

Agenda School Committee Meeting 3.11.24

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, March 11, 2024, 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 –**
- D. **Consent Agenda**
 - a. Approval of Minutes: February 12 2024
 - b. Accept Grant Funds on Grant listing dated March 11, 2024 in the amount of \$22,657.00
 - c. Warrant # 24-32, dated February 8, 2024. in the amount of \$241,028.08
 - d. Warrant # 24-33, dated February 15, 2024, in the amount of \$391,117.24
 - e. Warrant # 24-34, dated February 22, 2024, in the amount of \$383,962.91
 - f. Warrant # 24-35, dated February 29, 2024, in the amount of \$119,665.26
 - g. Donations -
- E. **Subcommittee Report**
 - Facilities Subcommittee
 - Finance Subcommittee
 - Policy Subcommittee

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Agenda School Committee Meeting 3.11.24

F. **Student Advisory Board** – Zayvian Rowe-Class

G. **Discussion Items:**

New Business

Item #3495 Program of Studies (**Vote Required**)

Item #3496 Student Opportunity Act (SOA) (**Vote Required**)

Item #3497 School Improvement Plans GES (**Information**)

Item #3498 Kindergarten 2024-2025 (**Information**)

Item #3499 First Reading of Policies (Information)

IHBG – Home Education (for adoption)

IJOA – Field Trips (for adoption)

IJOC – School Volunteers (for adoption)

ILD – Student Submission to Educational Surveys and Research (for adoption)

JICFB – Bullying

Item #3500 Second Reading of Policies (Vote Required)

HA –Negotiations Goals (**for adoption**)

HB – Negotiations Legal Status

HF – School Committee Negotiating Agents (**for adoption**)

IC/ICA – School Year/School Calendar

IGA/IGD – Curriculum Development and Adoption

IHAMA – Parental Notification Relative to Sex Education

IHBG-E – Notice of Intent to Pursue a Program of Home Education

The Policy Subcommittee recommends acceptance of the above policies

Item #3501 Curriculum Coordinator Update (**Information**)

Item #3502 Grants Administrator Update (**Information**)

Item #3503 Special Education Update (**Information**)

Item #3504 SEPAC Update (**Information**)

H. **Communications**

I. **Final Comments of School Committee**

J. **Executive Session**

K. **Adjournment**

GARDNER PUBLIC SCHOOLS

BRIEFING

REGULAR MEETING OF THE SCHOOL COMMITTEE

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City Council Chambers, City Hall, Gardner, MA 01440

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Subcommittee recommends ratification of Warrant #24-32.
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Subcommittee recommends ratification of Warrant #24-35.
 - g. Donations –
- D. **Subcommittee Report**
 - Facilities Subcommittee
 - Finance Subcommittee
 - Policy Subcommittee
- E. **Student Advisory Board-** Zayvian Rowe-Class
- F. **Discussion Items:**
 - New Business**
 - Item #3495** Program of Studies (**Vote Required**)
 - Item #3496** Student Opportunity Act (SOA) (**Vote Required**)
 - Item #3497** School Improvement Plans GES (**Information**)
 - Item #3498** Kindergarten 2024-2025 (**Information**)
 - Item #3499 First Reading of Policies (Information)**
 - IHBG** – Home Education (for adoption)
 - IJOA** – Field Trips (for adoption)
 - IJOC** – School Volunteers (for adoption)
 - ILD** – Student Submission to Educational Surveys and Research (for adoption)
 - JICFB** – Bullying

Briefing
School Committee Meeting 3/11/2024

Item #3500 Second Reading of Policies (Vote Required)

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HB – Negotiations Legal Status

HF – School Committee Negotiating Agents (**for adoption**)

IC/ICA – School Year/School Calendar

IGA/IGD – Curriculum Development and Adoption

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The Policy Subcommittee recommends acceptance of the above policies

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Item #3502 Grants Administrator Update (Information)

Item #3503 Special Education Update (Information)

Item #3504 SEPAC Update (Information)

G. **Communications**

H. **Final Comments of School Committee**

I. **Executive Session**

J. **Adjournment**

Gardner School Committee

City Council Chambers, 95 Pleasant Street, Gardner, Massachusetts

Regular Meeting – February 12, 2024

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

Members Absent: Robert Swartz

School Personnel Present: Dr. Mark Pellegrino, Superintendent
Terri Hillman, Recording Secretary
Dr. Catherine Goguen, Chief Academic Officer
Mark Hawke, Director of Finance & Operation
Ms. Rebecca Leyva, Principal, Gardner Middle School
Zayvian Rowe-Cross, Student Representative

Others Present: Ms. Amy Doucette, Special Education Parent Advisory Council (SEPAC)
Ms. Ayesha Coaxum, Parent

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.

Item #3482 – School Improvement Plan – Gardner Middle School

Mayor Nicholson asked if there were any objections to taking Item #3482 – School Improvement Plan - Gardner Middle School - out of order. There were no objections.

Ms. Rebecca Leyva, Principal, Gardner Middle School, presented a PowerPoint of the Gardner Middle School Improvement Plan 2021-2024. A printed copy was provided to School Committee members.

The Vision is to be the premier school of choice for our students and their families. The Strategic Objectives and the Action Steps to accomplish these objectives were outlined. The administration has created and implemented a more robust and organized Common Planning Time schedule for teachers which was an objective. Other objectives are ongoing and in progress.

CONSENT AGENDA

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

- Approval of Minutes of Organizational Meeting January 2, 2024. (note – Scribner's error page 1, Administration of Oath, should be “election November 2023”)
- Approval of Special Meeting Inaugural Minutes, January 1, 2024
- Approval of Minutes, Joint Convention January 16, 2024
- Accept Grant Funds on Grant Listing dated February 12, 2024, in the amount of \$34,000.00
- Ratification of the following Warrants as recommended by the Finance Subcommittee:
 - Warrant #24-26 dated 12/28/23 in the amount of \$413,046.17
 - Warrant #24-27 dated 01/04/24 in the amount of \$462,381.04
 - Warrant #24-28 dated 01/11/24 in the amount of \$42,497.27
 - Warrant #24-29 dated 01/18/24 in the amount of \$426,183.52
 - Warrant #24-30 dated 01/25/24 in the amount of \$117,567.51
 - Warrant #24-31 dated 01/01/24 in the amount of \$644,316.61

Seconded by Mrs. Cormier.

Vote – so voted.

Mayor Nicholson, Chairperson, abstained from voting.

SUBCOMMITTEE REPORTS

Facilities Subcommittee

Mrs. Pelavin reported that the Subcommittee met on January 24, 2024. Minutes of the meeting were presented.

Mr. Wayne Anderson, Director of Facilities, provided the Subcommittee with a report on the number and type of maintenance projects his team is working on - GHS 139, GMS 107, Elementary 130 and Elm Street 68. The Subcommittee requested actual copies of projects from the maintenance program being used.

Finance Subcommittee

Mr. LaFreniere, Chairperson of the Finance Subcommittee, said that the Subcommittee met on January 24, 2024. Minutes of the meetings were presented.

The Expense Report was reviewed. Mark Hawke, Director of Finance & Operations, answered general questions. The Subcommittee requested the number of students in various out-of-district placements. The number is on the rise.

The GHS HVAC project is out to bid with an anticipated opening on January 29, 2024.

Policy Subcommittee

Mrs. Hurst, Chairperson of the Policy Subcommittee, reported that the Subcommittee met on January 17, 2024. Minutes of the meeting were presented.

The Subcommittee reviewed the following policies and determined that no changes were required. The policies will be updated as “Reviewed January 2024”:

- | | |
|--------------|---|
| Policy IHAM | - Health Education |
| Policy IHB | - Special Instructional Programs and Accommodations |
| Policy IHBEA | - English Learner Education |

Eleven Policies were recommended for a first reading by the full School Committee. (See Item #3578 – First Reading of Policies.) Several Massachusetts Association of School Committees (MASC) policies were reviewed and deemed to be redundant to Massachusetts General Law, or not relevant to the District. They were not recommended for adoption. Three policies were tabled for further review and discussion.

Student Advisory Board

Zayvian Rowe-Cross read his report regarding activities in January at Gardner High School. Recent graduates came in and spoke with seniors about college life; Alltown Mobil, Gardner, donated \$500 to be put towards student activities; the Student Council’s yearly overnight lock-in was held; the winter athletic season is in full swing; and all the Counselors were recognized for their hard work and dedication during National School Counselor Week.

NEW BUSINESS

Item #3578 –First Reading of Policies

The following policies were presented for a first reading as recommended by the Policy Subcommittee:

- | | |
|---------|--|
| HA | Negotiations Goals |
| HB | Negotiations Legal Status |
| HF | School Committee Negotiating Agents |
| IC/ICA | School Year / School Calendar |
| IGA/IGD | Curriculum Development and Adoption |
| IHAMA | Parental Notification Relative to Sex Education |
| IHAMB | Teaching About Alcohol, Tobacco and Drugs |
| IHBAA | Observations of Special Education Programs |
| IHBF | Homebound Instruction |
| IHBG-E | Notice of Intent to Pursue a Program of Home Education |
| IHBHE | Remote Learning |

Item #3579 – Second Reading of Policies

Mrs. Hurst moved that the Gardner Public School Committee vote to approve the following policies for a second reading as recommended by the Policy Subcommittee:

GCBA	Professional Staff Salary Schedules
GCB B	Employment of Principals
GCB B-1	Employment of Administrators
GCBC	Professional Staff Supplementary Pay Plans
GCE	Professional Staff Recruiting / Posting of Vacancies
GCF	Professional Staff Hiring
GCG	Part-time and Substitute Professional Staff Employment
GCO	Evaluation of Professional Staff
GDB	Exit Interviews/Support Staff Contracts and Compensation Plans
GMLP	Military Leave Provisions

Seconded by Mrs. Cormier

Vote – so voted.

Mayor Nicholson abstained from voting.

Mrs. Hurst moved that the Gardner School Committee vote to remove the following policies from the Policy Manual as they have been found by the MASC to be redundant or unnecessary;

EEAA	Use of Video Cameras on School Buses
IE	Organization of Instruction
IGE	Curriculum Guides and Course Outlines

Seconded by Mrs. Leighton.

Vote so voted.

