda School Committee Meeting 9/11/2023

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, September 11, 2023, 6:30 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** – GHS Biology Staff
- D. **Consent Agenda**
 - a. Approval of Minutes: June 12, 2023
 - b. Accept Grant Funds on Grant listing dated September 11, 2023 in the amount of \$2,377,335.00
 - c. Warrant # 23-49, dated June 8, 2023, in the amount of \$259,595.75
 - d. Warrant # 23-51, dated June 22, 2023, in the amount of \$449,472.52
 - e. Warrant # 23-52, dated June 29, 2023, in the amount of \$396,443.07
 - f. Warrant # 23-53, dated June 30, 2023, in the amount of \$768,817.22
 - g. Warrant # 23-54, dated June 30, 2023, in the amount of \$76,416.60
 - h. Warrant # 24-04, dated July 27, 2023, in the amount of \$24,167.71
 - i. Warrant # 24-06, dated August 10, 2023, in the amount of \$670,956.61
 - j. Warrant # 24-07, dated August 17, 2023, in the amount of \$56,012.88

Agenda School Committee Meeting 9/11/2023

- k. Warrant # 24-08, dated August 24, 2023, in the amount of \$242,853.61
- l. Warrant # 24-09, dated August 31, 2023, in the amount of \$616,218.36
- m. Donations -

- E. **Subcommittee Report**
 - Facilities Subcommittee
 - Finance Subcommittee
 - Policy Subcommittee

- F. **Student Advisory Board –**

- G. **Discussion Items:**
New Business

- Item #3535 First Reading of Policies (Information)**

- KCD – Public Gifts to the Schools**
 - DIE – Audits**
 - EB – Safety Program**
 - EBAB – Pest Management**
 - EBB – First Aid**
 - EBC – Emergency Plans**
 - ECA – Buildings and Grounds Security**

The Policy Subcommittee recommends acceptance of the above policies

- Item #3336 DE-Private Funding (For Removal-Vote Required)**

- EA-Support Services Goals and Objectives (For Removal -Vote Required)**
 - EBCE-School Closings and Cancellations (For Removal -Vote Required)**

The following policies have been found, by the MASC, to be redundant or unnecessary and should be considered for removal from our policy manual:

- Item #3537 School Calendar Update 2023-2024 (Vote Required)**
- Item #3538 Donation of (2) benches to Gardner Elementary School (Vote Required)**
- Item #3539 Donation of (100) backpacks with school supplies (Vote Required)**
- Item #3540 MASC Delegate (Vote Required)**
- Item #3541 Superintendents Goals (Information)**
- Item #3542 District Improvement Plan (Presentation)**
- Item #3543 College & Career Readiness Coordinator (Information)**
- Item #3544 Curriculum Coordinator Update (Information)**
- Item #3545 ELL Coordinator Update (Information)**
- Item #3546 Grants Administrator Update (Information)**
- Item #3547 Special Education Update (Information)**
- Item #3548 SEPAC Update (Information)**
- Item #3549 MSBA – New Building Project**

- H. **Communications**

- I. **Final Comments of School Committee**

Agenda School Committee Meeting 9/11/2023

J. Executive Session

K. Adjournment

Briefing
School Committee Meeting 9/11/2023

GARDNER PUBLIC SCHOOLS

BRIEFING

ORGANIZATIONAL MEETING OF THE SCHOOL COMMITTEE

Monday, September 11, 2023, 6:30 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 – Natures Classroom May 9-12, 2023**
- D. Consent Agenda**
 - a.** Approval of Minutes: June 12, 2023
 - b.** Accept Grant Funds on Grant listing dated September 11, 2023 in the amount of \$2,377,335.00
 - c.** Warrant # 23-49, dated June 8, 2023, in the amount of \$259,595.75
Subcommittee recommends ratification of Warrant #23-49.
 - d.** Warrant # 23-51, dated June 22, 2023, in the amount of \$449,472.52
Subcommittee recommends ratification of Warrant #23-51.
 - e.** Warrant # 23-52, dated June 29, 2023, in the amount of \$396,443.07
Subcommittee recommends ratification of Warrant #23-52.
 - f.** Warrant # 23-53, dated June 30, 2023, in the amount of \$768,817.22
Subcommittee recommends ratification of Warrant #23-53.
 - g.** Warrant # 23-54, dated June 30, 2023, in the amount of \$76,416.60
Subcommittee recommends ratification of Warrant #23-54.
 - h.** Warrant # 24-04, dated July 27, 2023, in the amount of \$24,167.71
Subcommittee recommends ratification of Warrant #24-04.
 - i.** Warrant # 24-06, dated August 10, 2023, in the amount of \$670,956.61
Subcommittee recommends ratification of Warrant #24-06.
 - j.** Warrant # 24-07, dated August 17, 2023, in the amount of \$56,012.88
Subcommittee recommends ratification of Warrant #24-07.
 - k.** Warrant # 24-08, dated August 24, 2023, in the amount of \$242,853.61
Subcommittee recommends ratification of Warrant #24-08.
 - l.** Warrant # 24-09, dated August 31, 2023, in the amount of \$616,218.36
Subcommittee recommends ratification of Warrant #24-09.
 - m.** Donations -
- E. Subcommittee Report**
 - Facilities Subcommittee
 - Finance Subcommittee
 - Policy Subcommittee

Briefing
School Committee Meeting 9/11/2023

F. Student Advisory Board

G. Discussion Items:

New Business

Item #3535 First Reading of Policies (Information)

KCD – Public Gifts to the Schools

DIE – Audits

EB – Safety Program

EBAB – Pest Management

EBB – First Aid

EBC – Emergency Plans

ECA – Buildings and Grounds Security

The Policy Subcommittee recommends acceptance of the above policies for second read.

Item #3336 DE-Private Funding (For Removal-Vote Required)

EA-Support Services Goals and Objectives **(For Removal -Vote Required)**

EBCE-School Closings and Cancellations **(For Removal -Vote Required)**

The following policies have been found, by the MASC, to be redundant or unnecessary and should be considered for removal from our policy manual:

Item #3537 School Calendar Update 2023-2024 (Vote Required)

Item #3538 Donation of (2) benches to Gardner Elementary School (Vote Required)

Item #3539 Donation of (100) backpacks with school supplies (Vote Required)

Item #3540 MASC Delegate (Vote Required)

Item #3541 Superintendents Goals (Information)

Item #3542 District Improvement Plan (Presentation)

Item #3543 College & Career Readiness Coordinator (Information)

Item #3544 Curriculum Coordinator Update (Information)

Item #3545 ELL Coordinator Update (Information)

Item #3546 Grants Administrator Update (Information)

Item #3547 Special Education Update (Information)

Item #3548 SEPAC Update (Information)

Item #3549 MSBA – New Building Project

H. Communications

I. Final Comments of School Committee

J. Executive Session

K. Adjournment

Gardner School Committee

City Council Chambers, 95 Pleasant Street, Gardner, Massachusetts

Regular Meeting – June 12, 2023

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

School Personnel Present: Dr. Mark Pellegrino, Superintendent
Terri Hillman, Recording Secretary
Dr. Catherine Goguen, Chief Academic Officer
Ms. Courtney Dunn, Grants, Communications & Compliance Manager

Call to Order

Mayor Michael Nicholson, Chairperson, called the meeting to order at 6:30 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.

Recognitions by the Superintendent

Dr. Pellegrino welcomed Ms. Christine Rayner, School Adjustment Counselor, Gardner Elementary School. She and Dr. Pellegrino introduced and presented certificates to two groups of GES 4th Grade Students. Two groups were recognized – 24 members of the Student Council and 23 members of the Peer Leaders. Many parents, siblings and friends of the students were present and it was an exciting time.

Dr. Pellegrino thanked the students for their service to the school and their fellow students. The students presented a picture to Mayor Nicholson.

Mayor Nicholson declared a recess (6:45 pm) of the School Committee meeting to allow time for a photo of the students to be taken on City Hall steps.

The meeting reconvened at 6:51 pm.

CONSENT AGENDA

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

- Approval of Minutes of Regular Meeting of May 8, 2023 as recommended by the Chair.
- Approval of Minutes of Special Meeting of May 23, 2023 as recommended by the Chair.
- Approval of the following Warrants as recommended by the Finance Subcommittee:
 - Warrant #23-45 dated 05/11/23 in the amount of \$327,891.86
 - Warrant #23-46 dated 05/18/23 in the amount of \$430,279.98
 - Warrant #23-47 dated 05/25/23 in the amount of \$244,803.20
 - Warrant #23-48 dated 06/01/23 in the amount of \$548,754.95

Seconded by Mr. Swartz.

Vote – so voted.

Mayor Nicholson, Chairperson, abstained from voting.

SUBCOMMITTEE REPORTS

Facilities Subcommittee

Mr. Swartz, Chairperson of the Facilities Subcommittee, reported that the Subcommittee met on June 8, 2023. The meeting took place in Gardner Elementary School and the minutes of the meeting were presented.

- The new concession stand and restroom facility were being used during the GHS graduation.
- The Maintenance Department now has the necessary equipment to maintain the turf at Watkins Field.

The Subcommittee voted to recommend to the full Committee that the Helen Mae Sauter Building and surrounding property, including Stone Field and the playground area behind Elm Street School be declared surplus on or about July 14, 2023 as recommended by Mr. Hawke, Director of Finance & Operations. (See Item #3527.)

Finance Subcommittee

Mr. LaFreniere, Chairperson of the Finance Subcommittee, reported that the Subcommittee met on June 8, 2023. Minutes of the meeting were presented.

The Subcommittee reviewed the Expense Report. Mr. Hawke noted that the process to close unused PO's and transfer funds within budgets to cover any negative balances has started. He presented the current status of all Revolving Funds which are healthy and should end the year with positive balances.

Student Advisory Board

Amber Cameron, Student Representative, was not present this evening.

NEW BUSINESS

Item #3526 – Keystone Educational Collaborative

Mr. LaFreniere moved that the Gardner Public School Committee vote to approve Keystone Educational Collaborative's (2 Shaker Road, Shirley, MA) proposed purchase and construction at 143 Joslin Street, Leominster, MA.

Seconded by Mr. Swartz.

Vote – So voted.

Mayor Nicholson abstained from voting.

Dr. Pellegrino, who represents Gardner on the Keystone Educational Collaborative Board of Directors, explained that the Collaborative needs more space to support students. This proposed facility will support twelve classrooms, ancillary service space, office space and conference space for the member districts. A vote of approval is needed from all member cities and towns.

Item #3527 – Declaration of Surplus Property

Mr. LaFreniere moved that the Gardner Public School Committee vote to declare the Helen Mae Sauter Building and surrounding property including Stone Field and the playground area behind Elm Street School as surplus school property on or about June 14, 2023 as recommended by the Finance Subcommittee.

Seconded by Mr. Swartz.

Vote by Roll Call – Mrs. Cormier, yes; Mrs. Hurst, yes; Mr. LaFreniere, yes,

Mrs. Leighton, yes, Mrs. Pelavin, yes and Mr. Swartz, yes.

Count – 6 yes.

Mayor Nicholson abstained from voting.

An Assessor Parcel View of the area was presented.

Item #3528 – FY24 Contract Amendments (AFSCME, Unit A, Unit B)

Mrs. Hurst moved that the Gardner Public School Committee vote to approve the Contract Amendment between the City of Gardner School Committee and the American Federation of State, County, and Municipal Employees AFL-CIO, State Council 93, Local 1717 as follows:

- **Article XXII – Stay Well Buy Back**
- **FY 24 - Salary Schedule**

Seconded by Mr. Swartz.

Vote – So voted.

Mayor Nicholson abstained from voting.

Seconded by Mrs. Leighton.

Vote – 5 in favor; 1 abstention (Mr. LaFreniere).

Mayor Nicholson abstained from voting.

Mrs. Hurst moved that the Gardner Public School Committee vote to approve the Contract Amendment between the City of Gardner School Committee and the Gardner Education Association - Unit A and Unit B - as follows:

Unit A

- Article XXII – Leaves of Absence
- Section 1, Paragraph E – Stay Well Buy Back
- Appendix B – Salary Schedule

Unit B

- Article XXII – Stay Well Buy Back
- Appendix A – Salary Schedule

Seconded by Mrs. Leighton. Vote – 5 in favor; 1 abstention (Mr. LaFreniere). Mayor Nicholson abstained from voting.