Item # 3580 – Superintendent's Progress Report on Formative Goals

Dr. Pellegrino reported on student reading in grades K and 1-4. Assessments have been designed to track their reading and are just starting to be used. The students in grades 2, 3, and 4 are approaching the benchmark of reading. They are doing better than ever in regard to reading.

Item #3481 – Program of Studies

The Gardner High School Program of Studies 2024-2025 was presented for review. The report will be on the March School Committee agenda for a vote.

Item #3483 – Statement of Interest MSBA (Gardner Middle School Roof)

Mr. LaFreniere read a Statement of Interest in which the Gardner School Committee is requesting the Massachusetts School Building Authority to grant funding to repair the roof at the Gardner Middle School. The GMS opened in 1997 and the roof is original to the building. It has been maintained as leaks have occurred. Three assessments by different outside companies have recommended repair or replacement.

Mr. LaFreniere moved that the Gardner Public School Committee vote to submit the Statement of Interest to the Massachusetts School Building Authority requesting grant funding to repair the roof at the Gardner Middle School building.

Seconded by Mrs. Pelavin.

Vote – so voted.

Mayor Nicholson abstained from voting.

Item #3484 – GEA Unit A MOU – Updated Language

Mrs. Pelavin moved that the Gardner School Committee vote to accept the GEA Unit A MOU updated November 14, 2023 regarding Substitution Duties by Unit A teachers.

Seconded by Mrs. Leighton.

Vote – so voted.

Mayor Nicholson abstained from voting.

Item #3485 – 2024-2025 School Choice Acceptance

Mrs. Pelavin moved that the Gardner Public School Committee vote to approve the 2024-2025 School Choice Acceptance of students as presented,

Seconded by Mrs. Cormier.

Vote – so voted.

Mayor Nicholson abstained from voting.

Item #3486 – 2024-2025 School Committee Schedule of Meetings

Mrs. Pelavin moved that the Gardner Public School Committee vote to approve the Gardner School Committee Schedule of Meetings beginning September 9, 2024 through June 9, 2025 as presented.

Seconded by Mrs. Hurst.

Vote – so voted.

Mayor Nicholson abstained from voting.

Item #3487– 2024-2025 Annual School Calendar

Dr. Goguen presented two options for the 2024-2025 School Calendar. One option is prior to Labor Day and the second is after Labor Day. Both options were presented to staff and parents for voting purposes. There were 484 responses – 27% voted for Option #1 and 73% voted for Option #2 (after Labor Day).

Mrs. Pelavin moved that the Gardner Public School Committee vote to approve Option #2 as the 2024-2025 School Calendar. Staff will start on August 26, 2024 and students will start classes on September 3, 2024.

Seconded by Mr. LaFreniere.

Vote – so voted.

Mayor Nicholson abstained from voting.

Item #3488 – College & Career Readiness Coordinator’s Update

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

Item #3489 – Curriculum Coordinator’s Update

The Curriculum Coordinator’s Report was included in the members’ packets. Dr. Goguen was present this evening.

Item #3490 – Director of School Health Services Update

The School Health Services Report was included in the members’ packets. Ms. Rebecca McCaffrey, Director of School Health Services, was not present this evening.

Item #3491 – ELL Coordinator’s Update

The ELL Coordinator's Report was included in the members’ packets. Dr. Lori Simpson, Director of Multilingual Learner Education, was not present this evening.

Item #3492 - Grants Administrator’s Update

The Grants Administrator’s Report was included in the members’ packets. Ms. Courteny Dunn, Grants, Communications & Compliance Manager, was not present this evening.

Item #3493 – 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 #3494– SEPAC Report

A virtual SEPAC meeting was held on January 18, 2024, with five parents, one community member, SEPAC Officers, and the Special Education Administrator in attendance. SEPAC is working on a survey to increase parent involvement and attendance.

COMMUNICATIONS

Dr. Pellegrino reported that the Massachusetts Department of Elementary and Secondary Education (DESE) has selected Gardner district to participate in a district review during the 2023-2024 school year. The purpose of this review is to provide formative and actionable feedback on district practices, enabling district leaders to reflect on progress and strengthen staff and student performance. He provided an overview of the schedule (February 27 to March 1, 2024) and a brief overview of the data collection procedures.

FINAL COMMENTS

Mrs. Leighton appreciates all the details and reports in the monthly packets. It keeps all the School Committee members connected.

Mrs. Pelavin will have a list of members of the subcommittees ready at the next meeting.

Mrs. Cormier attended a Focus Group meeting. It was a very positive experience.

Mayor Nicholson spoke about the loss of Councilor Ronald Cormier. He organized the Student Government Day program and was on the Elementary School Building Committee. Mr. Brad Heglin will be sworn in to replace Ron.

The Mayor said that Gardner has been awarded a \$230,000 grant to be used to help make Gardner's roads safer. Also, the Rockwell Committee will be announcing the awards to the schools.

ADJOURNMENT

Mr. LaFreniere moved to adjourn.

Seconded by Mrs. Pelavin.

Vote – so voted.

Mayor Nicholson abstained from voting.

The meeting adjourned at 7:15 pm

Rachel Cormier
Secretary

T. Hillman
Recording Secretary

Gardner Public Schools

Courtney Dunn, *Grants & Communications Manager*



www.gardnerk12.org

160 Elm Street, Gardner, MA 01440

(978) 632-1000

Grant Funding for Approval – March 11, 2024

Grant Title	Amount	Grant Period	Use of Funds
FC332 SEL & Mental Health Grant	\$14,374	2/1/2024-6/30/2024	Continue collaboration with the May Institute
FC205 ESL Certification Support Grant	\$8,283	2/1/2024-6/30/2024	Support staff member effort to become licensed ESL Teachers

Community • Appreciation • Responsibility • Excellence

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

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-32

WARRANT DATE 02/08/24

Location	Office & Gen Supplies	Curriculum	Assessment	IT	Nurse	Utilities	Facilities	TOTAL
High School			\$199.50	\$3,080.64		\$2,830.69	\$29,463.46	\$35,574.29
Middle School		\$94.67		\$1,668.05			\$22,873.86	\$24,636.58
Gardner Elementary School	\$3,888.77			\$3,097.34	\$137.72	\$6,408.84	\$37,928.87	\$51,461.54
GALT								\$0.00
Sub-Total	\$3,888.77	\$94.67	\$199.50	\$7,846.03	\$137.72	\$9,239.53	\$90,266.19	\$111,672.41

Location	Office Supplies	Transport.	IT	Assessment	Dues & Mem	Tuition	Prof. Services	Utilities	Facilities	Carry Over	TOTAL
Special Education		\$30,819.90	\$1,142.07	\$1,051.55			\$1,380.00				\$34,393.52
Administration			\$12,160.35		\$600.00			\$10.00	#####		\$67,826.25
Sub-Total	\$0.00	\$30,819.90	\$13,302.42	\$1,051.55	\$600.00	\$0.00	\$1,380.00	\$10.00	#####	\$0.00	\$102,219.77

Revolving	
Grants	\$27,135.90
School Music	
Bond	
Sub-Total	\$27,135.90

GRAND TOTAL	\$241,028.08
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-33

WARRANT DATE 02/15/24

Location	Office & Gen Supplies	Curriculum	Assessment	IT	Prof. Dev.	Utilities	Facilities	TOTAL
High School	\$171.99	\$88.39			\$300.00	\$16,476.73	\$13,207.84	\$30,244.95
Middle School		\$143.00				\$9,663.48	\$6,672.48	\$16,478.96
Gardner Elementary School						\$9,979.50		\$9,979.50
GALT								\$0.00
Sub-Total	\$171.99	\$231.39	\$0.00	\$0.00	\$300.00	\$36,119.71	\$19,880.32	\$56,703.41

Location	Dues & Mem	Transport.	IT	Legal	Trravel	Tuition	Prof. Services	Utilities	Facilities	Equip.	TOTAL
Special Education	\$50.00	#####		\$9,507.28		\$53,103.00	\$14,621.90				\$200,488.18
Administration		\$82,740.00	\$943.33	\$2,944.00	\$321.35			\$11,308.58	\$2,954.00	\$9,295.46	\$110,506.72
Sub-Total	\$50.00	#####	\$943.33	#####	\$321.35	\$53,103.00	\$14,621.90	\$11,308.58	\$2,954.00	\$9,295.46	\$310,994.90

Revolving	\$7,709.21
Grants	\$15,709.72
School Music	
Bond	
Sub-Total	\$23,418.93

GRAND TOTAL	\$391,117.24
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-34

WARRANT DATE 02/22/24

Location	Office & Gen Supplies	Curriculum	Athletics	IT	Student Act	Utilities	Facilities	TOTAL
High School	\$1,051.73	\$489.58	\$358.00				\$2,430.36	\$4,329.67
Middle School	\$142.58						\$3,230.93	\$3,373.51
Gardner Elementary School	\$2,347.45						\$4,238.52	\$6,585.97
GALT					\$315.00			\$315.00
Sub-Total	\$3,541.76	\$489.58	\$358.00	\$0.00	\$0.00	\$0.00	\$9,899.81	\$14,604.15

Location	Office Supplies	Transport.	IT	Travel	Dues & Mem	Tuition	Prof. Services	Prof. Dev	Facilities	Equipment	TOTAL
Special Education		\$17,950.00				#####	\$4,355.55				\$128,840.95
Administration	\$137.80		\$3,935.67	\$44.89				\$48.13	#####	\$26,320.32	\$81,919.09
Sub-Total	\$137.80	\$17,950.00	\$3,935.67	\$44.89	\$0.00	#####	\$4,355.55	\$48.13	#####	\$26,320.32	\$210,760.04

Revolving	\$3,411.87
Grants	\$120,175.93
School Music	
Bond	\$35,010.92
Sub-Total	\$158,598.72

GRAND TOTAL	\$383,962.91
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 24-35

WARRANT DATE 02/29/24

Location	Office & Gen Supplies	Curriculum	Athletics	IT	Prof Dev	Utilities	Facilities	TOTAL
High School		\$295.00			\$575.00	\$69.23	\$14,480.80	\$15,420.03
Middle School	\$381.03						\$489.21	\$870.24
Gardner Elementary School	\$123.84	\$124.75					\$216.00	\$464.59
GALT	\$806.07							\$806.07
Sub-Total	\$504.87	\$419.75	\$0.00	\$0.00	\$575.00	\$69.23	\$15,186.01	\$17,560.93

Location	Office Supplies	Transport.	IT	Travel	Legal	Tuition	Prof. Services	Prof. Dev	Facilities	Equipment	TOTAL
Special Education	\$49.50					\$74,364.12	\$5,027.50				\$79,441.12
Administration	\$40.76				\$69.00				\$182.98		\$292.74
Sub-Total	\$90.26	\$0.00	\$0.00	\$0.00	\$69.00	\$74,364.12	\$5,027.50	\$0.00	\$182.98	\$0.00	\$79,733.86

Revolving	
Grants	\$2,414.75
Student Activity Account	\$17,130.58
Bond	\$2,825.14
Sub-Total	\$22,370.47

GRAND TOTAL	\$119,665.26
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GARDNER PUBLIC SCHOOLS

Policy
Subcommittee
Meeting Minutes
Wednesday, February 14, 2024
4:30 PM
Professional Development Room
160 Elm Street, Gardner, MA
01440

In Attendance: Mrs. Anne Hurst, Chair; Mrs. Rachel Cormier, Member; Mrs. Shannon Ward-Leighton, Member (via ZOOM)

Absent:

Also in Attendance: Dr. Catherine Goguen, Chief Academic Officer; Ms. Courtney Dunn, Grants & Compliance Manager; Ms. Joyce West, Director of Pupil Personnel Services

Mrs. Hurst called the meeting to order at 4:3 p.m.