Item #3529 – Superintendent’s Evaluation

Mrs. Pelavin moved that the Gardner Public School Committee vote to accept the End-of-Cycle Summative Evaluation Report for Superintendent Mark Pellegrino, EdD, dated June 12, 2023, as presented.

**Seconded by Mr. Swartz. Vote – so voted.
Mayor Nicholson abstained from voting.**

Mrs. Pelavin moved that the Gardner Public School Committee vote to grant a 5% (five percent) salary increase to Superintendent Mark Pellegrino.

**Seconded by Mr. Swartz. Vote – so voted.
Mayor Nicholson abstained from voting.**

Item #3530 – Curriculum Coordinator Update

The Chief Academic Officer’s report was included in the members’ packets. Dr. Goguen was present this evening.

Item #3531 - Grants Administrator Update

Ms. Courtney Dunn, Grants, Communications & Compliance Manager, presented her report to the Committee. A printout of the report was included in members’ packets.

- FY23 Entitlement Grants received have increased
- FY23/24 ESSER III/IVAQ total allotment was \$5,966,958. Ms. Dunn reported on funds spent in FY23 and plans for remaining funds in FY24.
- FY23 Competitive Grants awarded have increased.
- FY24 Grant Application in Process – Partnership with Monty Tech After Dark Program to serve 20 GHS students seeking vocational training (training to begin in FY25, but grant will support planning) Chapter 74 Perkins Funding.
- DESE is currently in the process of changing the grant management system, to a new program. Ms. Dunn will be attending a training session on June 26, 2023.

Item #3523 – Special Education Update

The Special Education Update Report was included in the members' packets. Ms. Joyce West, Director of Pupil Personnel Services, was not present this evening.

Item #3524– SEPAC Report

Mrs. Hurst reported that the SEPAC Committee is trying to set up regular monthly meetings.

Item #3525 – MSBA – New School Building

Dr. Pellegrino reported on the ribbon cutting event held at the GES. There were many representatives from the community present.

COMMUNICATIONS

Dr. Pellegrino reported on the Middle School's band and chorus Spring Concerts. The gymnasium was packed for both shows. At the Great East performance all groups earned gold except the 6/7 grade chorus who earned platinum.

Dr. Pellegrino told the Committee members that Mr. Arthur Murphy , Principal of the GMS, is resigning from his position.

Dr. Pellegrino thanked the Committee members for their evaluation of his work during the past school year.

FINAL COMMENTS

Mrs. Leighton said it was a great school year. She thanked everyone for helping in her position as School Committee member. She congratulated all the GHS and Gardner Academy graduates.

Mrs. Hurst thanked everyone for the work accomplished this year. She shared thoughts about her years on the School Committee.

Mrs. Pelavin congratulated the graduates and wished everyone a Happy Summer.

Mr. Swartz congratulated the 4th grade students who were recognized this evening. He attended the Gardner High and Gardner Academy graduations and congratulated those students. He wished everyone a great summer.

Mr. LaFreniere congratulated the graduates and Dr. Pellegrino on a good evaluation. He has been a member of the School Committee for 20 years and sees things working very smoothly in the recent year.. He wished everyone a great summer.

Mrs. Cormier said it was great to see all the 4th grade students here tonight and especially the many parents who attended the recognition ceremony. It is a great reminder of what we are doing here. She mentioned the letter Mr. Murphy received from Mr. Tom Walter, a judge for the recent music festival held at the Middle School. The letter is in Mr. Murphy's report to the School Committee.

ADJOURNMENT

Mrs. Pelavin moved to adjourn.

Seconded by Mr. LaFreniere.

Mayor Nicholson abstained from voting.

Vote – so voted.

The meeting adjourned at 8:05 pm.

Rachel Cormier
Secretary

Terri Hillman, Recording Secretary

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 – September 11, 2023

Grant Title	Amount	Grant Period	Use of Funds
Title I	\$889,810	Upon Approval-8/31/2024	Providing students with equitable access to high-quality education through early literacy programming, professional development for staff, and family engagement.
Title II	\$100,886	Upon Approval-8/31/2024	Improving the quality and effectiveness of staff for all students and increasing student achievement through mentorship and class-size reduction.
Title III	\$29,688	Upon Approval-8/31/2024	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	\$61,737	Upon Approval-8/31/2024	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	\$39,363	Upon Approval-8/31/2024	Provides students with disabilities with free and appropriate education including special education and related services.
FC240 Individuals with Disabilities Act Grant	\$880,851	Upon Approval-8/31/2024	Ensures that students with disabilities receive education and services that protect their rights and prepare them for the future.
Comprehensive School Health Services Grant	\$125,000	7/1/2023-6/30/2024	Support of student health services in school.
FY22/FY23/FY24 Barr Foundation School Leadership Pipeline Implementation Grant	\$250,000 (per year for three years. FY24 is year 3.)	7/1/2023-6/30/2024	Support for the implementation of school leadership pipeline professional development.

Community • Appreciation • Responsibility • Excellence

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-49

WARRANT DATE 06/08/23

Location	Office & Gen Supplies	Curriculum	Field Trip	Athletics	IT	Utilities	Facilities	TOTAL
High School		\$1,543.35	\$1,900.00	\$60.00			\$643.77	\$4,147.12
Middle School					\$830.40		\$402.00	\$1,232.40
Gardner Elementary School		\$393.96					\$627.99	\$1,021.95
Elm St. School								\$0.00
Helen Mae Sauter							\$309.00	\$309.00
Sub-Total	\$0.00	\$1,937.31	\$1,900.00	\$60.00	\$830.40	\$0.00	\$1,982.76	\$6,710.47

Location	Office Supplies	Transport.	IT	Curriculum	Prof Serv	Assessment	Legal	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education		\$33,480.00		\$145.00								\$33,625.00
Administration		\$59,130.00	\$3,557.25									\$62,687.25
Sub-Total	\$0.00	\$92,610.00	\$3,557.25	\$145.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$96,312.25

Revolving Accounts	\$20,833.33
Grants	\$105,956.13
School Music Support Proj	\$9,892.57
Student Activity Account	\$19,891.00
Sub-Total	\$156,573.03

GRAND TOTAL	\$259,595.75
--------------------	---------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-51

WARRANT DATE 06/22/23

Location	Office & Gen Supplies	Curriculum	Prof Dev	Athletics	IT	Utilities	Facilities	TOTAL
High School	\$1,199.62	\$232.03			\$2,685.09	\$4,549.66	\$27,396.64	\$36,063.04
Middle School					\$1,453.88	\$1,805.73	\$24,396.78	\$27,656.39
Gardner Elementary School		\$21.45			\$2,699.64	\$3,735.59	\$33,123.68	\$39,580.36
Elm St. School							\$193.36	\$193.36
Helen Mae Sauter						\$1,652.73	\$1,095.54	\$2,748.27
Sub-Total	\$1,199.62	\$253.48	\$0.00	\$0.00	\$6,838.61	\$10,090.98	\$85,110.46	\$106,241.42

Location	Office Supplies	Transport.	IT	Curriculum	Prof Serv	Adverising	Equipment	Assessment	Utilities	Facilities	Carryover	TOTAL
Special Education		\$38,203.23	\$706.78		\$6,145.00			\$2,931.57				\$47,986.58
Administration			\$21,231.86			\$5,849.14	\$13,490.50		#####	\$6,836.89		\$51,577.10
Sub-Total	\$0.00	\$38,203.23	\$21,938.64	\$0.00	\$6,145.00	\$5,849.14	\$13,490.50	\$2,931.57	#####	\$6,836.89	\$0.00	\$99,563.68

Revolving Accounts	\$4,747.78
Grants	\$227,936.30
Student Activity Acct.	\$3,800.38
School Music	\$1,762.16
Bond	\$5,420.80
.	\$243,667.42

GRAND TOTAL	\$449,472.52
--------------------	---------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-52

WARRANT DATE 06/29/23

Location	Office & Gen Supplies	Curriculum	Assessment	Student Act.	Athletic	Utilities	Facilities	TOTAL
High School	\$1,302.88	\$246.68	\$4,446.00	\$704.77			\$3,488.67	\$10,189.00
Middle School		\$176.00			\$5,546.36			\$5,722.36
Gardner Elementary School		\$5,069.61					\$5,708.50	\$10,778.11
Elm St. School								\$0.00
Helen Mae Sauter								\$0.00
Sub-Total	\$1,302.88	\$5,492.29	\$4,446.00	\$704.77	\$5,546.36	\$0.00	\$9,197.17	\$26,689.47

Location	Office Supplies	Transport.	IT	Nurse	Prof Serv	Dues & Mem	Legal	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education		\$8,835.00			#####		\$5,482.50	\$42,324.19				\$72,281.69
Administration	\$21.20		\$31,653.40	\$349.99		\$355.00	\$4,048.00					\$36,427.59
Sub-Total	\$21.20	\$8,835.00	\$31,653.40	\$349.99	#####	\$355.00	\$9,530.50	\$42,324.19	\$0.00	\$0.00	\$0.00	\$108,709.28

Revolving Accounts	\$178,009.93
Grants	\$56,551.73
Capital	\$2,005.00
School Music	\$922.99
Student Activity Replenish	\$8,479.47
Bonds	\$15,075.20
Sub-Total	\$261,044.32

GRAND TOTAL	\$396,443.07
--------------------	---------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-53

WARRANT DATE 06/30/23

Location	Office & Gen Supplies	Curriculum	Assessment	Student Act.	Athletic	Utilities	Facilities	TOTAL
High School	\$1,589.54	\$1,752.59				\$773.86	\$2,000.00	\$6,115.99
Middle School		\$180.00				\$1,725.00		\$1,905.00
Gardner Elementary School	\$615.49	\$2,841.21				\$2,500.74		\$5,957.44
Elm St. School						\$171.00		\$171.00
Helen Mae Sauter	\$143.59					\$83.75		\$227.34
Sub-Total	\$2,205.03	\$4,773.80	\$0.00	\$0.00	\$0.00	\$5,170.60	\$2,000.00	\$14,376.77

Location	Office Supplies	Transport.	IT	Nurse	Prof Serv	Dues & Mem	Legal	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education		\$74,187.24			\$2,700.00		\$45,419.72					\$122,306.96
Administration	\$52.24		\$8,510.13						\$990.50			\$9,552.87
Sub-Total	\$52.24	\$74,187.24	\$8,510.13	\$0.00	\$2,700.00	\$0.00	\$45,419.72	\$0.00	\$990.50	\$0.00	\$0.00	\$131,859.83

Revolving Accounts	
Grants	\$259,471.01
Student Activity Replenish	\$7,862.22
School Music Project	\$38,054.83
Bond	\$317,192.56
Sub-Total	\$622,580.62

GRAND TOTAL	\$768,817.22
--------------------	---------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 23-54

WARRANT DATE 06/30/23

Location	Office & Gen Supplies	Curriculum	Assessment	IT	Student Act	Utilities	Facilities	TOTAL
High School	\$64.00			\$3,080.64	\$395.50	\$368.14	\$628.90	\$4,537.18
Middle School				\$1,668.05			\$4,808.30	\$6,476.35
Gardner Elementary School	\$70.00	\$8,730.54		\$9,111.92				\$17,912.46
Elm St. School						\$10.00	\$68.37	\$78.37
Helen Mae Sauter	\$41.94							\$41.94
Sub-Total	\$134.00	\$8,730.54	\$0.00	\$13,860.61	\$395.50	\$378.14	\$5,505.57	\$29,046.30

Location	Office Supplies	Transport.	IT	Nurse	Prof Serv	Dues & Mem	Legal	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education			\$810.90		\$1,136.51			\$5,670.72				\$7,618.13
Administration	\$121.48		\$10,121.85						\$134.61	\$1,795.04		\$12,172.98
Sub-Total	\$121.48	\$0.00	\$10,932.75	\$0.00	\$1,136.51	\$0.00	\$0.00	\$5,670.72	\$134.61	\$1,795.04	\$0.00	\$19,791.11

Revolving Accounts	\$268.09
Grants	\$25,900.92
School Music	\$723.34
Student Activity Replenish	\$686.84
Bonds	
Sub-Total	\$27,579.19

GRAND TOTAL	\$76,416.60
--------------------	--------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-04

WARRANT DATE 07/27/23

Location	Office & Gen Supplies	Curriculum	Assessment	Student Act.	Athletic	Utilities	Facilities	TOTAL
High School					\$8,150.00		\$309.00	\$8,459.00
Middle School							\$309.00	\$309.00
Gardner Elementary School								\$0.00
Elm St. School								\$0.00
Helen Mae Sauter								\$0.00
Sub-Total	\$0.00	\$0.00	\$0.00	\$0.00	\$8,150.00	\$0.00	\$618.00	\$8,768.00

Location	Office Supplies	Transport.	IT	Nurse	Prof Dev	Dues & Mem	School Comm.	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education												\$0.00
Administration			\$1,194.71		\$2,274.00	\$5,257.00	\$6,365.00			\$309.00		\$15,399.71
Sub-Total	\$0.00	\$0.00	\$1,194.71	\$0.00	\$2,274.00	\$5,257.00	\$6,365.00	\$0.00	\$0.00	\$309.00	\$0.00	\$15,399.71

Revolving Accounts	
Grants	
Capital	
School Music	
Student Activity Replenish	
Bonds	
Sub-Total	\$0.00

GRAND TOTAL	\$24,167.71
--------------------	--------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-06

WARRANT DATE 08/10/23

Location	Office & Gen Supplies	Curriculum	Dues	IT	Athletic	Utilities	Facilities	TOTAL
High School		\$2,648.76	\$25.00	\$3,040.00			\$341.29	\$6,055.05
Middle School								\$0.00
Gardner Elementary School								\$0.00
Elm St. School								\$0.00
Helen Mae Sauter								\$0.00
Sub-Total	\$0.00	\$2,648.76	\$25.00	\$3,040.00	\$0.00	\$0.00	\$341.29	\$6,055.05

Location	Office Supplies	Transport.	IT	Nurse	Prof Dev	Dues & Mem	Prof. Services	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education							\$784.00					\$784.00
Administration			\$4,889.49		\$890.73					\$69.73	#####	\$281,483.93
Sub-Total	\$0.00	\$0.00	\$4,889.49	\$0.00	\$890.73	\$0.00	\$784.00	\$0.00	\$0.00	\$69.73	#####	\$282,267.93

Revolving Accounts	\$117,220.63
Contract Services	\$20,833.37
Capital	\$36,254.49
Grants	\$194,562.94
Student Activity Replenish	\$1,070.99
Watkins Field	\$3,849.21
School Music Supplies	\$411.88
Bonds	\$8,430.12
Sub-Total	\$382,633.63

GRAND TOTAL	\$670,956.61
--------------------	---------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-07

WARRANT DATE 08/17/23

Location	Office & Gen Supplies	Curriculum	Dues & Mem.	IT	Nurse	Utilities	Facilities	TOTAL
High School	\$1,272.82	\$2,877.03	\$4,470.00	\$5,741.00	\$17.66		\$309.00	\$14,687.51
Middle School							\$384.00	\$384.00
Gardner Elementary School	\$999.75						\$1,146.63	\$2,146.38
Elm St. School								\$0.00
Helen Mae Sauter								\$0.00
Sub-Total	\$2,272.57	\$2,877.03	\$4,470.00	\$5,741.00	\$17.66	\$0.00	\$1,839.63	\$17,217.89

Location	Office Supplies	Transport.	IT	Nurse	Prof Dev	Legal	School Comm.	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education												\$0.00
Administration			\$7,436.53			\$325.00	\$90.00		\$724.47	\$956.70	\$17,252.12	\$26,784.82
Sub-Total	\$0.00	\$0.00	\$7,436.53	\$0.00	\$0.00	\$325.00	\$90.00	\$0.00	\$724.47	\$956.70	\$17,252.12	\$26,784.82

Revolving Accounts	\$1,350.00
Contract Services	\$10,150.47
School Music Supplies	\$509.70
Bonds	
Sub-Total	\$12,010.17

GRAND TOTAL	\$56,012.88
--------------------	--------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-08

WARRANT DATE 08/24/23

Location	Office & Gen Supplies	Curriculum	Prof. Dev	IT	Athletic	Utilities	Facilities	TOTAL
High School		\$3,245.82	\$1,500.00	\$1,077.08		\$634.83	\$29,699.31	\$36,157.04
Middle School							\$24,037.02	\$24,037.02
Gardner Elementary School				\$3,795.00			\$38,886.61	\$42,681.61
Elm St. School								\$0.00
Helen Mae Sauter								\$0.00
Sub-Total	\$0.00	\$3,245.82	\$1,500.00	\$4,872.08	\$0.00	\$634.83	\$92,622.94	\$102,875.67

Location	Office Supplies	Transport.	IT	Nurse	Prof Dev	Dues & Mem	Prof. Services	Tuition	Utilities	Facilities	Carryover	TOTAL
Special Education							\$82.90	\$63,810.78				\$63,893.68
Administration			\$696.34		\$747.00	\$1,825.00			\$717.22	\$6,931.68	\$32,596.72	\$43,513.96
Sub-Total	\$0.00	\$0.00	\$696.34	\$0.00	\$747.00	\$1,825.00	\$82.90	\$63,810.78	\$717.22	\$6,931.68	\$32,596.72	\$107,407.64

Revolving Accounts	\$5,647.50
Contract Services	\$26,922.80
Capital	
Grants	
Student Activity Replenish	
Watkins Field	
School Music Supplies	
Bonds	
Sub-Total	\$32,570.30

GRAND TOTAL	\$242,853.61
--------------------	---------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-09

WARRANT DATE 08/31/23

Location	Office & Gen Supplies	Curriculum	Dues & Mem	IT	Nurse	Utilities	Facilities	TOTAL
High School	\$332.20	\$304.59	\$300.00	\$3,080.64	\$914.25	\$242.12	\$5,789.02	\$10,962.82
Middle School				\$1,668.05		\$376.79	\$4,272.63	\$6,317.47
Gardner Elementary School	\$171.34			\$3,097.34		\$888.11	\$5,845.12	\$10,001.91
GALT			\$300.00					\$300.00
Sub-Total	\$503.54	\$304.59	\$300.00	\$7,846.03	\$914.25	\$1,507.02	\$15,906.77	\$27,582.20

Location	Office Supplies	Transport.	IT	Legal	Prof Dev	Schl Comm	Prof. Services	Curriculum	Utilities	Assess	Facilities	Carryover	TOTAL
Special Education	\$283.76	\$20,400.00	\$1,511.43				\$1,677.50	\$2,520.59		#####			\$32,967.12
Administration	\$101.92	\$8,500.00	\$21,132.92	\$1,863.00	\$2,053.81	\$1,125.00		\$1,080.00	\$154.08		#####	\$61,948.70	\$110,880.88
Sub-Total	\$385.68	\$28,900.00	\$22,644.35	\$1,863.00	\$2,053.81	\$1,125.00	\$1,677.50	\$3,600.59	\$154.08	#####	#####	\$61,948.70	\$143,848.00

Revolving Accounts	\$550.00
Grants	\$13,143.36
School Music	\$80.00
Bond	\$431,014.80
Sub-Total	\$444,788.16

GRAND TOTAL	\$616,218.36
-------------	--------------

GARDNER PUBLIC SCHOOLS

Facilities Sub-Committee Meeting Minutes

Thursday, June 8, 2023

5:10 PM

Gardner Elementary School, Pearl Street, Gardner, MA 01440

PRESENT: Robert J. Swartz, Chair; John LaFreniere, Jennifer Pelavin

REGRETS: Mark Pelegriano

OTHERS PRESENT: Mark Hawke Director Finance and Operations,
Wayne Anderson Director of Facilities, Anne Hurst School Committee
Member

1. Call to Order 5:10 PM. Meeting took place in GES.
2. Approval of Minutes of the Facilities Subcommittee Meeting held on:
 - April 13, 2023. Mr. LaFreniere motioned, Ms. Pelavin seconded, Motion passed.
3. **NEW BUSINESS:**
 - Mr. Swartz made note that the new concession & restroom facility was being used during the GHS graduation. Several people commented on how nice the facility was.
 - Watkins Field – The district maintenance department now has the necessary equipment to maintain and care for the turf field.
 - Moving the district administration: Mr. Hawke stated that the administration is expected to be moved into Elm Street school, (2nd Floor) July 10. The district will also declare Helen Mae Sauter Building and surrounding property, including Stone field and the playground area behind Elm Street school surplus. The motion was made by Ms Pelavin to recommend to the school committee that mentioned properties be declared surplus on or about July 14, 2023. Motion was seconded by Mr. LaFreniere, motion passed.

4. There being nothing further to discuss, Mr. LaFreniere made a motion to adjourn. Motion seconded by Ms. Pelavin. Adjournment was at 5:20 PM.

Robert J. Swartz
Chairman

GARDNER PUBLIC SCHOOLS

Gardner Elementary School
278 Pearl Street, Gardner, MA 01440
Finance Sub-Committee Meeting
Thursday, June 8, 2023 at 5:00pm

Minutes

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

Members Absent:

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

Mr. LaFreniere called the meeting to order at 5:00 p.m.

A motion was made by Mrs. Pelavin and seconded by Mr. Swartz to approve the minutes of the May 2, 2023 Finance Subcommittee meeting. So voted.

Expense Report Review:

The Committee reviewed the Expense Report. Mr. Hawke noted that the process to close unused PO's and transfer funds within budgets to cover any negative balances has started.

Mr. Hawke also presented the current status of all Revolving Funds. All funds are healthy and should end the year with positive balances.

Questions were asked and answered regarding the Expense Report and Revolving Funds.

Projects Update:

Watkins Field concession/restroom work is complete except for a few punch list items. It was used for graduation.

New Business:

None

The meeting adjourned at 5:14 p.m.

GARDNER PUBLIC SCHOOLS

Policy Subcommittee
Meeting Minutes
Thursday, June 22, 2023
4:30 PM
Superintendent's Conference Room
70 Waterford Street, Gardner, MA 01440

In Attendance: Mrs. Anne Hurst, Chair; Mrs. Shannon Ward-Leighton, Member

Absent: Mrs. Rachel Cormier, Member

Also in Attendance: Dr. Mark Pellegrino, Superintendent; Dr. Catherine Goguen, Chief Academic Officer; Ms. Courtney Dunn, Grants, Communications, & Compliance Coordinator; Ms. Rebecca McCaffrey, Director of Health Services

Mrs. Hurst called the meeting to order at 4:35 p.m.

A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Hurst to approve the minutes of the April 4, 2023 Policy Meeting. So moved.

The following policies were reviewed and determined that no changes were required. Therefore, the policies will be updated as "Reviewed June, 2023":

- EBCD – Emergency Closings
- EBCFA – Face Coverings
- ECABA – Staff and Visitor Identification

The following policies were recommended for removal as they are redundant to other policies and will, therefore, be placed on the September full School Committee agenda for a vote to remove them from the policy manual:

- DE – Private Funding: A motion was made by Mrs. Hurst and seconded by Mrs. Ward-Leighton to send to the September meeting for a vote for removal. So moved.
- EA – Support Services Goals and Objectives: A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Hurst to send to the September meeting for a vote for removal. So moved.
- EBCE – School Closings and Cancelations: A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Hurst to send to the September meeting for a vote for removal. So moved.

Policy KCD – Public Gifts to the Schools was reviewed and discussed. Dr. Goguen presented changes that included language in alignment with the Massachusetts Association of School Committees (MASC) Policy KCD, and also updated references. A motion was made by Mrs.

Hurst and seconded by Mrs. Ward-Leighton to send Policy KCD with the recommended changes to the September full School Committee Meeting for a first read. So moved.

Policy DIE – Audits was reviewed and discussed. Dr. Goguen presented changes recommended by Mr. Hawke, Director of Finance and Operations, that included language in alignment with the Massachusetts Association of School Committees (MASC) Policy DIE, and also updated references. A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Hurst to send Policy DIE with the recommended changes to the September full School Committee Meeting for a first read. So moved.