A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to approve the minutes of the January 17, 2024 Policy Meeting. The motion passed unanimously

The following policies were tabled to the April Subcommittee Meeting for further review and discussion:

- IJND – Access to Digital Resources
- IJND-B – Acceptable Use Policy - Technology
- IJND-C – Website, Social Media Platforms, and Learning Management Systems

The following policies were reviewed and it was determined that no changes were required. Therefore, the policies will be updated as "Reviewed February 2024":

- IJ – Instructional Materials
- IJL – Library Materials Selection and Adoption
- IKE – Promotion and Retention of Students

Policy IL – Evaluation of Instructional Program was placed on the agenda in error. The District does not have this policy and the Massachusetts Association of School Committees has removed it from recommended policies. No discussion or action was needed.

Policy JICFB – Bullying was reviewed and discussed. Ms. West presented revisions to reflect current practices aligned to state regulations and guidelines. A motion was

made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to send the policy with the recommended changes to the March full School Committee Meeting for a first read. The motion passed unanimously.

Policies IHBG – Home Education and IHBG-R Home Education Guidelines were reviewed and discussed. Dr. Goguen presented changes which combined these two documents into one policy, IHBG. This is in alignment with the MASC model policy IHBG. Dr. Goguen also recommended the removal of current policy IHBG-R once IHBG changes have been approved. A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to send the policy with the recommended changes to the March full School Committee Meeting for a first read for adoption. The motion passed unanimously.

Policies IJOA – Field Trips, and IJOAA – Field Trips/Not School Sponsored were reviewed and discussed. Dr. Goguen presented changes which combined these two documents into one policy, IJOA. She stated that MASC currently does not have a model Policy IJOAA, however the information in the District policy IJOAA is still relevant and would fit well within Policy IJOA. Dr. Goguen also recommended the removal of current policy IJOAA once IJOA changes have been approved. A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to send the policy with the recommended changes to the March full School Committee Meeting for a first read for adoption. The motion passed unanimously.

Policies IJOC – School Volunteers, and ILD – Student Submission to Educational Surveys and Research were reviewed and discussed. Dr. Goguen presented the addition of the word guardian(s) to any reference to parent(s) in each of these policies. A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Cormier to send Policy IJOC with the recommended changes to the March full School Committee Meeting for a first read for adoption. The motion passed unanimously. A motion was made by Mrs. Ward-Leighton and seconded by Mrs. Cormier to send Policy ILD with the recommended changes to the March full School Committee Meeting for a first read for adoption. The motion passed unanimously.

The next Policy Subcommittee meeting will occur on Wednesday, March 20, 2024 at 4:30 p.m. in the Central Office Professional Development Room

A motion was made by Mrs. Cormier and seconded by Mrs. Ward-Leighton to adjourn the meeting. So moved. The meeting adjourned at 4:57 p.m.

Gardner High School

Program of Studies

Item#3495



2024-2025

GHS MISSION STATEMENT	3
21 ST CENTURY LEARNING RUBRICS	4
MENTAL HEALTH TEAM	10
SCHOOL COUNSELORS	11
PROGRAMS	13
ACADEMIC LEVEL OF COURSE DESCRIPTION	14
GARDNER HIGH SCHOOL GRADUATION REQUIREMENTS	18
REQUIREMENTS FOR POST SECONDARY	19
GRADE 8 CLASSES	20
MASS CORE	21
MASSACHUSETTS STATE COLLEGE & UNIVERSITY REQUIREMENTS	22
COURSE CHANGES-ADD/DROP	24
MARKING SYSTEM	24
HONOR ROLL	24
ELIGIBILITY FOR ALL EXTRA-CURRICULAR ACTIVITIES	24
NCAA	25
GRADE POINT AVERAGE/WEIGHTING	25
VALEDICTORIAN/SALUTATORIAN	25
ART	26
BUSINESS	30
ENGLISH	31
HEALTH AND WELLNESS	34

MATHEMATICS	36
PERFORMING ARTS	39
SCIENCE	42
SOCIAL STUDIES	47
TECHNOLOGY/ENGINEERING EDUCATION	51
WORLD LANGUAGE	54
SPECIAL EDUCATION	57
RISE	58
MULTILINGUAL LEARNERS	60
ADDITIONAL COURSE OFFERINGS	62
INTERNSHIPS	64
EARLY COLLEGE COURSE AND MOUNT WACHUSETT C.C. INITIATIVES	65
ALTERNATIVE COURSE OFFERINGS	71
GENERAL INFORMATION	72

Gardner High School Mission Statement

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

MISSION: Gardner High School provides an enriched academic environment fostered through relevance, rigor and relationships and ensures that each student learns at a high level.

- In the classroom, we challenge all students in a supportive, positive environment that promotes scholarship and helps students develop the skills and characteristics to make them successful for their future.
- On the field, stage, or court, we create fun, engaging opportunities for students to excel in athletics, the arts, and co-curricular groups.
- We promote personal development and a sense of service to our community.

CORE VALUES: C.A.R.E.

- **Community:** We work together to achieve for all in a culture steeped in tradition
- **Appreciation:** We accept our roles, respect different perspectives, and acknowledge the good in others.
- **Responsibility:** We own our actions and honor our commitments by being prepared, involved community members.
- **Excellence:** We do our best and take pride in all we do in our community.

21ST CENTURY LEARNING EXPECTATIONS

- Communicate
- Critically Think and Problem Solve
- Collaborate
- Creatively Innovate

BELIEFS ABOUT STUDENT LEARNING

We believe that all students can learn at a high level with help and support if:

- All students are told over and over again in meaningful and compelling ways that academic achievement demands that same kind of hard work that is required to become the best in other arenas--at baseball, basketball, playing an instrument, etc...
- We know what excellent work looks like and what skills and competencies are needed for students to do excellent work, teaching the constitutive skills and competencies while providing examples of excellent work and careful guidance.
- We know where each student is academically and the skills, competencies and knowledge that are required for each one of them to access our challenging curriculum.

MOTTO: Omnia Labor Vincit (Latin for "Work Conquers All")

MAXIM: Good is not good enough

21ST CENTURY RUBRICS FOR CRITICAL THINKING & PROBLEM SOLVING

Expectation	Reaching 4	Expanding 3	Developing 2	Entering/Beginning 1/0
Understand the Problem Identify and define key issue/s and/or problem/s	Clearly, accurately, and appropriately identifies key issue/s and/or problem/s	Identifies most or all key issue/s and/or problem/s. Some minor inaccuracies or omissions may be present, but do not interfere with meaning.	Identifies some key issue/s and/or problem/s. May have some inaccuracies, omissions or errors present that interfere with meaning.	Most or all of key issue/s and or problem/s are not identified or defined, or are identified or defined inaccurately. Meaning is unclear.
Model the Problem/Look for Structure /Patterns Present and Analyze Data/Information	Presents relevant/appropriate, sufficient and credible data/information. Clearly analyzes information for accuracy, relevance, and validity. Information clearly relates to meaning.	Presents sufficient and relevant/appropriate data/information. Generally analyzes data/information for accuracy, relevance and validity. Minor inaccuracies or omissions do not interfere with analysis or meaning.	Presents some appropriate data/information. May miss or ignore relevant data/information. Analysis is limited or somewhat irrelevant/inappropriate. May contain inaccuracies or omissions that interfere with analysis and/or meaning.	Does not present relevant and appropriate data/information. Fails to analyze, or uses inaccurate or irrelevant/inappropriate analysis of data/information. Copies information with analysis.
Be Precise Apply a Multidimensional approach/Consider Context	Clearly applies a multidimensional approach. Synthesizes various perspectives. Correct answer with appropriate interpretation/description/units. Acknowledges limits of position or context - when appropriate.	Acknowledges multiple approaches. Some synthesis of perspectives. Correct answer with limited interpretation/description/units. Some acknowledgement that position may have limits. Acknowledgement context-when appropriate	Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives. Incorrect answer with limited interpretation/description/units. Some acknowledgement positions may have limits. May not acknowledge context - when appropriate.	Student's position is grounded in a singular, often personal perspective. Position may be simplistic and obvious. Incorrect answer with no interpretation/description/units. Little or no awareness that position may have limits or context - when appropriate.
Communicate Answer with Reasoning Demonstrate Sound Reasoning and Conclusions	Reasoning is logical and creative, consistent, complete and often unique. Conclusion is complex and/or detailed, well supported, creative, complete, and relevant.	Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is generally complete, supported, and mostly consistent and relevant.	Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions. Conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor inconsistencies.	Reasoning is illogical, simplistic, and inconsistent or absent. Conclusion is simplistic and stated as an absolute, or inconsistent with evidence or reasoning. Lack of coherent or clear conclusion.