Policy EB – Safety Program was reviewed and discussed. Ms. McCaffrey presented changes that included language in alignment with the Massachusetts Association of School Committees (MASC) Policy EB, and also updated references. A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Hurst to send Policy EB with the recommended changes to the September full School Committee Meeting for a first read. So moved.

Policy EBAB – Safety Program was reviewed and discussed. Dr. Goguen presented changes recommended by Mr. Hawke, Director of Finance and Operations, that included language in alignment with the Massachusetts Association of School Committees (MASC) Policy EBAB, and also updated references. A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Hurst to send Policy EBAB with the recommended changes to the September full School Committee Meeting for a first read. So moved.

Policy EBB – First Aid was reviewed and discussed. Ms. McCaffrey presented changes that included language in alignment with the Massachusetts Association of School Committees (MASC) Policy EBB. A motion was made by Mrs. Hurst and seconded by Mrs. Ward-Leighton to send Policy EBB with the recommended changes to the September full School Committee Meeting for a first read. So moved.

Policy EBC – Emergency Plans was reviewed and discussed. Ms. McCaffrey stated that the District doesn't currently have this MASC Policy, however she recommended that the District adopt the policy with the addition of allowing the Superintendent to have the option of selecting a designee. A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Hurst to send Policy EBC with the recommended changes to the September full School Committee Meeting for a first read for adoption. So moved.

Policy EC – Buildings and Grounds Management was reviewed and discussed. Dr. Goguen stated that the District doesn't currently have this MASC Policy, however she noted that Mr. Hawke did not recommend that the District adopt the policy. The Subcommittee agreed with Mr. Hawke's recommendation and decided not to send this policy to the full School Committee for adoption.

Policy ECA – Buildings and Grounds Security was reviewed and discussed. Dr. Goguen stated that the District doesn't currently have this MASC Policy. She noted that Mr. Hawke did recommend that the District adopt the policy. A motion was made by Mrs. Hurst and seconded by Mrs. Ward-Leighton to send Policy ECA with the recommended changes to the September full School Committee Meeting for a first read for adoption. So moved.

The next Policy Subcommittee meeting will occur on Wednesday, September 6, 2023 at 4:30 p.m. in the Superintendent's Conference Room.

A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Cormier Hurst to adjourn the meeting. So moved. The meeting adjourned at 5:19 p.m.

File: KCD

PUBLIC GIFTS TO THE SCHOOLS

In accordance with state law, all grants and gifts to the District shall be reviewed and accepted by the School Committee before expenditure or use. ~~The superintendent will have authority to accept gifts and offers of equipment for the schools in the name of the committee when the gift is of educational value.~~ In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.

~~Gifts that would involve changes in school plants or sites will be subject to school committee approval. Any gift valued over \$500 must be accepted by the school committee.~~

Gifts will automatically become the property of the school system. Any gift of cash, whether or not intended by the donor for a specific purpose, will be accepted by vote of the School Committee, will be handled as a separate account and expended at the discretion of the committee, as provided by law.

The Superintendent will assure that an appropriate expression of appreciation is given to all donors.

[Reference: M.G.L. 44:53A, 71:37A; ~~JFF-R, Student Activity Account~~]

[Adopted: 3/8/99]

[Reviewed: September 2003]

[Reviewed: May 2016]

[Reviewed: June 2020]

[Revised: 2023]

CROSS REFS.: DD, Grants, Proposals, and Special Projects
GBEBD, Online Fundraising and Solicitation--Crowdfunding

AUDITS

As a department of the City, an audit of the school department's accounts shall be conducted annually by external auditors within nine months of the close of the fiscal year. This review shall be conducted in accordance with the generally accepted accounting principles and the Government Auditing Standards issued by the U. S. Comptroller General.~~An audit of the school department's accounts shall be conducted annually. In addition, the school committee may request a private audit of the school system's accounts at its discretion.~~

Upon completion of the external audit, the Superintendent will share the resulting documentation with the Committee. The School Committee will consider the recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.

Additionally, the district is also subject to the following:

- End of Year Financial Compliance Report: Every Massachusetts school district must submit the results of this report to the ~~Department~~Department of Elementary and Secondary Education (DESE). This End of Year report must be submitted to the ~~Department DESE~~ on or before September 30 each year.
- Government Accounting Standards Board 34: The District is covered in these government financial statements of revenue and expenditures of the municipality.
- Federal grant audits: ~~As a district that spends about thresholds required, the district~~The District is subject to the Single Audit Act based on spending thresholds as dictated by law. is subject to the Single Audit Act.
- Student Activity Account: As required by state law, student activity accounts are audited annually. For accounts that exceed \$25,000, the School Committee shall consider an audit conducted by an outside firm every three years

The Committee may request an additional audit of the school district's accounts at its discretion

SOURCE: MASC Updated 2022

LEGAL REF: M.G.L. 44:38-40; 71:47; 72:3

CROSS REFS: DI, Fiscal Accounting and Reporting
JJF, Student Activity Accounts

[Adopted: October 1998]

[Reviewed: October 2002]

[Reviewed: February 2019]

[Reviewed: March 2022]

[Revised: 2023]

SAFETY PROGRAM

Accidents are undesirable, unplanned occurrences that can result in tragic consequences—~~bodily harm, loss of school time, property damage, legal action, and even fatality~~. The school committee will guard against such occurrences by taking every possible precaution to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

The committee will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example to the school plant, special areas of instruction, student transportation, school sports and occupational safety.

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction will include accident prevention as well as fire prevention; emergency procedures; traffic, bicycle, and pedestrian safety.

~~In the interest of encouraging a culture of safety, the District's practice of safety will also be considered a facet of the instructional program of the schools, including instruction in accident prevention, fire prevention, emergency procedures, and traffic, bicycle, and pedestrian safety.~~

The Superintendent will have overall responsibility for the safety program of the school system. It will be the responsibility of the Superintendent to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, health, and safety.
~~of current State of Massachusetts and City of Gardner regulations relating to fire prevention, civil defense, sanitation, public health, occupational safety, and emergency management.~~

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

[Reference: M.G.L71:55C ~~and Acts of 1985c 614 Sec 1~~; ~~Board of Education~~ 603 CMR 36:00; GBGB, Staff Personal Security and Safety; IHAM, Health Education; JLI Student Safety; EEAE School Bus Safety Program]

[Adopted: June 1999]

[Reviewed: December 2002]

[Revised: May 2019]

[Revised: 2023]

PEST MANAGEMENT

The Gardner Public Schools is committed to providing a safe and properly maintained environment for all staff, students, and visitors. To achieve this end, the School District will implement integrated pest management (IPM) procedures for its buildings and grounds.

The integrated pest management procedures shall include implementation of appropriate prevention and control strategies, notification of certain pesticide and herbicide uses, record keeping, education and evaluation. Integrated pest management procedures will determine when to control pests and what method of control to choose. Strategies for managing pest populations will be influenced by the pest species, location and whether and at what population level its presence poses a threat to people, property or the environment. The full range of action alternatives, including no action, will always be considered.

Overview and goals

- a. The superintendent shall develop and implement an integrated pest management program.
- b. An integrated pest management program is a pest control approach that emphasizes using a balanced combination of tactics (cultural, mechanical, biological, chemical) to reduce pests to a tolerable level while using pesticides and herbicides as a last resort to minimize health, environmental and economic risks.
- c. Pesticides and herbicides will be used only as a last resort, based on a review of all other available options.
- d. The integrated pest management program shall strive to:
 1. Reduce any potential human health hazard.
 2. Reduce loss or damage to school structures or property.
 3. Minimize the risk of pests from spreading in the community.
 4. Enhance the quality of facility use for school and community.
 5. Minimize health, environmental and economic risks.

Restrictions On Use of Pesticides and Herbicides

- a. When pesticides or herbicides are used, they must be classified as an EPA Category III or IV. Application of any pesticide or herbicide may be performed only by certified applicators.
 - b. B. Application of pesticides and herbicides may only be accomplished during a school break or when the building will be clear of students for at least 48 hours.
- ~~a. When pesticides or herbicides are used, they must be classified as an EPA Category III or IV. Application of any pesticide or herbicide may be performed only by certified applicators.~~
- ~~b. Application of pesticides and herbicides may only be accomplished during a school break or when the building will be clear of students for at least 48 hours unless the local board of health agent or the department of food and agriculture determine if an emergency waiver is to be allowed to eliminate any pest problem that exists. the standard for approval of the emergency waiver is as follows:~~
- ~~• The emergency pest situation must present an immediate threat to human health and~~

- ~~There must be no viable alternatives to the use of pesticides to address the pest problem.~~

Notification of Pesticide and Herbicide Use

- a. When pesticides or herbicides are used outdoors, notice of their use will be provided to parents, staff and students and will also be posted in a common area.
- b. When pesticides and herbicides are used in a building, the site will provide a 48-hour pre-notification in the form of posting the product name, purpose, application date, time and method and the Material Safety Data Sheet on all entrance doors. A contact person will also be listed.
- c. In the event of an EPA registered pesticide or herbicide application in or around a building site during the school year or summer session, a notice (including the product name, purpose, contact person, and application date, time and method), will be sent home in writing with students in the affected building at least 5 days prior to application except in the case of an emergency when parents will be notified immediately.

Record-Keeping

- a. The District will keep a record of pesticides and herbicides used, amounts and locations of treatments and will keep any Material Safety Data Sheets, product labels and manufacturer information on ingredients related to the application of the pesticides or herbicides.
- b. All records of pesticides and herbicides used and correspondence will be available for public review upon notice and during normal school hours.

Staff Responsibilities and Education

- a. The Facilities Staff, School Nutrition Contractor, and Custodial Contractor will participate in sanitation and pest exclusion procedure appropriate to their roles. For example: keeping doors closed, repairing cracks, removing food waste within 12 hours, keeping lids on garbage receptacles and keeping vegetation properly maintained.
- b. Teachers and Staff: Any food kept in classrooms, office or other areas shall be kept in air-tight containers.
- c. Ongoing education of all appropriate District staff will be a priority to ensure a safe and clean environment.

SOURCE: MASC – Reviewed 2022

[Reference: ~~Chapter 85 of the Acts of 2000, “An Act to Protect Children and Families from Harmful Pesticides.”~~, M.G.L. 71, 68, 132B]

[Adopted: May 2002]

[Revised: September 2019]

[Revised: 2023]

FIRST AID

~~Gardner Public Schools attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency services by dialing 911.~~

~~First aid is defined as emergency care or treatment given to an ill or injured person before regular medical aid can be obtained. It does not include diagnosis or treatment. Any care beyond first aid will not be given.~~

~~At each school, procedures are followed for the proper handling of an injury to, or sudden illness of, a child or staff member and these will be made known to the staff. Please refer to the Procedures document EBB-R.~~

~~Gardner Public Schools~~~~The district~~ attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency medical services by dialing 911. In the case of illness that may include an infectious disease the Board of Health shall be notified in accordance with law.

~~First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the student to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.~~

~~At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a student or staff member. These will be made known to the staff and will incorporate the following requirements:~~

- ~~1. The school nurse or another trained person will be responsible for administering first aid.~~
- ~~2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian. and/or family physician immediately.~~
- ~~3. In extreme emergencies, the school nurse, ~~school physician~~ or staff member in charge ~~Principal~~ may make arrangements for immediate transport to a hospital of injured or ill students, contacting parent or guardian in advance if at all possible.~~
- ~~4. The teacher or other staff member to whom a student is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.~~
- ~~5. All major accidents requiring emergency transport ~~to~~ of students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.~~

SOURCE: MASC - Updated 2022

LEGAL REFS.: M.G.L. 71:55A; 71:56

CROSS REF.: JLC, Student Health Services and Requirements

~~[Reference: M.G.L. 71:55A; 56; JLC, Student Health Services and Requirements]~~

~~[Adopted: December 1998]~~

~~[Revised: December 2002]~~

[Revised: May 2019]
[Revised: 2023]

EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent or designee will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent or designee shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.
7. The location of all available Automated External Defibrillators (AEDs), whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent or designee shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

SOURCE: MASC - Updated 2022

LEGAL REF: M.G.L. [69:8A](#)

Section 363 of Chapter 159 of the Acts of 2000

CROSS REF.: [EBCD](#), Emergency Closings

[JL](#), Student Welfare

[JLC](#), Student Health Services and Requirements

| [\[Adopt: 2023\]](#)

BUILDINGS AND GROUNDS SECURITY

Public school buildings and grounds are one of the greatest investments of the municipality. It is deemed in the best interest of the school department and town to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment. The Committee expects close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place and under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed when appropriate to the individual situation. Employment of security personnel may be approved in situations where special risks are involved.

SOURCE: MASC - Updated 2022

| [\[Adopt: 2023\]](#)

PRIVATE FUNDING

The following is intended to authorize and encourage individuals, corporations, charitable foundations, and/or businesses to gift, bequeath, devise and/or grant monies, goods, services and/or financial consideration to the consideration to the Gardner Public Schools District (hereinafter, the district) for the sole and specific purpose of benefiting the welfare of the students and/or staff of the district.

The district shall, at all times, conform to its long established and practiced policy of equal opportunity for all persons when overseeing and distributing contributions of monies, goods, services and/or financial consideration.

The Gardner Public Schools School Committee must approve any program, project, event and/or activity not funded in the current fiscal year's budget prior to accepting any monies, goods, services and/or financial consideration from benefactors (those who contribute). Therefore, the School Committee may disapprove any proposed program, project, event and/or activity prior to and subsequent to; any monies, goods, services and/or financial consideration being accepted so long as such disapproval does not violate established district policies and regulations.

Benefactors may generally designate, with School Committee approval, a program, project, event and/or activity their contribution(s) may support but may not designated and detail specific expectations related to those contributions. Any promotion or advertising associated with a contribution is subject to School Committee approval.

Contributions may be made to those programs, projects, events, and/or activities that have been established and/or those that may be established within a period of time that is mutually agreed upon by the School Committee and benefactor.

Once contributions are made and the benefactor has designated (if appropriate) to which program, project, even and/or activity his/her contribution shall be made, the district shall ensure that other programs, projects, events and/or activities shall not suffer as a result of accepting said contributions.

Acceptance of any and all private funding must be done in full and complete compliance with standing district policies/practices, state and federal laws/statutes and contractual obligations.

All of the questions listed below should be considered before any decision is made in regard to private funding. Different weight may be given to different questions and/or answers depending upon the attendance circumstances.

However, nothing contained within this policy is intended to preclude the School Committee from wholly and without condition, rejecting an offer of private funding if the answer to one or more of the below proposed questions or other logical, related and fair minded questions is contrary to law, a district policy, a district practice, a contractual obligation which may impact the district or is financially and/or educationally disruptive or unsound.

Questions to be Considered Prior to Decision

1. Is acceptance a financially sound decision? Will the district incur acceptable or unacceptable additional financial obligations as a result of the School Committee's decision?
2. Is there a positive educational or other program need which is satisfactorily addressed by acceptance?
3. Is there sufficient participatory interest in the program, project, event and/or activity?
4. Does the district have available or readily available, satisfactory staff and/or supervisory/administrative support?
5. Has the proposal been reviewed by appropriate administrative personnel and has that review been communicated to the School Committee?
6. Does the district have available or readily available, satisfactory supporting and necessary materials, equipment and/or supplies (i.e., classroom, playing field, books, etc.)?
7. Can the program, project, event and/or activity be sustained at an educationally sound level of the projected duration and if applicable, thereafter?
8. Does acceptance violate or conflict with any federal, state or municipal law, any district policy, any district practice or any contractual obligation?
9. Is the proposal submitted in a timely manner, which would not unduly hamper the implementation?
10. Is acceptance based upon the district principals of fairness and equity?

The above does not constitute an exhaustive list of the questions to be asked before any decision is to be made in regard to private funding.

The district greatly appreciates the generosity of benefactors who are willing to make such selfless contributions solely for the benefit of the students and staff.

[Reference: MGL, c. 71, s. 37A; MGL, c. 44, s. 53A]

[Adopted: November 2004]

[Reviewed: February 2019]

SUPPORT SERVICES GOALS AND OBJECTIVES

The School Committee looks upon business operations of the school system as essential to the central function of the school system, which is education. The School Committee further recognizes that it serves as trustee of school facilities, and overseer of school business operations, for the purpose of providing the facilities and services that will support a good educational program.

The School Committee expects operation and maintenance of the school plants, equipment, and services to set high standards of safety, to promote the health of students and staff, to reflect the aspirations of the community, and to support environmentally the efforts of the staff to provide good instruction.

With the assistance of the Superintendent and other designated personnel, the School Committee shall establish efficient and business-like procedures for fiscal accounting, purchasing, and management of equipment and supplies.

The School Committee will ensure a thorough, effective, and economical maintenance program that will assure a useful life of school sites, plants, and equipment.

[Reviewed: December 2002]

[Revised: May2019]

SCHOOL CLOSINGS AND CANCELLATIONS

The Superintendent, at his/her discretion, may close the schools because of inclement weather, or for other reasons when he/she feels that the best interest of pupils will be served by this action.

[Reference: Rules of the School Committee, 12/3/59]

[Revised: December 2002]

[Reviewed: August 2013]

[Reviewed: March 2019]

GARDNER PUBLIC SCHOOL DISTRICT 2023-2024 SCHOOL CALENDAR**AUGUST 2023**

28-31 No School, Full Day,
Professional Development for
Faculty and Staff

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2024 (16)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

FEBRUARY 2024

8 Half Day, Professional
Development
19 No School, Presidents' Day
Observed
20-23 No School, February
Vacation

SEPTEMBER 2023

4 Labor Day Holiday Observed
5 First Day of School for Students
27 Half Day, Professional
Development

SEPTEMBER 2023 (19)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2024 (21)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MARCH 2024

5 Half Day, Professional
Development
20 Half Day, Professional
Development

OCTOBER 2023

9 No School, Columbus
Day/Indigenous Peoples Day
Observed

OCTOBER 2023 (21)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2024 (17)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

APRIL 2024

15 No School, Patriots' Day
Observed
16-19 No School, April
Vacation

NOVEMBER 2023

3 Half Day, Professional
Development for Faculty and Staff
10 No School, Veterans' Day
Holiday Observed
20-21 Half Day, Teachers'
Conferences
22 Half Day, Thanksgiving Holiday
23-24 No School, Thanksgiving
Holiday

NOVEMBER 2023 (19)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2024 (22)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MAY 2024

16 Half Day, Professional
Development
27 No School, Memorial Day
Holiday Observed

DECEMBER 2023

22 Half Day
25 No School, Christmas Holiday
Observed
26-29 No School, December
Vacation

DECEMBER 2023 (16)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2024 (8)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JUNE 2024

1 GHS Commencement
12 Half Day, 180th Day
13-20 181st - 185th Day
19 No School, Juneteenth Day
Observed

JANUARY 2024

No School, New Year's Day
Observed
2 Classes Resume
15 No School, Martin Luther King
Day Observed

JANUARY 2024 (21)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Superintendent's Office:

978 632-1000

Gardner High School:

978-632-1600 7:35am - 2:35pm

Gardner Academy:

978-632-1673 7:35am - 2:45pm

Gardner Middle School:

978-632-1603 7:00am - 1:55pm

Gardner Elementary:

978-991-0900 9:00am - 3:15pm

Pupil Services:

978-632-4076

Early Release Times:

GHS 10:35am

GALT 10:35am

GMS 10:00am

GES 11:30am

Updated on: September 11, 2023

Acceptance of donation of two (2) benches to Gardner Elementary school.



Gardner Public Schools

Dr. Mark J. Pellegrino, *Superintendent*



www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

(978) 632-1000

Superintendent Goals FY24

District Improvement

Goal 1: Reduce academic equity gaps for students who are Multilingual or have Special Needs

By May 31, 2024, grades/departments will systematically and regularly measure academic achievement of all students, and disaggregate this data based to identify learning gaps for students with special needs and multilingual learners. This will allow staff to address gaps in students' academic performance by providing support to identified students struggling to master each standard.

Goal 2: Reduction of, and Equity in Discipline & Dropout Rates

By May 31, 2024, suspension, discipline referral, and dropout rates for students with disabilities and students of color will have equitable outcomes (≤ 1.25 times the aggregate rates), as the aggregate rates are reduced.

Student Learning

Goal 1: Fidelity to Tier 1 Academic Supports in Core Instruction

By May 31, 2024, all schools' grade level/department teams will create and utilize common formative assessment data to plan and inform their instruction for flexible groups in the classroom.

Goal 2: Students in Grades K-4 will be Reading on Grade Level

By May 31, 2024, at least 75% of students in grades K-4 will meet or exceed grade level reading standards as measured by DiBELS.

Professional Practice

Participate in Lynch Leadership Academy District-level Supervisory Program

By May, 2024, the superintendent will have participated in five full days of PD and additional coaching from the Lynch Leadership Academy to inform coaching, supervision, and evaluation of principals. ⁴⁵



**Gardner Public Schools
District Improvement Plan
2021-2024**

Mission

Gardner Public Schools will work side by side with our families to prepare students for their future success in college, career, and community endeavors. This will be done in a safe, caring, just, and equitable environment.

Core Values

Community Appreciation Responsibility Excellence

Vision

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.
- Schools 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 are restorative rather than punitive.

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 schools will monitor and adapt their instruction to ensure students learn the skills and knowledge to prepare them for their own future.

Theory of Action

IF we have a culture of dignity and inclusion for all;

AND we hold high expectations that are aligned with grade level district and state standards & objectives for the social/emotional, mental health, and academic outcomes for our students;

AND we collect, analyze, and respond to relevant data for all students individually and collectively, providing tiered supports based on that data;

AND we provide teachers with adequate time, training, support, leadership, and resources focused on equity;

AND we work in collaboration with families and community partners to engage in shared decision making for effective educational programming;

THEN All students will achieve academic success and career readiness; and will develop the social emotional wellness required to thrive as contributing members of their community and workplace.



Gardner Public Schools District Improvement Plan

Strategic Objectives			
1. High expectations aligned with grade level district and state standards & objectives for social/emotional/behavioral wellness, and successful academic outcomes for all students:	2. Provide teachers with adequate time, training, support, leadership, and resources focused on equity:	3. Collect, analyze, and respond to relevant academic and social/emotional/behavioral data for all students individually and collectively, providing tiered supports based on that data:	4. Collaborate with families and community partners to engage in shared decision-making for effective educational programming:
Action Steps			
1A) Align all curriculum, assessments, and instruction within grade levels to state standard of mastery 1B) Create, implement, and assess clear, high level common expectations for student learning aligned with grade level district and state standards & objectives 1C) Develop/revise rigorous, challenging learning activities and instructional strategies that support social emotional and academic growth and develop positive learning partnerships 1D) Implement systemic inclusive practices and co-teaching	2A) Support for sustained effective Co-Teaching/ Inclusion practices 2B) Support for all administrators, instructional/behavioral coaches in effective observation/evaluation practices 2C) Support District and Building MTSS Teams through the development of systems, data and practices 2D) Support for improved instruction and intervention in Early Literacy	3A) Identify data points to be collected, analyzed, and monitored to determine student achievement and progress 3B) District and building data teams to monitor academic and non-academic data and plan/implement targeted tiered supports & interventions 3C) Plan and implement UDL strategies and small group learning supports based on data analysis 3D) Revise special education/intervention practices, and increase fidelity	4A) Gather Parent feedback 4B) Expand early college and vocational opportunities 4C) Foster school-family partnerships



Gardner Public Schools District Improvement Plan

Outcomes – By 2024:

- 1) All three tiers of academic/SEL support will be developed and implemented**
 - a. Tier 1 implementation will meet at least 90% fidelity**
 - i. 100% of co-teaching classrooms will implement varied co-teaching models**
 - b. Tier 2 implementation will meet at least 70% fidelity**
 - c. 90% of Students in grades K-4 will meet early literacy assessment benchmarks**
 - d. Special Education referrals will be reduced by 10%**
- 2) Close equity gaps, specifically:**
 - a. Drop-out rate for SWDs will be no higher than the state expectation**
 - b. Chronic absenteeism rate for SWDs will be no higher than the state expectation**
 - c. Drop-out rate for each subgroup will be no higher than the aggregate**
 - d. District will meet state expectations and compliance for SSDR for all subgroups**
 - e. Building level office referrals will be no higher than 50% of the national level for comparative schools**
 - f. All subgroups will meet or exceed state MCAS targets in ELA & Math**
 - g. The diversity of students in our early college/vocational programming will represent the diversity of our high school enrollment**
- 3) Implement 75% of the evidence-based family engagement practices listed in the Massachusetts MTSS blueprint using an evidence-based fidelity measure that addresses family engagement**
 - a. 90% of parents will agree in the Parent Voice Survey that school-family partnerships are satisfactory**
 - b. 90% of students will agree in the Student Voice Survey that school-family partnerships are satisfactory**