21ST CENTURY RUBRICS FOR CREATIVITY/INNOVATION

Expectation	Reaching 4	Expanding 3	Developing 2	Entering/Beginning 1/0
Defines the creative challenge	Develops insight about the particular needs and interests of the target audience	Understands the purpose driving the process of innovation (who needs this and why)	Understands the basic purpose for innovation but does not thoroughly consider the needs and interests of the target audience	May just follow directions without understanding the purpose for innovation or considering the needs and interests of the target audience.
Identify Sources of Information	Promotes divergent and creative perspectives during discussions	In addition to typical sources, finds, unusual ways or places to get information (adult, expert, community member, business or organization literature)	Finds one or two sources of information that are not typical Offers new ideas during discussions, but stays within narrow perspectives	Uses only typical sources of information (website, book, article) Does not offer new ideas during discussions
Generate and Select Ideas	Uses idea-generating techniques to develop several original ideas for product(s) Uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product. Seeks multiple sources of feedback and critique to revise the product to exceed the needs of the intended audience.	Uses idea-generating techniques to develop an original idea(s) for product(s) Carefully evaluates the quality of ideas and selects the best one to shape into a product. Asks new questions, takes different perspectives to elaborate and improve on the selected idea Seeks out and uses feedback and critique to revise the product to better meet the needs of the intended audience.	Develops some original ideas for produce(s), but could develop more with better use of idea-generating techniques. Evaluates ideas, but not thoroughly before selecting one Asks a few new questions but may make only minor changes to the selected idea Shows some imagination when shaping ideas into a product, but may stay within conventional boundaries Considers and may use some feedback and critique to revise a product, but does not seek it out	Stays within existing frameworks, does not use idea-generating techniques to develop new ideas for product(s) Selects one idea without evaluating the quality of ideas. Does not ask new questions or elaborate on the selected idea Reproduces existing ideas, does not imagine new ones Does not consider or use feedback and critique to revise product
Present Work to Uses/Target Audience	Creates visually exciting presentation that includes interactive elements	Creates visually exciting presentation media Includes elements in presentation that are especially fun, lively, engaging, or powerful to particular audience	Adds some interesting touches to presentation media Attempts to include elements in presentation that make it more lively and engaging	Presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features)
Originality	Is new, unique, surprising, offers a fresh perspective, expression, or point of view Successfully break rules and conventions, uses common materials or ideas in new, clever and unique ways	Is new, unique, surprising, shows a personal touch May successfully break rules and conventions, or use common materials or ideas in new clever and surprising ways	Has some new ideas or improvements, but some ideas are predictable or conventional May show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas	Relies on existing models, ideas, or directions, it is not new or unique Follows rules and conventions, uses materials and ideas in typical ways
Effectiveness	Is seen as useful and valuable, it solves the defined problem and exceeds the identified need Improves quality of life for audience	Is seen as useful and valuable, it solves the defined problem or meets the identified need Is practical, feasible	Is useful and valuable to some extent, it may not solve certain aspects of the defined problem or exactly meet the identified need Unclear if product would be practical or feasible	Is not useful or valuable to the intended audience /user Would not work in the real world, impractical or unfeasible
Style	Is well-crafted, striking, designed with a distinct style and is appropriate for multipurpose Combines different elements into a coherent whole with a distinct style	Is well-crafted, striking, designed with a distinct style but still appropriate for the purpose Combines different elements into a coherent whole	Has some interesting touches, but lacks a distinct style Has some elements that may be excessive or do not fit together well	Is safe, ordinary, made in a conventional style Has several elements that do not fit together

21ST CENTURY RUBRICS FOR COOPERATIVE AND COLLABORATIVE LEARNING

Expectation	Reaching 4	Expanding 3	Developing 2	Entering/Beginning 1/0
Focus on Task and Participation	Consistently: -stays focused -works effectively with others	Usually: -stays focused -works effectively with others	Sometimes: -stays focused -works effectively with others	Rarely/Refuses: -stays focused -works effectively with others
Shared Responsibility and Dependability	Consistently: -follows through on task -evenly shares responsibility	Usually: -follows through on task -evenly shares responsibility	Sometimes: -follows through on task -evenly shares responsibility	Rarely/Refuses: -follows through on task -evenly shares responsibility
Listening, Questioning, and Discussing	Consistently & Respectfully: -listens, interacts, discusses and contributes to group	Usually: -listens, interacts, discusses and contributes to group	Sometimes: : -listens, interacts, discusses and contributes to group	Rarely/Refuse: -listens, interacts, discusses and contributes to group
Group/Partner Teamwork	Consistently: -make compromises -has a positive attitude -performs all duties and contributes to the group	Usually:: -make compromises -has a positive attitude -performs all duties and contributes to the group	Sometimes: -make compromises -has a positive attitude -performs all duties and contributes to the group	Rarely/Refuses: -make compromises -has a positive attitude -performs all duties and contributes to the group

21ST CENTURY RUBRICS FOR READING, WRITING, LISTENING AND SPEAKING

Reading for Understanding Rubric

Expectation	Reaching 4	Expanding 3	Developing 2	Entering/Beginning 1/0
<u>Claim</u>	Claiming is clearly stated and responds directly to the prompt/question. Claim shows complete comprehension of the passage and thorough understanding of the question in an insightful manner Includes the passage title, genre, author's name	Claim is stated, mostly responds to the prompt Claim demonstrates understanding of the question being asked Includes some, but not all relevant authorship information	The claim does not respond directly to the question but makes a reference to it Shows partial comprehension of the passage and the question that was asked Makes a passing reference to the author or passage title, but does not include all relevant specifics	There is no claim, or it is too difficult to understand. The response to the prompt is inadequate or confusing Does not refer to the author, title, genre
<u>Evidence</u>	_____ pieces of perceptive evidence are used in the paragraph The evidence is strongly introduced and well-chosen to support the claim All evidence is properly cited (MLA)	_____ pieces of perceptive evidence are used in the paragraph The evidence is introduced and adequately supports the claim Most evidence is properly cited (MLA)	Fewer than _____ pieces of evidence are used in the paragraph The evidence may not support the claim and has not been carefully chose Makes a passing reference to the author or passage title, but does not include all relevant specifics	Evidence is referenced but not directly quoted, and does not provide usable support for the claim Evidence is not introduced Evidence is not correctly cited or citations are missing
<u>Analysis</u>	Analysis is insightful and demonstrates understanding of topic/text Fully explains how the evidence supports the claim Analysis follows each piece of evidence	Analysis demonstrates understanding of topic/text Mostly explains how the evidence supports the claim Analysis follows most pieces of evidence	There is an attempt to analysis There is little explanation of how the evidence supports the claim Not all evidence is analyzed	Analysis does not support the claim Explanation of the evidence is inadequate Analysis/Explanation is missing
<u>Knowledge and Understanding</u>	The response shows detailed knowledge and understanding of, and perceptive insight into, the text/work used for the assignment Insightfully responds to all aspects of the prompt w/analysis/explanation	The response shows knowledge and understanding of, and some insight into, the text/work used for the assignment Adequately explains all parts of the prompt	The response shows some knowledge but little insight or understanding of the text/work used for assignment	The response indicates a misreading of the material, or confusion with the content or question/prompt
<u>Main Idea (Gist)</u>	Most important who/what All important information about who/what In your words 10 or fewer words	Most important who/what Most important information about the who/what In your own words Between 11-15 words	Most important who/what may be unclear or not specific Some important information about the who/what Mostly in your own words Between 16-20 words	Most important who/what missing/incoherent Minimal important information about the who/what Somewhat in your own words may have too many quotes Over 20 words

WRITTEN/ARGUMENTATIVE RUBRIC

Area/Standard	Reaching 4	Expanding 3	Developing 2	Entering/Beginning 1/0	Entering/Beginning 1/0
Focus/Claim	<p>Insightfully addresses all aspects of the prompt</p> <p>Introduces artful and precise claims(s) in a sophisticated thesis statement</p>	<p>Competently addresses all aspects of the prompt</p> <p>Introduces precise, knowledge claims(s) in a clear thesis statement</p>	<p>Superficially address all aspects of the prompt</p> <p>Introduces reasonable claims(s) in a thesis statement</p>	<p>Partially addresses aspects of the prompt</p> <p>Introduces superficial or flawed claim(s) in a weak thesis statement</p>	<p>Minimally addresses some aspects of the prompt</p> <p>Fails to introduce a relevant claim and/or lacks a thesis</p>
Organization Structure	<p>Skillfully orients reader to topic(s) in introduction</p> <p>Thoughtfully develops claims(s) with relevant body paragraphs</p> <p>Provides a meaningful and reflective conclusion which draws from and supports claim(s)</p> <p>Creates cohesion through skillful use of linking words, phrases and clauses within and between paragraphs</p> <p>Includes purposeful and logical progression of ideas from beginning to end</p>	<p>Orients reader to topic(s) in introduction</p> <p>Develops claim(s) with relevant body paragraphs</p> <p>Provides a conclusion that follows from and supports claim(s)</p> <p>Creates cohesion through use of linking words, phrases, and clauses within and between paragraphs</p> <p>Includes logical progression of ideas from beginning to end</p>	<p>Partially orients reader to topic(s) in introduction</p> <p>Superficially develops claim(s) with body paragraphs</p> <p>Provides a conclusion which repetitively or partially supports claim(s)</p> <p>Creates some cohesion through basic linking words, phrases, and clauses within and between paragraphs</p> <p>Includes adequate progression of ideas from beginning to end</p>	<p>Inadequately orients reader to topic(s) in introduction</p> <p>Inadequately develops claim(s) with minimal body paragraphs</p> <p>Provides an adequate conclusion</p> <p>Uses limited and/or inappropriate linking words, phrases, and clauses</p> <p>Includes uneven progression of ideas from beginning to end</p>	<p>Fails to orient reader to topic(s) in introduction or introduction is missing</p> <p>Fails to develop claim(s) with body paragraphs</p> <p>Omits conclusion</p> <p>Uses few or no transition/linking words, phrases, and clauses</p> <p>Includes little or no discernible organization of ideas</p>
Evidence/Support	<p>Provides substantial and pertinent evidence (4) to supports claims(s)</p> <p>Seamlessly and effectively introduces and cites credible sources and/or text evidence</p> <p>Convincingly refutes specific counterclaim(s)</p>	<p>Provides sufficient (3) and relevant evidence to supports claim(s)</p> <p>Competently introduces and cites credible sources and/or text evidence</p> <p>Competently refutes specific counterclaim(s)</p>	<p>Provides limited (2) and/or superficial evidence to supports claim(s)</p> <p>Ineffectively introduces or cites credible sources and/or text evidence</p> <p>Minimally refutes specific counterclaim(s)</p>	<p>Provides minimal (1) and/or irrelevant evidence to support claim(s)</p> <p>Incorrectly introduces or cites sources and/or evidence that may not be credible</p> <p>Acknowledges alternate or opposing claim(s)</p>	<p>Provides inaccurate, little or no evidence to supports claim(s)</p> <p>Does not use or cite sources and/or text evidence</p> <p>Fails to acknowledge alternate or opposing claim(s)</p>
Analysis	<p>Shows insightful understanding of topic or text</p> <p>Uses persuasive and valid reasoning to connect evidence with claim(s)</p>	<p>Shows competent understanding of topic or text</p> <p>Uses valid reasoning to connect evidence with claim(s)</p>	<p>Shows superficial understanding of topic or text</p> <p>Uses some valid and accurate reasoning to connect evidence with claim(s)</p>	<p>Shows limited and/or flawed understanding of topic or text</p> <p>Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)</p>	<p>Shows no understanding of topic or text</p> <p>Reasoning is missing or does not connect evidence with claim(s)</p>
Language	<p>Uses purposeful and varied sentence structures</p> <p>Contains minimal (1) to no errors in conventions (grammar, punctuation, spelling, and capitalization)</p> <p>Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>	<p>Uses correct and varied sentence structures</p> <p>Contains few (2-3) minor errors in conventions</p> <p>Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</p>	<p>Uses mostly correct varied sentence structure</p> <p>Contains some (4-5) errors in conventions which may cause confusion</p> <p>Superficially uses academic and domain-specific vocabulary clearly appropriate for audience and purpose</p>	<p>Uses limited and/or repetitive sentence structure</p> <p>Contains numerous (6-7) errors in conventions which may cause confusion</p> <p>Inadequately uses academic and domain-specific vocabulary</p>	<p>Lacks sentence mastery (e.g. fragments/run-ons)</p> <p>Contains serious pervasive (8+) errors in conventions</p> <p>Fails to use academic or domain-specific vocabulary</p>

GHS LISTENING SKILLS RUBRIC

	Reaching 4	Expanding 3	Developing 2	Beginning/Entering 1/0
Following Directions	Follows all single and multi-step directions with self-initiated requests for clarification, as appropriate	Follows all single and multi-step directions, rarely requires repetition or prompting	Misses several single and multi-step directions, requires some repetition or additional prompting	Routinely misses most single and multi-step directions, requires frequent repetition and/or prompting
Focusing on the Speaker	Focuses on the speaker as evidenced by constant, respectful and interested attention	Focuses on the speaker as evidenced by consistent and respectful attention	Sometimes loses focus on the speaker as evidenced by periods of brief, observable distraction	Often loses focus on the speaker as demonstrated by periods of observable distraction and/or disruptions
Applying or Responding to Spoken Information	Responds relevantly (orally or in writing) through notes, reflections, commentaries or summaries which enhance the discussion	Responds relevantly and adequately (orally or in writing) through notes, reflections, commentaries or summaries	Responds inadequately and/or partially (orally or in writing) due to poor active listening	Does not respond appropriately (orally or in writing) due to lack of active listening

ORAL PRESENTATION RUBRIC

Skills	Reaching (4)	Expanding (3)	Developing (2)	Beginning/Entering (1/0)
TOPIC	Well focused topic w/ a well-developed argument. Full understanding of the purpose of the presentation.	Focused topic w/ a developed argument. Understanding of the purpose of the presentation.	Lack of focused topic. Partially demonstrated understanding of the purpose of the presentation.	Lack of focused topic. Vague sense of purpose for the presentation. Requires the audience to make assumptions.
EVIDENCE	Clear and convincing command of facts and information. Insightful explanations that help to illustrate the speaker's ideas.	Clear use of facts and information. Partially developed explanations in support of the speaker's ideas.	Partially clear use of facts. Partially developed explanations in support of the speaker's ideas.	Limited or confusing use of facts and information. Limited or incomplete explanations to support the speaker's ideas.
ORGANIZATION	Clearly and logically organized presentation. Engaging introduction. Logically sequenced body w/ appropriate transitions. Clear and convincing conclusion.	Clear attempt at organization w/ a beginning, middle, and end. Obvious transitions and a conclusion.	Some inconsistencies in organization and/or a lack of sustained focus throughout the presentation. Inconsistent use of transitions and a conclusion.	Some organization but lack of focus. Inconsistent or no transitions. Difficult to follow or rambling Confusing or incoherent conclusion.
LANGUAGE	Uses sophisticated and varied language that is suited to the topic and audience. Word choice is concise, original, and effectively conveys the appropriate tone given the purpose of the presentation.	Uses appropriate language and word choice. Less sophistication, expressiveness and/or originality.	Words are suited to the topic, audience, and purpose. Lack conciseness, originality, and/or fails to convey an appropriate tone and/or purpose of the presentation. May be overly wordy and rambling.	Words may be unsuited/inappropriate for the topic, audience, or purpose of the presentation. Word choice lacks originality. Fails to convey an appropriate tone and purpose of the presentation.
SUPPORTING MATERIALS	Skillful use of supporting materials with no mistakes in conventions or spelling errors. Presentation is well designed and visually appealing, enhancing the effectiveness of the presenter.	Effective use of supporting materials with only a few (1-3) errors in conventions or spelling. Presentation shows some elements of design and visual appeal, and is fairly effective in supporting the presenter.	Attempted use of supporting materials with excessive (more than 3) errors in conventions or spelling. Design and visual appeal may not support the presenter. Supporting materials may contain too much or too little information.	Limited/No attempt to use supporting materials. Errors in conventions or spelling make the supporting materials difficult to follow. Design of the presentation is ineffective and lacks visual appeal. Supporting materials contain too much or too little information.
EFFECTIVE DELIVERY	A combination of appropriate eye contact, clarity, and projection of voice, tone and pace, and gestures significantly enhance the speaker's words. Speaker remains enthusiastic, audience attention is maintained, and the purpose of the presentation is achieved successfully. Time > 5 min & < 15	A combination of appropriate eye contact, clarity, and projection of voice, tone, and pace, and gestures but w/o the smoothness required of "Reaching". Speaker shows some enthusiasm, the audience is mostly engaged. The purpose of the presentation is mostly achieved. Time >not met	A combination of eye contact, clarity and projection of voice, tone, pace, and gestures, but inconsistent in delivery and somewhat halting. Speaker shows inconsistent enthusiasm, and the audience may lose interest. The purpose of the presentation may be partially achieved. Time >not met	Inconsistent use of/lack of eye contact, clarity, and projection of voice, tone and pace, and/or gestures that interrupt the flow of speech. May read too much from paper/notes. Speaker shows limited enthusiasm, and audience interest is not sustained. The purpose of the presentation is minimally achieved. Time > not met

Mental Health Team

Gardner Public Schools has brought all Mental Health staff together to improve the effectiveness and efficiency of mental health interventions. The mental health team focuses on prevention through school wide screenings and implements interventions through integrated, data-based decision making and action planning. Using evidence based practices is a goal for the team. All mental health personnel are trained on the MTSS framework.

MTSS SEL/Behavior/Mental Health is an integrated system designed to provide equitable access to education and meet the needs of all students. Given the overlap between existing frameworks and practices, this integrated system is an emerging approach in education to build a single system to address academics, social-emotional well-being and mental health. MTSS SEL/Behavior/Mental Health is about how all systems in the school fit together to ensure that all students can access high quality education in a safe and supportive environment.

Goals of MTSS SEL/Behavior/Mental Health Teams are to support schools and the district to build social emotional and mental health MTSS models that are: Data-driven, Evidence-based, Comprehensive, Culturally responsive, and Sustainable.

The Mental Health Team at Gardner High School consists of School Counselors, School Adjustment Counselor, School Psychologist, Board Certified Behavioral Analyst, Bridge Coordinator, School Based Care Coordinator, Youth Mentor and Community Health Worker.

Universal Screening

BESS

The BESS (Behavioral and Emotional Screener System) is designed to assess behavioral and emotional strengths and weaknesses in children and adolescents (prek - high school). It consists of brief screening measures completed by teachers, parents, and/or students, used to quickly identify potential behavioral or emotional concerns in individuals or in large numbers of students. The BESS is not a comprehensive diagnostic assessment; it is a tool that can be used to determine a child's *risk level* for developing emotional and/or behavioral problems that require intervention.

Implementing a screening system for behavioral and emotional problems can provide schools with an:

- objective, efficient, and systematic way to identify children who may develop academic or other school-related problems as a result of poor behavioral or emotional functioning.
- Identify behavior concerns in need of intervention
- Show how students are responding to core (SEL) instruction
- Show how many students in a given population are at-risk
- Enable schools to catch a potential problems early in the year
- Provide data to teachers so that they can differentiate SEL instruction

SBIRT

SBIRT (Screening, Brief Intervention and Referral to Treatment) is an evidence-based, comprehensive, integrated, public health approach to the delivery of early intervention and treatment services for persons with substance use disorders, as well as those who are at risk of developing these disorders. Primary care centers, hospital emergency rooms, trauma centers, and other community settings provide opportunities for early intervention with at-risk substance users before more severe consequences occur. Students are screened in 7th and 9th grade.

- Screening quickly assesses the severity of substance use and identifies the appropriate level of treatment.
- Brief intervention focuses on increasing insight and awareness regarding substance use and motivation toward behavioral change.
- Referral to treatment provides those identified as needing more extensive treatment with access to specialty care.

SCHOOL COUNSELORS

The School Counselors at Gardner High School work to help students understand themselves in light of their aptitudes, interests, and talents as indicated through testing, level performance, classroom lessons counseling sessions and data-base decision making. Our major objective is to assist each student in meeting appropriate academic and personal goals. To attain this, careful planning and cooperation on the part of parents, students and his/her counselor is essential.

Parents are encouraged to participate in parent meetings throughout the year for important information and to schedule appointments with counselors and/or teachers to ensure that each student is achieving the academic personal success available at Gardner High School. Please contact the student's counselor at 978-630-4066.