Gardner Public Schools District Improvement Plan

Implementation Timeline					
	Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
1	Assessment of district reading program K-5 and action plan for reading program improvements using the Hill For Literacy Assessment of Literacy Program Document	District/Building Admins/ Instructional Coaches	Learning Walk/ Observation Data (Rigor Rubric)	June 2022	Complete
2	MTSS Tier 1 academic systems/practices/supports developed and implemented (fidelity of evidence-based curriculum/instruction/assessment practices)	MTSS Academic District and Building Teams	Learning Walk/ Observation Data (Rigor Rubric)	June 2022	Step 1 of Tier 1 System Complete Steps 2 & 3 in progress
3	MTSS Tier 2 social/emotional/ behavioral systems/practices/supports developed and implemented	MTSS District Coordinator/ District Team	TFI/Annual District SEL Reports	June 2022	WSS, ESS, GHS – Complete and ongoing GMS – Some progress
4	Assessment of co-teaching practices and development of action plan for effective implementation using	Karen Martin/ Building Admins.	Inclusion/Co-Teaching Observation Checklist	June 2022	Complete
5	At least 80% of Students will be Engaged in classroom learning activities	District/Building Admins/ Instructional Coaches	Learning Walk/ Observation Data (Rigor Rubric)	June 2022	54% Spring 2022
6	Partner with MWCC to expand opportunities and programs for an increased number of early college and vocational enrollment	GHS/GALT Admins.	Student enrollment data	June 2022	Ongoing
7	Equity/Family Engagement team to assess/identify base-line of current practices and develop action plan for increased school-family partnerships and equity	Equity & Family Engagement Team	MTSS Guidelines for Family Engagement	June 2022	In Progress
8	Develop data dashboard of district-level/grade level student academic/SEL achievement/growth and social/emotional/behavioral wellness for improved analysis and decision-making	District Academic/SEL Teams	Linkit/District SEL SWIS and District Created SEL Database BESS/Attendance	June 2022	Complete
9	Suspension rates of SWDs at each school will be no higher than the aggregate suspension rate	Building SEL Teams/District Team	Bi-Annual District Data Review of SSDR	June 2022	Complete & Ongoing



**Gardner Public Schools
District Improvement Plan**

	Activity	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
10	Suspensions of greater than 10 days will be no higher for SWDs at each school than the aggregate suspensions of greater than 10 days at each school	Building SEL Teams/District Team	Bi-Annual District Data Review of SSDR	June 2022	In process 21-22 (.1% vs. .2%)
11	Provide training/support for effective implementation of co-teaching practices in all classrooms with more than one adult	Karen Martin/ Building Admins.	Inclusion/Co-Teaching Observation Checklist	June 2023	Complete and Ongoing
12	Purchase updated literacy program curriculum, instruction, assessment resources and provide training/support for implementation	District/Building Admins/ Instructional Coaches	Learning Walk/ Observation Data (Rigor Rubric)	June 2023	Items Purchased – PD is ongoing
13	80% of all lessons will meet at least the “application” or strategic “thinking” level of Webb’s Depth of Knowledge scale	District/Building Admins/ Instructional Coaches	Learning Walk/ Observation Data (Rigor Rubric)	June 2023	Some Progress - Ongoing
14	Implement school-family partnerships for increased family involvement	Equity/Family Engagement Committee/ Building Admins	Family Survey	June 2023	In process and Ongoing
15	MTSS Tier 2 academic systems/practices/supports developed and implemented	MTSS District Team/BLT/ CPTs	Learning Walk/ Observation Data (Rigor Rubric)	June 2023	In process and Ongoing
16	MTSS Tier 2 academic systems/practices/supports fully implemented	MTSS District Team/BLT/ CPTs	Learning Walk/ Observation Data (Rigor Rubric)	June 2024	
17	MTSS Tier 3 SEL systems/practices/supports developed and implemented	Building SEL Teams/District Team	TFI Annual District SEL Reports	June 2024	
18	Full implementation of revised reading program K-5	BLT/CPTs	Learning Walk/ Observation Data (Rigor Rubric)	June 2024	
19	Full implementation and action plan for sustainability and fidelity of effective co-teaching practices	Karen Martin/ Building Admins.	Action Plan and Observation Tool for Inclusion/ Co-Teaching Practices	June 2024	Partially Complete and Ongoing
20	Assess academic/SEL achievement and growth by grade level and by subgroups at least 5 times per year for adjustment of supports/practices	Building MTSS Teams	Linkit, DIBELs, SWIS, BESS, District Data SEL Tool	June 2024	



Gardner Public Schools District Improvement Plan



Gardner Public Schools

Melissa Paine, *College & Career Readiness Program Coordinator*

www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

(978) 632-1000

College & Career Readiness Program Update to School Committee – Sep 11, 2023

Early College Programs:

- Enrollment for all Early College programs officially closes on 9/5. We have worked to ensure all eligible students, including newly enrolled students have access to our EC programs. While we expect enrollment numbers to fluctuate a few students our current enrollment for all programs are below. Once enrollment is finalized the first week of school I will provide updated enrollment information and demographics for all EC programs.
 - Early College Academy- 64
 - Pathways Early College Experience- 29
 - Gateway to College- 95
- All new EC students completed a 3 day orientation at MWCC. Orientation included a specific Early College orientation, a full day Leadership Academy, and the MWCC New Student Welcome Day. Our students engaged in a variety of speakers, team building activities, leadership development, and reviewed all their course logistics.
- Lunch will be provided to all EC students on the MWCC campus this year by order. Fresh Picks will take student lunches ordered through 9:15 am and deliver all meals to the MWCC campus before 11 pm. This will ensure all students have access to free lunch whether they return to GHS campus or not.

Additional Programming & Updates

- Intro to Auto Technology will hold its first class 9/12 at the MWCC Auto Technology facility. This course currently has 12 of the 15 seats full. The section is expected to fill by the first day of courses. Transportation will be provided for students participating in the Auto Tech program as students will be off campus two days a week.
- Under the supervision of Cathy Goguen, Jess Currier, [Derek Beauregard](#), and [Michael Gransewicz](#) completed summer PD and alignment work with professors at MWCC. This will allow GHS and GALT to run Topics of Mathematics this year with an articulation agreement in place. Any student who completes this course with a C+ or higher will receive college credit for the course at MWCC and meet placement requirements into College Algebra and Statistics at MWCC.
- In addition to our EC programs, GHS will be offering 4 dual credit courses on the GHS campus on our bell schedule. We are excited to be able to provide dual credit courses to all GHS students whether or not they are enrolled in an EC program. These courses include English 101 and 102 through MWCC, and Principles of Marketing and Principles of Management through Fitchburg State University.
- Students grades 10-12 will be invited to participate in a career fair at MWCC on 10/4. Students will be able to participate in mock interviews, resume reviews, and meet with employers to learn more about career opportunities in our area. This event is open to the public and we will also promote this event to our families and community members for those currently seeking employment.

Community • Appreciation • Responsibility • Excellence



Gardner Public Schools

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

www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

(978) 632-1000

September 4, 2023

Title I Update

Last year's Title I allocation (2022-2023) to Gardner Public Schools was \$842,503.00. These funds provided classroom tutors at Waterford Street School, Elm Street School and Gardner Middle School for instructional support in English and Mathematics. The grant also provided funds for literacy and mathematics supplemental curriculum/instruction/assessment materials, as well as instructional and social emotional coaching, professional development, and a Title I summer program to support learners entering grades 1-4 in ELA and Mathematics.

This year's Title I funding allocation (2023-2024) to Gardner Public Schools is \$889,810.00 which is an increase in funding of \$47,307.00 or 6%. The increase reflects 2021 census data that revealed a 16.5% increase in school age children falling below the level of poverty in Gardner from the 2020 census data. This funding amount allows the District to maintain current Title I funded programs during the 2022-2023 school year.

Curriculum, Instruction, Assessment Update

This summer was very busy with staff members preparing for the 2022-2023 school year in various capacities:

- Training for Supporting Students with Autism in the Classroom
- Training for Creating Effective Student Behavioral Support Plans
- Special Education & Sub-Separate Program Strategic Planning
- Sheltered English Immersion (SEI) Training for Classroom Teachers (District-wide)
- Multi-Tiered System of Supports (MTSS) SEL and Academic Team Strategic Planning (District-wide)
- Mentor Curriculum Planning (District-wide)
- Positive Behavior Interventions & Supports (PBIS) Planning (Elementary/Middle School)
- Building Leadership Team Strategic Planning (District-wide)
 - Including Curriculum/Assessment Review and Revision (District-wide)

In addition to the many professional development activities for staff members, administrators met for several afternoons in June and two full days in August for Administrative Council Retreats to prepare for the successful reopening of school and for the implementation of Academic and SEL MTSS protocols. Most professional development time during the 2023-2024 school year will focus on implementation of the Department of Elementary and Secondary Education (DESE) Massachusetts Tiered System of Supports (MTSS) blueprint of academic, behavioral, and social emotional tiered supports and interventions.

The District is currently in the process of monitoring progress toward meeting the goals of the District and School Improvement Plans in alignment with the District Vision/Mission and core values, and the newly developed MTSS models. I will present an update of progress toward meeting the goals of the 2021-2024 District Improvement Plan at the September School Committee Meeting.

Gardner Public Schools

Lori Simpson, Ed.D., *Director of Multilingual Learner Education*

www.gardnerk12.org 70 Waterford Street, Gardner, MA 01440 (978) 632-1000



English Language Learners Update – September 11, 2023

New Enrollments

The district has seen an increase of 25 students identified as English Language Learners over the past 90 days. This brings our total number of students identified as multilingual learners to 262 with 190 of them currently enrolled in ESL classes. The remainder of students have reached the language proficiency benchmark that designates them as former EL students. Students who exit the program are monitored by teachers for 4 years to ensure their continued success.

Parent Engagement

We are planning our first family event for September 13 at Gardner Elementary School. We are hosting a family game night for all multilingual learner families. The event will be held from 6:00-8:00 pm in the cafeteria.

MODEL Assessment

All EL students will be taking the MODEL assessment during September to measure their linguistic proficiency.

Program Evaluation

We submitted our response to the DESE program evaluation of ESL programming and services. We are currently on track for addressing the findings of their visit and will continue to update them throughout the year.

Backpack Donation

The district received a donation of 100 backpacks that included school supplies from the Seaman Paper Company for distribution to our students. I would like to thank them for their generous donation to our students.

Community • Appreciation • Responsibility • Excellence



Gardner Public Schools

Courtney Dunn, *Grants & Communications Manager*

www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

(978) 632-1000

Grants & Communications Update to School Committee – September 11, 2023

Grants

Provided below is the currently available information regarding the status of all FY24 grants, including entitlement/allocation grants, competitive grants, and applications that are currently in progress.

FY23 Entitlement/Targeted Grants (as of 9/5/2023)

Grant Title	Amount	Grant Period	Use of Funds
Title I	\$889,810	Upon Approval-8/31/2024	Providing students with equitable access to high-quality education through early literacy programming, professional development for staff, and family engagement.
Title II	\$100,886	Upon Approval-8/31/2024	Improving the quality and effectiveness of staff for all students and increasing student achievement through mentorship and class-size reduction.
Title III	\$29,688	Upon Approval-8/31/2024	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	\$61,737	Upon Approval-8/31/2024	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	\$39,363	Upon Approval-8/31/2024	Provides students with disabilities with free and appropriate education including special education and related services.
FC240 Individuals with Disabilities Act Grant	\$880,851	Upon Approval-8/31/2024	Ensures that students with disabilities receive education and services that protect their rights and prepare them for the future.
Total	\$2,002,335		

FY23 Awarded Grants (as of 9/5/2023)

Grant Title	Amount	Grant Period	Use of Funds
Comprehensive School Health Services Grant	\$125,000	7/1/2023-6/30/2024	Support of student health services in school.
FY22/FY23/FY24 Barr Foundation School Leadership Pipeline Implementation Grant	\$250,000 (per year for three years. FY24 is year 3.)	7/1/2023-6/30/2024	Support for the implementation of school leadership pipeline professional development.
Total	\$375,000		

FY23 Applied (not awarded yet) Grants (as of 9/1/22)

Community • Appreciation • Responsibility • Excellence

Grant Title	Amount	Grant Period	Use of Funds
FY24 FC419 Innovation Pathways	\$50,000	Approval-6/30/2024	To support business and healthcare pathway programming at Gardner High School
Total	\$50,000		

FY24 Grant Funding Total	\$2,377,335	Current Pending Total	\$50,000
---------------------------------	--------------------	------------------------------	-----------------

The grants office is in the process of finalizing all spending in all FY23 entitlement grants, which will be closed this fall. ESSER III and IVAQ funding have been transferred into FY24 to be used throughout the year. All non-multi-year FY23 grants have been closed as of this report.

Other

Seventy-five percent of GPS staff members have completed the Annual Mandatory Training modules as of 9/5/2023, with ongoing monitoring to ensure the remaining staff complete the training, as required.

Gardner Public Schools

Joyce West, Director of Pupil Personnel Services



www.gardnerk12.org

130 Elm Street, Gardner MA 01440

(978) 630-4076

September 4, 2023

Report to the School Committee Special Education Updates

SPECIAL EDUCATION DEPARTMENT:

As the new school begins the special education department still has open positions to fill. This is not unique to Gardner Public Schools (GPS). The current landscape in education and most acutely in special education is tumultuous as numerous vacancies exist and few employees are making moves into special education. Recent communication with other area directors indicate that we are all fighting to secure positions with a limited pool of candidates. With supply in such high demand, long term employees are able to secure positions in other districts for higher, more attractive salaries. The movement in the field is so severe that directors have made requests to be respectful and communicative to each other if a district is seeking to hire from another district. This is normally the protocol, but the volume of staff transitioning out is unexpected for many districts, and the hiring to get a new staff in is very quick.

GPS has two vacant school psychologist positions and two special education teacher positions to fill. Both school psychologist positions have been vacant over the summer and the district has not received one applicant for either position. Currently, the district has contracted with two agencies to support student evaluations and meeting attendance until we are able to fill the positions. Luckily, we have secured speech and language pathologists. Last year we were unable to fill our middle school positions.

DISTRICT MENTAL HEALTH DEPARTMENT:

The District has a new Mental Health Coordinator, Dr. Carolyn Imperato. Dr. Imperato is a new administrator at Gardner Academy and has taken over this position from Karen McCrillis.. She will be overseeing the MTSS and Mental Health work at the Academy and will be connected to the District MTSS Team and framework. The Director of Pupil Personnel Services will continue to oversee this position and work closely with Dr. Imperato to move the mental health work in the district forward and to ensure that the interconnected frameworks between mental health and MTSS are effective.

With the shift to building MTSS Administrators and new staff in these positions, building MTSS Administrators will meet monthly with Amber Casaavant, District MTSS Director and myself to build capacity and coordinate the work to oversee counselors.

Last month the University of Washington School Mental Health Assessment, Research, and Training Center staff came out to train high school, middle school, and Gardner Academy mental health staff in Brief Intervention for School Clinicians (BRISC).

BRISC: The Brief Intervention for School Clinicians (BRISC) is a research-based engagement, assessment, brief intervention, and triage strategy for school mental health practitioners (SMHP) working in middle and high schools. BRISC aims to serve as a flexible and efficient method for school-based helpers to work with students with a wide array of presenting needs. BRISC provides a framework for the SMHP to understand a student's needs, provide initial support using engagement and problem-solving strategies, measure success, and determine appropriate next treatment steps within four sessions.

The BRISC will become another intervention connected to our MTSS practices across the district.

Last year mentioned in my school committee reports was the research work that Gardner Elementary School was involved in with the May Institute for select students identified and receiving tier three support. The research that was conducted last year is now published on pbis.org as a Brief, "Improving Tier 3 Implementation and Outcomes in a High-Needs School" (St. Joseph, S., Putnam, R., Racine, J., West, J., & Casavant, A. (July, 2023). Improving Tier 3 Implementation and Outcomes in a High-Needs School. Center on PBIS, University of Oregon. www.pbis.org.

Attached is a copy of the Brief as well as the website link:

<https://www.pbis.org/resource/improving-tier-3-implementation-and-outcomes-in-a-high-needs-school>



Improving Tier 3 Implementation and Outcomes in a High-Needs School

The National Center on Positive Behavior Interventions and Supports (PBIS) provides professional development and technical assistance to more than 27,000 schools nationwide (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, 2021). Although much has been documented on the impact of Tier I PBIS implementation with fidelity on student outcomes (McIntosh et al., 2023), there is a need for more research regarding Tier 3 implementation with fidelity across a school or district. Additionally, students without effective supports experience increased exclusionary discipline, and educators experience increased stress and burnout (e.g., Brunsting et al., 2022; Soares et al., 2021; Sullivan et al., 2014). To better understand the supports needed to improve outcomes for students served with Tier 3 services positively, this model demonstration examined the impact of Tier system implementation within a school implementing all three tiers. This brief examines the impact of both improved Tier 3 implementation fidelity as measured by Tiered Implementation Fidelity (TFI) and the Self-Assessment Survey (SAS) 4.0, as well as an improved implementation of individual behavior support practices with a Tier3 group with focused support as compared to Tier 3 group without focused support in a high-needs elementary school in a rural area in the northeast. The information learned from this model demonstration may assist others working in and supporting schools in similar settings.

School Demographics

The elementary school in this model demonstration is in northern Massachusetts and serves 987 students, grades PK-4. The student-to-teacher ratio is 11.6 to 1. The student population includes students who identify as white (60.4%), Hispanic (29%), multi-racial (6.3%), African American (2.5%), or Asian (1.4%). Students considered “high needs” by the state department of education comprise 75.8% of the population, meaning that students are designated as either low-income, economically disadvantaged, English Language Learners, or students with disabilities. The majority (68.8%) of the student population is low-income, 20.7% are those with disabilities, 13.7% speak a first language that is not English, and 11.6% are considered English Language Learners.

For this model demonstration, we identified students for Tier 3 services if they had five or more Office Discipline Referrals (ODRs). Of the 38 students, approximately 4% of the school population was served in Tier 3 services during the 2022-2023 school year, and 60% were classified as a student with a disability. Most students qualified for special education under the eligibility category of Autism Spectrum Disorder, followed by Other Health Impaired. Other eligibility categories included Emotional Disability, Developmentally Delayed, Specific Learning Disability, and Communication Impairment. Among those receiving support in Tier 3, students



identified as white (71%), African American (13%), Hispanic (8%), or Asian (8%). There were no students in Tier 3 services that were English Language Learners. Of the students in Tier 3 services, 31 were male, and 7 were female.

Tier 3 Data Collected

Fidelity

Fidelity was measured using the [TFI](#) Tier 3 subscale and the [Self-Assessment Survey 4.0](#). The TFI is a standardized measure that measures implementation fidelity across all three tiers and had been used several times before this study began. The SAS is an annual, multiple-response survey to help teams identify the staff perception of implementation status and improvement priority for school-wide, classroom, non-classroom, and individual student systems. For the elementary school targeted for the Tier 3 intervention, the school participated in the field test for SAS 4.0, which looks specifically at implementing all tiers.

Student Outcomes

Staff collected Office Discipline Referrals (ODRs) and recorded them in the Schoolwide Information System across the year. School staff also monitored each student's progress on their behavior goals or objectives, depending on their specific behavioral needs.

Tier 3 Practices and Systems

Practices and Systems Already in Place

In this school, there was already a Tier Systems 3 team in place that met twice per month as well as individual teams for each student that also met twice a month. Previous Tier 3 TFI scores in 2021 were 38%. In 2022, it was 68%. The strengths noted on the TFI Tier 3 were data-based decision-making, comprehensive support, professional development, and teaming. Items needing strengthening included quality of life indicators and student/family/community involvement. Most (70%) students had an individual behavior support plan (BSP). Observations, however, found varying levels of fidelity. Data were collected on each student's BSP. However, these data were not always updated and graphed for progress monitoring when the systems and individual student teams met, thus limiting data-based decision-making.

Consultation to Enhance Tier 3

Of the 38 eligible students, we obtained consent to gather information and enhance support for 11 students. Once consent was received for these 11 students in the intervention group, the two members of our team, who both had advanced expertise and experience supporting Tier 3,



provided intensive consultation beginning in February 2023 to the Tier 3 system team and individual Tier 3 teams and staff working with these students. The consultation was approximately 60 hours and was provided on at least a weekly basis with a focus on improving both the school-wide Tier 3 services, practices, and data collection as well as the individual student's behavior support practices. About 40 hours were on-site with school staff, and the other 20 hours were focused on data analysis (e.g., cleaning data, trend analysis, etc.).

Specifically, consultants enhanced support in four main areas:

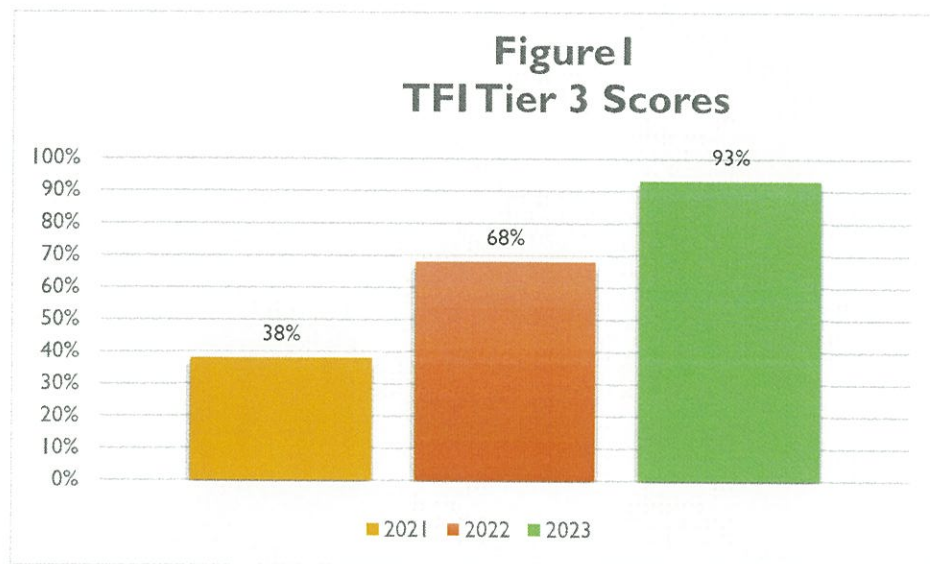
1. **Data analysis.** The consultation supported updating both the ODR information and BSP progress monitoring data to allow timely data-based decision-making.
2. **Fidelity of existing plans.** Consultants focused on improving fidelity on the implementation of the existing BSPs.
3. **Conducting FBAs and developing new BSPs.** Consultants supported the development and implementation of new BSPs for students who still need to get current BSPs.
4. **Performance feedback.** Consultants provided performance feedback to instructional staff on using evidenced-based classroom behavior support practices to improve these practices.

Tier 3 Fidelity and Outcomes Resulting from Enhanced Implementation

As a result of consultation to enhance implementation, fidelity, and outcomes improved. The following sections describe observed changes in each measure.