A packet explaining the college application process is available to juniors in the spring. Local scholarship packets are distributed to seniors in February of their senior year.

Students are advised to select the most challenging course program. Students who take full advantage of all opportunities available will realize the greatest success. Counselors meet frequently with students to discuss future plans and goals, proper course selection, school difficulties and other concerns that may interfere with school achievement.

GARDNER HIGH SCHOOL COUNSELOR CURRICULUM

The Gardner High School Counselor Department has created lessons and programs designed to expand a student's personal, social, academic and career skills and goals.

All grades

MyCAP - MyCAP is a strategic planning tool intended to help youth identify and achieve goals after high school. It provides students opportunities for college and career development and exploration activities, and helps them choose high school courses that will prepare them to reach their postsecondary goals. Plans will be created through advisory lessons. Students will be setting academic and personal goals and will review these goals throughout the year.

Selecting Classes that are Best for Your Future - Students will understand how to select the best classes for them to prepare for their plans after high school.

College and Career Readiness-Students will understand the factors that contribute to not earning credit leading to being off-track for high school graduation. Students will learn how credit is accumulated for high school graduation. The link between high school credits, graduation requirements, and entry requirements for postsecondary options will also be reviewed.

Interests Career Lesson-Students will make the connection between what interests them on a daily basis and a future career.

Internet Safety - Students will understand what is appropriate, and safe, online behavior.

Skills Career Lesson- Students will understand the connection between skills and possible careers based on those skills.

Learning Styles-Students will be able to identify their preferred learning style and know how to use the preferred learning style when studying and learning new things.

Things All Freshmen Should Know-Students will learn what they need to do to move on to 10th grade and to graduate. Students will also learn about their particular strengths contribute to my academic success

Signs of Suicide (SOS)-SOS Signs of Suicide, is a suicide prevention program that educates students about the relationship between suicide and depression. It encourages all students to seek help from trusted adults whether they have concerns about themselves or a friend using the ACT® message. This program is delivered during the Wellness 1 curriculum, usually by the Adjustment Counselor.

Grade 10

College & Career - Students will learn how to connect their skills, values and interests to a field of study (major) in college. Using the Myers Briggs personality inventory, students are able to connect future career opportunities with their personality.

Grade 11

College & Career - Students will be able to select colleges or postgraduate training programs based on the fields of study (major) they want to pursue. Students will learn about the college application process and timeline, as well as the financial aid process. Students learn about different post-secondary options and how to budget and financially plan for college.

PSAT Administration - All 11th grade students will be offered to take the PSAT exam at no charge to begin to prepare them for the SAT.

Grade 12

College & Career - Students complete Common Applications and state college applications online and receive assistance with writing a college essay.

Financial Aid Awareness - Students and parents will receive information regarding the process to apply for financial aid.

SAT Administration - All 12th grade students will be offered to take the SAT exam free of charge for college application purposes and to help determine if students are college & career ready.

Programs

Bridge Program: The Bridge Program provides clinical support, academic coordination, family support, and care coordination services to students who are reintegrating into a full schedule after missing extensive amounts of learning due to serious mental health, medical, and/or life transition challenges. The Bridge Program is a short-term program with supports customized to each student's needs that are culturally competent, clinically informed, and flexible. Program staff strive to coordinate resources within Gardner High School and the wider community - and partner effectively with families to help each participating student reintegrate and finish the school year on track for graduation.

Heywood Healthcare's Youth Tele Behavioral Health Program

Offers youth support with mental health needs, substance abuse treatment, mentors and community resource referrals. Our school based Community Health Workers and Youth Mentors work with our tele-clinicians, school staff, area providers, students and their families to coordinate care.

Outreach Clinical Social Worker

Connecting youth and families to counseling services and locally-based resources. Our Outreach Clinical Social Worker works alongside school personnel to help students and families to access a variety of services and resources. The program is here to help students remain in the school setting and academically focused, as well as help with accessing supports. The Outreach Clinical Social Worker provides case management and direct services, ensuring students and families receive the help they need.

ACADEMIC LEVELS AT GARDNER HIGH SCHOOL

Gardner High School sets high standards and expectations for all students at all levels. Every course is designed to provide students with the knowledge and high level skills needed for post-secondary education, technical training, and employment. College preparatory, honors, and advanced placement course levels are offered at Gardner High School, as well as college level dual enrollment classes for which students can fulfill graduation requirements while also earning college credit.

Courses at Gardner High School develop literacy skills and teach students to think critically analytically. Classes are designed to prepare students for challenging and rigorous post-secondary learning and training at two and four year colleges and universities, vocational institutes, and/or career apprenticeship. All courses are based on rigorous and relevant content, which follow the Massachusetts Curriculum Frameworks. Courses prepare students to demonstrate successful performance outcomes including proficiency on the Massachusetts comprehensive Assessment System (MCAS) and standardized entrance exams such as SAT, SAT subject tests, and ACT.

Course level placement for students is determined on an individual basis by examining data including assessments, teacher recommendations, grades, and other relevant information. Students must work with their parents and guidance counselors to plan a course of study over four years that will help them reach their highest potential in achieving their goals after high school.

Students must be aware that colleges, technical schools, and employers seek students who have completed a rigorous academic program. Therefore, students in all academic levels are expected to exhibit behaviors that lead to maximum learning within all content areas. Students must work independently, take responsibility for their learning, engage in the learning process, demonstrate time-management skills, utilize effective study skills, be inquisitive, practice problem solving strategies, use technology effectively, accept feedback, and persevere with difficult tasks.

Successful completion of courses taken at the levels described below, in addition to meeting graduation requirements, will enable students to meet the recommended prerequisites for admission to a college or university.

Students are encouraged to challenge themselves academically while at Gardner High School. Below is a list of courses offered at GHS for Honors and Advanced Placement (teacher recommendation and a final grade of 85 in a preceding course are suggested before enrolling in an Honors or Advanced Placement course).

Students who choose to take Advanced Placement courses are expected to take the AP exam in that subject. AP credit designation is contingent on taking the exam.

All students who register for an AP course will be expected to complete the course and take the AP exam or the AP level. If a student finds an AP class to be too challenging, they must drop the course in the first week, during the Add/Drop period. (If you don't complete the course in its entirety and take the AP exam, the college's students have applied to, will be notified). Students will receive Honors credit for the course.

Due to the small number of students who elect certain Advanced Placement (AP) courses, we may offer these selected courses every other year.

HONORS

Honors courses move at an accelerated pace, designed to extend and deepen study of a subject through class work and independent work on projects and research outside of class. Below is a list of honors courses offered at GHS.

English

Honors English (9-12)

Mathematics

Honors Geometry

Honors Pre-Calculus

Honors Algebra 2

Science

Honors Biology (9-10)

Honors Chemistry (10-12)

Honors Physics (10-12)

Honors Anatomy & Physiology (11-12)

Social Studies

Honors Modern World History 2
(9)

Honors US History 1 (10)

Honors US History 2 (11)

World Language

Honors Spanish 1, 2, 3, 4, 5

Honors French 1, 2, 3, 4, 5

ADVANCED PLACEMENT

Advanced Placement courses provide students an opportunity for learning that goes beyond just facts and figures. The rich course material, classroom discussions, and demanding assignments typical of AP courses will help students develop the content mastery and critical thinking skills expected of college students. In addition, AP helps students to develop better study habits, improve their writing skills, and sharpen their problem-solving abilities, skills vital to college success.

Who should take AP courses?

The AP courses are intended for students who wish to take college courses while in high school. The offerings are college courses, which follow world or national curricula. The course work is rigorous and the pace is intense.

The students must:

- Have demonstrated high achievement in previous courses in that subject area
- Be motivated to achieve
- Have a very strong work ethic
- Be able to work well independently
- Agree to take the National AP Exam

AP courses offered at Gardner High School are approved annually by the College Board. The process for approval involves a review of the course syllabus each year along with a review of textbooks, resources and materials that will be used by the classroom teacher.

All students who register for an AP course will be expected to complete the course and take the AP exam at the AP level. If a student finds an AP class to be too challenging, they must drop the course in the first week, during the Add/Drop period. (If you don't complete the course in its entirety and take the AP exam, students' transcripts will be changed, the colleges' students have applied to will be notified (if applicable), and students will receive honors weighted credit for the courses.)

Below is a list of Advanced Placement courses offered at GHS. due to the small number of students who elect certain Advanced Placement (AP) courses, we may offer these selected courses every other year

English

AP English Language & Composition
AP English Literature & Composition

Science

AP Biology
AP Physics II
AP Chemistry
AP Environmental Science

Social Studies

AP Human Geography
AP Modern World History
AP US History
AP US Government & Politics

Mathematics

AP Calculus AB
AP Calculus BC
AP Statistics

Art

AP Studio Art
AP Photography

VHS AP offerings are available upon request.

ADVANCED PLACEMENT DISTINCTION AWARD

In order to recognize our students who go “above and beyond” with challenging coursework and who contribute to their school and community, we have created the **Advanced Placement Distinction Award**. To be awarded this distinction at graduation, students must meet the following criteria:

- Receive passing grades in a minimum of 5 AP Courses during their four years of high school.
- Maintain good attendance; display good behavior; and present integrity and good citizenship when representing Gardner High School in the community (This will be reviewed by administration and guidance prior to receiving this award.)

****The Collegeboard charges an AP exam.** There is a reduced fee for students on Free/Reduced Lunch. Many colleges offer credit to students who achieve a high score on the AP exam. Please refer to a college’ website to read their AP credit policy as it varies from institution to institution.

EARLY COLLEGE DISTINCTION AWARD

In order to recognize our students who have participated in our Early College Program and who have challenged themselves with taking multiple college level courses during their junior and/or senior years, we have created the **Early College Distinction Award**. To be awarded this distinction at graduation, students must meet the following criteria:

- Receive passing grades and earn a minimum of 12 college credits, the equivalent of five college classes.
- Maintain good attendance; display good behavior; and present integrity and good citizenship when representing Gardner High School in the community (This will be reviewed by administration and guidance prior to receiving this award.)