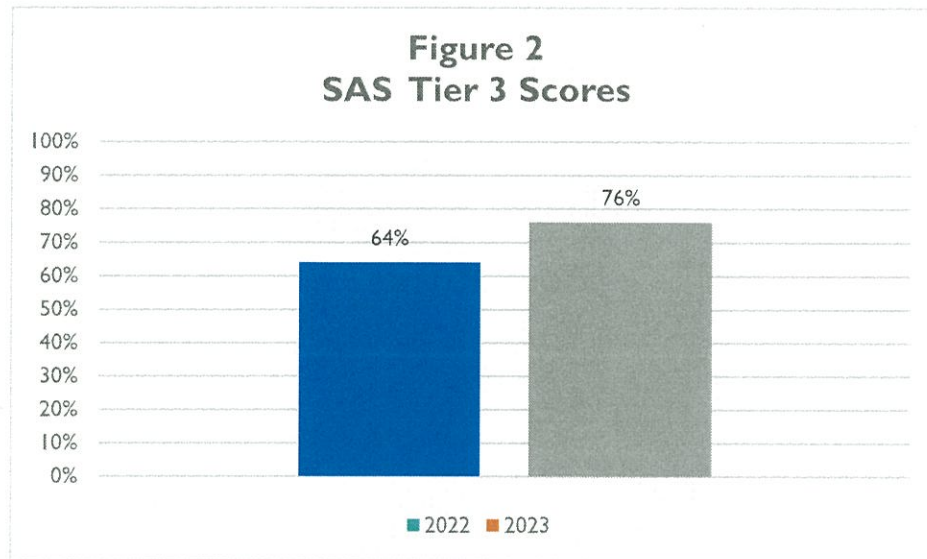
TFI Scores

PBIS considers fidelity a crucial implementation component, and teams typically measure the fidelity of the entire framework at least annually using the TFI or another validated fidelity measure. The school in this model demonstration continuously improved its fidelity for Tier 3 across the past three years. The Tier 3 TFI score in 2021 was 38%; in 2022, it was 68%; and in 2023, it was 85%. Specifically, in 2023 the score for the Team subscale was 88%, the Resources subscale was 83%, the Support Plan subscale was 83%, and the Evaluation subscale was 88% (see Figure 1).



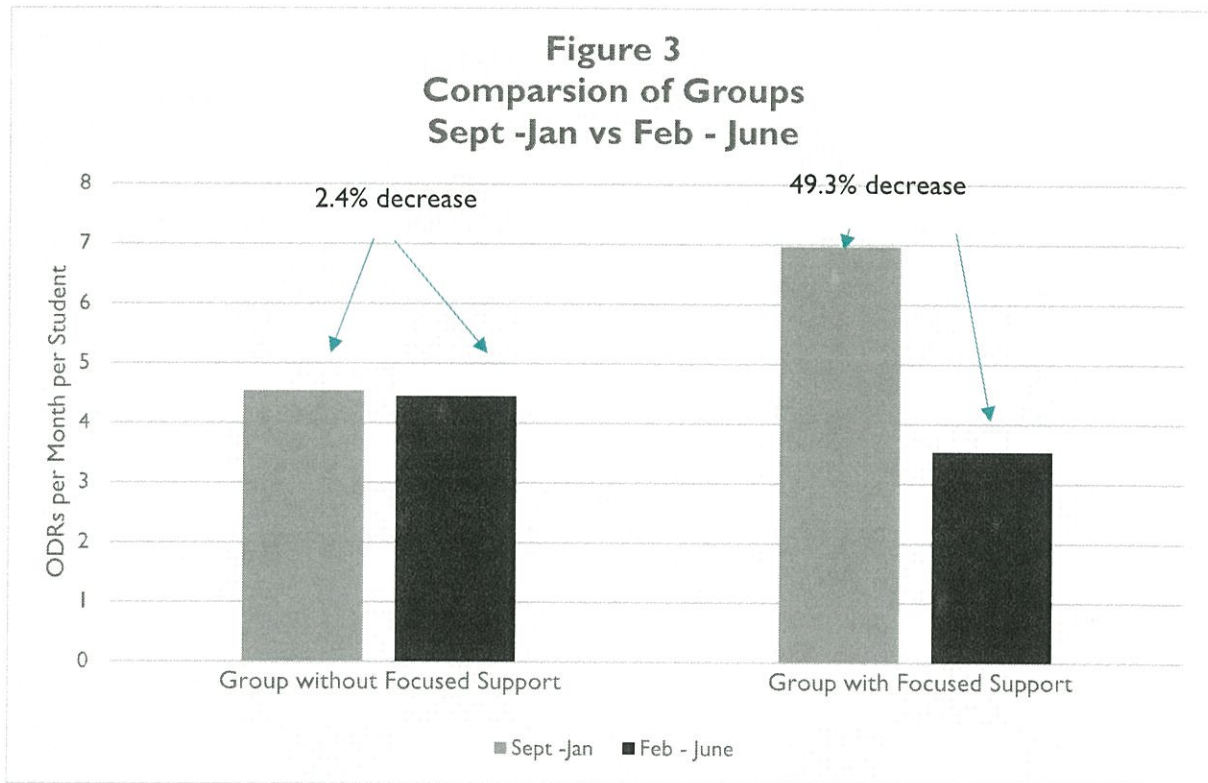
Self-Assessment Survey (SAS) Scores

The SAS 4.0 field test was administered in 2022 and again in 2023. The SAS is used by school staff to assess effective behavior support systems in their school. It asks staff members to state whether they think the core features are fully implemented and in place, partially implemented and partially in place, or not implemented and not in place. The items cover team procedures, access to Tier 1 and Tier 2 supports, stakeholder engagement, student progress monitoring, fidelity, and more. Tier 3 SAS scores increased from 64% in 2022 to 76% in 2023 (see Figure 2).



Rates of ODRs

The intervention with the school began in February 2023. The students in Tier 3 received a cumulative amount of 996 ODRs in the first half of the school year (September-January). The students in Tier 3 but not part of the group receiving focused support had a total of 612 ODRs for the first half of the year. This was a mean of about 23 referrals per student or a mean of 4.5 referrals per student each month. In the second half of the school year, after the intervention began, the students in Tier 3 received a cumulative amount of 600 ODRs, with a mean of about 22 referrals per student or a mean of 4.4 referrals per student each month. This was a decrease of 2.4%.



However, for the 11 students with focused support in Tier 3, their ODRs dropped almost in half (49.3%) from 384 in the first half of the year to 193 in the second half (when the intervention began). The mean in the year's first half was about 35 referrals per student, with a mean of 6.9 referrals per student each month, dropping to 18 referrals per student or a mean of 3.5 referrals per student each month. Not only is this a decrease in referrals, but the mean is lower than for the non-targeted students. Both groups showed a decreasing trend across the school year. See Figure 3.

Students Making Progress

During the 2022-2023 school year, the school had 38 students in Tier 3, representing about 3.9% of the school population. Of the students in the group without focused support, 7 students made progress towards decreasing their ODRs, 16 did not make progress (meaning they had an increased amount of ODRs), and 4 remained the same (see Figure 4). Of the students with focused support, ten students made progress in reducing their ODRs, and one student stayed



the same. There were no students with focused support that had increased ODRs. (See Figure 5).

Figure 4
Progress for Students without Focused Support

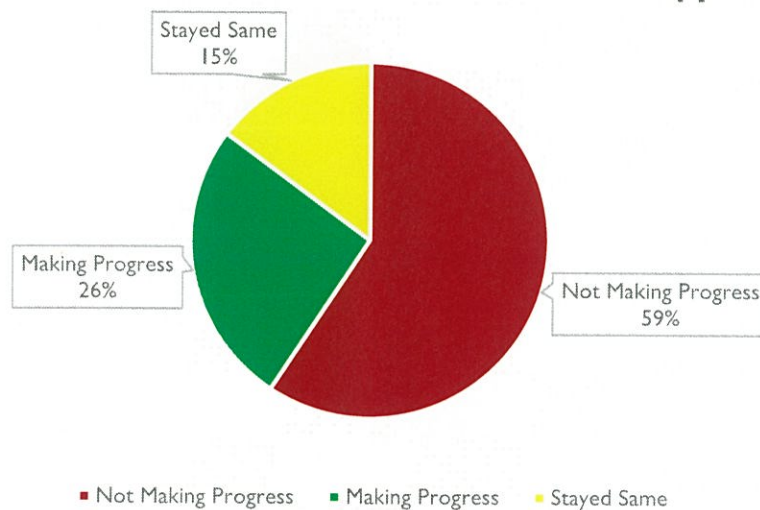
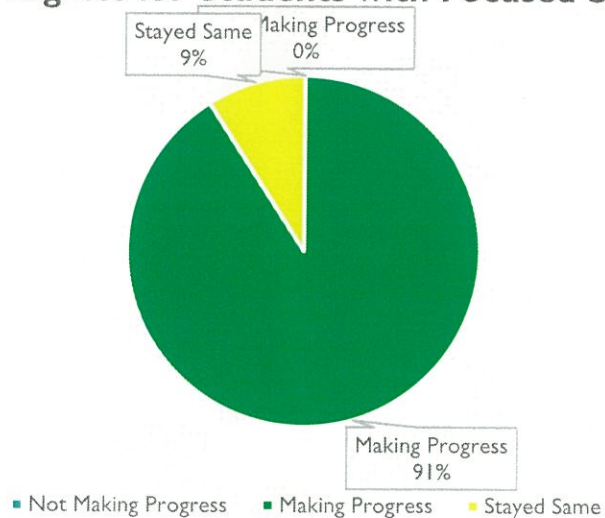


Figure 5
Progress for Students with Focused Support





Summary

In a multi-tiered system of support, students in Tier 3 require individualized and more intensive support. These students, while few, often require a significant amount of time and resources. For example, using Scott and Barrett's (2004) formal of each ODR reducing a student's instructional time by 20 minutes and absorbing 10 minutes of administrator time, the reduction of 190 ODRs for the last 5 months of school for the 11 students reflects a loss of approximately 8 days of instructional time and 5.3 days of administrator time. Projecting this over a full year for the 11 students reflects a loss of roughly 16 days of instructional time and over 10 days of administrator time. Projecting these savings over a full year for all 38 students reflects a loss of approximately 54 days of instructional time and 36 days of administrator time. This project model demonstration indicates that targeted accountability, fidelity checks, and other support can significantly impact outcomes in Tier 3. The positive outcomes included increased scores on the TFI and SAS, decreased ODRs, increased instructional time, and reduced administrator time in managing discipline. Although more work needs to be done, these outcomes demonstrate the effectiveness of Tier 3 supports if implemented with increased fidelity.

Future Research

This project demonstration was just one step toward improving Tier 3 implementation. Future research in this area should replicate these results in a school as well as scale up these interventions across a district.

Thank you to the staff of Gardner Public Schools, specifically at Gardner Elementary School, for participating in this vital work.

References

- Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org
- Brunsting, N. C., Bettini, E., Rock, M. L., Royer, D. J., Common, E. A., Lane, K. L., ... & Zeng, F. (2022). Burnout of special educators serving students



with emotional-behavioral disorders: A longitudinal study. *Remedial and Special Education*, 43(3), 160-171.

Center on PBIS. (June 2023). Self-Assessment Survey (SAS). University of Oregon. www.pbis.org

McIntosh, K., Herman, K., Bradshaw, C., & Simonsen, B. (2023). IES MTSS-B trial: Key takeaways for district and state leaders. Center on PBIS, University of Oregon. www.pbis.org.

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. (2017). *Behavioral interventions & supports*. <https://www.pbis.org/training/staff/student>

Scott, T.M., & Barrett, S.B. (2004). Using staff and student time engaged in disciplinary procedures to evaluate the impact of school-wide PBS. *Journal of Positive Behavior Interventions*, 6, 21– 27.

Soares, F., Menezes Cunha, N., & Frisoli, P. (2021). How Do We Know If Teachers Are Well? The Wellbeing Holistic Assessment for Teachers Tool.

Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish them or engage them? Teachers' views of unproductive student behaviours in the classroom. *Australian Journal of Teacher Education*, 39(6), 43-56.

This document was supported by funds provided by the Center on Positive Behavioral Interventions and Supports cooperative grant supported by the Office of Special Education Programs (OSEP) and Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education (H326S180001). Dr. Renee Bradley serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise mentioned in this document is intended or should be inferred.

Suggested Citation for this Publication:

St. Joseph, S., Putnam, R., Racine, J., West, J., & Casavant, A. (July 2023). Improving Tier 3 Implementation and Outcomes in a High-Needs School. Center on PBIS, University of Oregon. www.pbis.org.