GARDNER HIGH SCHOOL GRADUATION REQUIREMENTS

Full-year classes are worth 5 credits Half-year (semester) classes are worth 2.5 credits	GHS Requirements may be different from State Universities Entrance Requirements Please refer to page 21
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GRADUATION REQUIREMENTS

English	20
Mathematics	20
Science	15
Social Studies Including: W. History, US History I, US History II -AP Human Geography will satisfy the World History requirement. -Students enrolled in our Early College Program may receive permission from the principal to substitute certain social studies requirements while at MWCC. *Transfer students to GHS may receive permission from the principal to substitute certain Social Studies courses.	15
Health & Wellness	2.5
Fitness (State requires 4th year component)	5
Unified Arts* The Arts* -Starting with the Class of 2025	5
Financial Literacy -Starting with Class of 2024	2.5
Electives	30
Total Credits	115
Successful completion of MCAS	
Community Service Experience: Seniors will be required to participate in a community service experience, which will be organized by the high school. These projects are designed to give students an authentic experience of giving back to their community.	
<p style="text-align: center;">*UNIFIED ARTS INCLUDE: Music, Art, Technology, and World Languages</p> <p style="text-align: center;">*ART CLASSES INCLUDE: All Music and Art Classes, Drama, Dance, Makerspace & other approved art-related classes</p>	MassCore description see page 21

GARDNER HIGH SCHOOL REQUIREMENTS FOR GRADE PROMOTION

All students must successfully complete a certain number of credits in order to be promoted to the next grade level

Promoted to Grade 10	25 credits including 5 credits in Algebra I
Promoted to Grade 11	55 credits
Promoted to Grade 12	80 credits
Graduation	115 credits

GRADE 8 CLASSES

Gardner High School includes grades 8-12. Students in the 8th grade are required to take 7 classes which include: English, math, science, civics, STEM and Physical Education 8. Courses taken in the 8th grade are not included on the high school transcript and do not count towards their grade 9-12 graduation requirements and grade point average.

Grade 8 students are allowed to take some high school elective classes, but do not receive high school credit for them. However, successful completion of the 1st level of a world language does serve as the prerequisite for the 2nd year of Spanish or French. It does not, however, count towards the two years of world language required by four year colleges. Most students who successfully complete Algebra I in 8th grade will move on to Honors Geometry in grade 9. The Grade 8 curriculum continues to prepare students for the MCAS assessment which occurs in the spring of the school year.

Gardner High Schools offer honors level English Language Arts, Algebra 1, Science and Social Studies to 8th graders. This allows students to be challenged in a more rigorous class to prepare them for the honors and Advanced Placement levels in high school. The high school staff is looking forward to working with students and families throughout this process in order to create a schedule that meets the individual learning needs and interests of your child, while providing an appropriately challenging high school experience.

Good student habits in grade 8 are extremely important in the successful completion of grade 8. Student behavior, attendance, and grades are crucial factors in the preparation of becoming a responsible high school student. Parents are encouraged to communicate with teachers and use PowerSchool for grade information to be well informed of their child's progress.

In order to ensure that our students are ready and prepared for high school, students who are in 8th grade who fail two or more core classes (English, Math, Science, or Social Studies) will be asked to participate in a summer program (pending funding). Meetings with parents/guardians regarding possible retention in 8th grade will also be scheduled by our guidance department and will include the principal.

Please contact the grade 8 school counselor with any questions or concerns.

MassCore
Massachusetts High School Program of Studies

English	4 Units*
Mathematics	4 Units
	Including the completion of Algebra II or completion of the integrated Math equivalent. All students are recommended to take a math course during their senior year.
Science	3 Units of lab-based science
	In June 2012, the Massachusetts Board of Higher Education (BHE) revised its admissions standards to count technology/engineering coursework based on academic standards and taken for science credit as meeting the science admission requirement.
History/Social Studies	3 Units
	Including US History and World History
Foreign Language*	2 Units
	Of the same language
Physical Education	<u>As required by law</u>
	State law (M.G.L., c. 71, s. 3) states: "Physical education shall be taught as a required subject in all grades for all students. Health can be integrated in Physical Education, science, or taught as a stand-alone course.
The Arts**	1 Unit
Additional Core Courses	5 Units
	Business Education, Career & Technical Education (CTE), Health, Technology (e.g., computer science, desktop publishing, multimedia and web design), or any of the subjects above. Note: Most students majoring in CTE will take more than 5 units in a CTE program of study
	22 Units - Is a minimum that students should take in high school
Additional Learning Opportunities	Complete as many of the following as possible
	Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-Based Learning

*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

**Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore. MassCore is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Developed by a statewide advisory group from the K-12, higher education and business sectors, MassCore maintains flexibility for students and high schools while allowing districts to set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate Massachusetts Curriculum Frameworks high school level standards.

MASSACHUSETTS STATE UNIVERSITY SYSTEM AND UMASS MINIMUM ADMISSIONS REQUIREMENTS

The admissions standards for the state universities and UMass emphasize a strong academic high school background so that students enter college ready to learn. These standards represent minimum requirements; meeting them does not guarantee admission, since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. *It is important to note that admissions standards for the state's community colleges differ. Community colleges may admit any high school graduate or GED recipient.*

Freshman Applicants

The admissions standards for freshmen applicants have two main parts:

1. 16 required academic courses
2. A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application.

If required, applicants must also submit an SAT or ACT score. (Many schools currently are test optional.)

Academic Course Requirement

Seventeen* college preparatory courses distributed as follows are required (A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.)

Requirement for college freshman class entering...

Subject	
English	4 courses
Mathematics	3 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework)
	4 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework including mathematics during the final year of high school)
Sciences	3 courses drawn from Natural Science and/or Physical Science and/or Technology/Engineering; including 2 courses with laboratory work): <i>Technology/engineering courses must be designated as science courses (taken for science credit) by the high school</i>
	3 courses (drawn from Natural Science and/or Physical Science and/or Technology/Engineering), including 3 courses with laboratory work
Social Studies	2 courses (including 1 course in US History)
Foreign Languages	2 courses (in a single language)
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

Minimum Required Grade Point Average (GPA)

The GPA must be achieved based on all college preparatory courses completed at the time of application and should be weighted for accelerated (Honors or Advanced Placement) courses. The recommended minimum weighted high school GPA is 3.0 for the four-year public campuses.

Sliding Scale *(used when GPA is lower than the minimum required GPA)*

If an applicant's GPA falls below 3.0, a sliding scale will apply. *This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state universities or UMass.*

State University GPA	University of Massachusetts GPA
3.00	3.00

SAT Scores

Applicants who meet the GPA requirement do not have to use the sliding scale for admission, but still must submit SAT or ACT test scores for consideration if they are applying to a state university or UMass within three years of high school.

Scores on the new writing section of the SAT will not affect the sliding scale for freshman applying to Massachusetts state universities or to UMass at this time. The sliding scale, used in making admissions decisions for students with high school grade point averages falling below the required minimum, will continue to be based upon the combined critical reading (verbal) and math sections of the SAT.

Sliding Scale for Freshman Applicants to UMass

Weighted High School GPA	Combined SAT-I V&M Must Equal or Exceed (ACTG Equivalent in Italics)
2.51-2.99	950 (20)
2.51-2.50	990 (21)
2.31-2.40	1030 (22)
2.21-2.30	1070 (23)
2.11-2.20	1110 (24)
2.00-2.10	1150 (25)

NO APPLICANT WITH A HIGH SCHOOL GPA BELOW 2.00 MAY BE ADMITTED TO A STATE UNIVERSITY OR UMASS CAMPUS

Sliding Scale for Freshman Applicants to a State University

Weighted High School GPA	Combined SAT-I V&M Must Equal or Exceed (ACTG Equivalent in Italics)
2.51-2.99	920 (19)
2.51-2.50	960 (20)
2.31-2.40	1000 (21)
2.21-2.30	1040 (22)
2.11-2.20	1080 (23)
2.00-2.10	1120 (24)

COURSE CHANGES

The selection of a student's schedule is a contract to be honored both by the students and school personnel. Counselors will consider a student's ability; a student's expressed career goals, and the graduation requirements of the school. The student must also acknowledge that the courses selected represent his/her preferred choice. NO subject should be chosen with the belief that a trial basis is possible. Changes are not encouraged during the school year. Some courses are offered only during alternating years. Student enrollment is considered when determining whether a course will be offered.

The add/drop period is during the first week of the first semester, and the first week of the second semester. Any requests for changes after the add/drop period must be approved by the Principal. Once scheduling is completed, changes are made only if there is a conflict in the student's schedule, if a course is eliminated, changed, or added or if a student fails a prerequisite course. Changes in course placement are extremely rare once the initial requests are complete. No preference changes will be allowed. Partial credit will be awarded for full year classes if a student withdraws at the end of the semester with a passing grade, with the discretion of the Principal.

Students who drop a class after attending the class for one day will receive a withdrawal leave (W) on their transcript.

MARKING SYSTEM

60 is the lowest possible passing grade

HONOR ROLL

Honor Roll status is determined by the overall average provided there are no grades below 70, I's or F's. Students must pass four academic classes to obtain honor roll status.

Average of 80 or above - Honors

Average of 85 or above - High Honors

Average of 90 or above - Principals List

ELIGIBILITY FOR ALL EXTRACURRICULAR ACTIVITIES: A student must pass (grade of 60 or above) a minimum of five (5) credit-bearing classes during the marking term preceding participation in order to be eligible to participate in all extracurricular activities. Fall participation is based on final grades issued in June from the previous academic year, and students must pass a minimum of five (5) credit-bearing classes as final grades. However, summer school credits can be counted if taken as makeup or to restore credit. Term grades that are issued during an athletic season will impact eligibility during that season.

For students who are enrolled in college programs (ie. Early College Program, Gateway, Pathways, etc.) and are not enrolled in a traditional high school schedule, the following requirements must be met for eligibility for extracurricular activities. Again this applies to the marking period prior to participation. For college classes, this will be a final grade if term grades are not issued.

If a student is enrolled in three (3) credit-bearing classes per semester, they must pass (grade of 60 or above) all three (3) classes.

If a student is enrolled in four (4) credit-bearing classes per semester, they must pass a minimum of three (3) classes.

If a student is enrolled in five (5) credit-bearing classes per semester, they must pass a minimum of four (4) classes.

If a student is enrolled in six (6) credit-bearing classes per semester, they must pass a minimum of five (5) classes.

If a student is enrolled in seven (7) credit-bearing classes per semester, they must pass a minimum of five (5) classes.

The above guidelines also apply to students who have a combined schedule of high school and college classes.

NCAA

NCAA (National Collegiate Athletic Association): If you plan on participating in intercollegiate athletics, please register with the NCAA at www.ncaa.com. This should be done in the spring of your junior year or early fall of senior year.

GRADE POINT AVERAGE

The final grade for a course appears on the student's transcript. The transcript is a gauge of the student's work, effort, commitment and level of motivation. In formulating a first impression of you, employers, the military, post-secondary institutions, and scholarship committees will rely on the transcript.

The level of the courses a student chooses affects their GPA and class rank, a critical item for college admissions and scholarship awards. The higher the course is weighted, the more it will contribute to your class rank and weighted GPA. Class ranks are always a weighted rank. UE classes are not weighted and have no bearing on class rank or the weighted GPA. Transcripts **may** have both a weighted and unweighted GPA and a weighted class rank. GPA and Class Ranks are calculated at the end of the school year.

COURSE WEIGHTING:

Advanced Placement 1.3	Honors 1.15	Dual Enrollment Classes All credit bearing 1.15	College Prep 1	UE (unweighted electives Counts in simple GPA but not in weighted
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Weighted GPA and class rank will be used to determine the class valedictorian and salutatorian at the end of the 4th term senior year.

VALEDICTORIAN/SALUTATORIAN

To be considered eligible for Valedictorian or Salutatorian of a graduating class, a student must attend Gardner High School for a minimum of four (4) semesters.

ART

The Gardner High School Visual Arts Program electives provide students with the opportunity to discover and develop individual creative expression, appreciation and understanding. Studio assignments and assessments encourage students to develop skills in drawing, printing, ceramics, sculpture, crafts and commercial art. Art History and Multicultural studies expand student awareness and appreciation for the visual arts.

ART 1: This is a full year beginning art class that touches on a variety of art forms and techniques. Students will acquire various artistic skills and apply these skills to develop their own creative “voice”. The Elements of Art will be explored through basic drawing, painting, printmaking and design as well as sculpture and cultural influences. A basic study of art history will give important background information and meaning to classroom projects students explore artistic possibilities.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1574
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ART 2: This is a full-year course intended for motivated students as they enhance and improve their own artistic style or “voice”. Students will experience and explore new areas of study and media as they apply a more developed skill level in the production of their artistic work. They will choose a “theme” as an underlying focus of their work to unify and give meaning to their portfolio. Students will study the art movement and their influences on the art we experience today. The students will also experience a sampling of murals, fabric design, interior design and mixed media during the course.

Prerequisite: Successful completion of Art I or equivalent or written permission of instructor.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1575
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ART 3: This full year course is intended for highly motivated students to prepare Art portfolios for college, advanced placement, and personal development. This class is intended for students who wish to explore and experience new areas of study and media by applying these in a creative manner as a form of personal expression and development of a unique personal style. Work from this class may also be included in the breadth section of the AP Portfolio.

Prerequisite: Successful completion of Art II or equivalent or written permission of instructor.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1576
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ART 4: This full year course is intended for highly motivated students to prepare portfolios for college, advanced placement, and personal development. Students will explore and experience new areas of study and media by applying these in a creative manner as a form of personal expression. Students will have the opportunity to apply acquired skills and techniques in their creation of highly imaginative artwork that demonstrates ability to solve and to “think outside the box”. Students in this class will have input as to the direction of this class and production of work.

Prerequisite: Successful completion of Art III or written permission of instructor.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1577
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AP STUDIO ART: This is a full year course that is designed for those who demonstrate a strong proficiency in multiple art mediums (Drawing, 3-D, and non-photography 2-D). The course is designed for a personal expression through eight to twelve (8-12) completed works that will contribute to the AP portfolio requirements meant to be submitted in May. During the creation period, students should understand the art process and be trying to display their creative expression and specific art style. Art works should show evidence of synthesis of materials, processes, and ideation. The final submission of your portfolio (to be submitted online) will consist of fifteen (15) detail/ process images of work, and five (5) physical works of your choosing. Upon completion and passing of this AP course the student will gain college credit. In addition to the coursework, there is summer work that needs to be completed prior to the beginning of the school year, and any student who does not complete this work may be withdrawn from the course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 1530
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AP DIGITAL PHOTOGRAPHY: This is a full year course that is designed for those who demonstrate a strong proficiency in digital photography/2-D design. The course is designed for a personal expression through eight to twelve (8-12) completed works that will contribute to the AP portfolio requirements meant to be submitted in May. During the creation period, students should understand the art process and be trying to display their creative expression and specific art style. Art works should show evidence of synthesis of materials, processes, and ideation. The final submission of your portfolio (to be submitted online) should consist of fifteen (15) detail/ process images of work, and five (5) physical works of your choosing. Upon completion and passing of this AP course the student will gain college credit. In addition to the coursework, there is summer work that needs to be completed prior to the beginning of the school year, and any student who does not complete this work may be withdrawn from the course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 1540
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CERAMICS: This class is designed for students who have an interest in working with clay, and gives students experiences in making functional as well as sculptural pieces, using a variety of techniques. As a basic course the emphasis is on hand-building construction, design, aesthetics, and the creative development of clay objects examining cultural, historical and personal modes of expression. Upon completion of this course, the students should be able to perform the three hand-building techniques, glazing and firing methods, and apply design concepts in creating ceramic forms.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1594
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ADVANCED CERAMICS: This is an advanced course which builds on and further explores the traditional hand-building techniques through larger size and in-depth study of organic and biomorphic form. After using the three basic hand-building techniques of pinch, coil, and slab students will choose a theme to begin to develop their own person style. Historically based projects will reinforce the deeper study of the history of art and ceramics.

Prerequisite: Successful completion of Ceramics I or written permission of instructor.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1595
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DRAWING: Introduction to Drawing is a foundation studio elective that will expose students to basic concepts, themes and materials of drawing. Drawing will teach the elements of art and principles of design. Students will use a variety of media including pencil, pen, charcoal, ink and pastel. Students will be drawing from observation; subjects to be studied will be gesture drawing, still life, contour and perspective drawing.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1586
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PAINTING: Students will focus on techniques and mechanics while painting a variety of media, including watercolor, tempera, gouache, and acrylic. Projects will be based on the elements of Art and principles of design through the use of such themes as landscape, still life, portraits, and color theory.

Basic Learning Competencies:

- Create works using organizational principles and functions to solve specific visual arts problems.
- Create artwork demonstrating a purposeful use of the elements and principles to convey meaning and emotion.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1556
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DIGITAL PHOTOGRAPHY: In this semester course, you will use digital cameras to learn how to compose better pictures, transfer photos from your camera to a computer, crop, retouch, modify images, correct color balance, organize your photos, eliminate red eye, scan images, and make photo presentations. Students will have the opportunity to have their photographic work published in the school yearbook and local newspaper. This course provides an introduction to “Photoshop CS3”, a powerful software application that allows you to use filters, effects and layers to enhance your photos and create digital art.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1597
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ADVANCED PHOTOGRAPHY: In this course, you will build upon previous experiences in Digital Photography. Hands-on activities relating to portraiture, nature photography, and natural light and flash photography will enhance your understanding of composition and exposure, which will allow you to create quality photographs. Students will have the opportunity to have their photographic work published in the school yearbook and local newspaper. This course also uses “Photoshop CS3” to enhance your photos and create digital art.

Prerequisite: Successful completion of Digital Photography and/or written permission of instructor.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1598
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BUSINESS

ENTREPRENEURSHIP: This interactive course provides opportunities to learn the underlying principles of starting a business. Students will learn how to identify business opportunities, how to start a business and how to profit as a business owner. Students will participate in hands-on activities centered around creating their own businesses and products throughout the course. Students will learn about the different types of entrepreneurs and entrepreneurial strategies in the process.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1917
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BUSINESS: This course provides opportunities to learn and experience a variety of topics in the field of business. Students are exposed to various economies, their roles in our economy, entrepreneurship, marketing, managing financial and technological resources, and the use of social media. There will also be a focus on personal finance and money management.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1916
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FINANCIAL LITERACY: Using project-based instruction and real-world situations this course will give students the knowledge and general understanding of all key aspects of personal finances necessary to be successful now and throughout their adult lives. The structure of this class will reflect real-world situations as closely as possible.

Various opportunities to take this class will be made available to students to meet the graduation requirement.

Grade: 11-12	Credits: 2.5	Level: College Preparatory	Course#: 1154
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BSAD 2030: PRINCIPLES OF MANAGEMENT: This is an introductory course in basic management concepts and practices. This course covers principles and techniques as they relate to planning, organizing, leading and controlling business enterprises. This is a dual credit course through Fitchburg State University. This class will be taught on the GHS campus by Mr. Bartkus. Students who successfully complete the course with a passing grade will earn 5 high school credits and 3 college credits through Fitchburg State.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2951
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BSAD 2040: FUNDAMENTALS OF MARKETING: This course discusses the role of marketing in our economic and social structure. It includes the planning, distribution, pricing and promotion of goods and services to consumer and industrial markets in the context of internal activities of the firm and environmental forces. This is a dual credit course through Fitchburg State University. This class will be taught on the GHS campus by Mr. Bartkus. Students who successfully complete the course with a passing grade will earn 5 high school credits and 3 college credits through Fitchburg State.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2961
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ENGLISH

The principles stated in the Common Core State Standards are the guiding principles of the English curriculum at Gardner High School. These guiding principles include the following areas of Language, Literature, Composition and Media.

ENGLISH 9: The reading content of this course will introduce the student to the works of various authors to include a survey of world and American literature. The writing component will emphasize the writing process, and students will focus primarily on argumentative/analytical as well as narrative compositions. Critical thinking skills as well as practice in responding to open-ended questions will be stressed in preparation for the MCAS. Vocabulary development and application of literary concepts will be incorporated into the literature instruction.

Expectations for Student Learning: Students will read and write effectively.

Grade 9	Credits: 5	Levels: Honors College Preparatory	Course#: 1011 1012
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ENGLISH 10: This full year course focuses on the continued development of critical thinking skills through the exploration of American and world literature. Standards based curriculum units center on the preparation for the Next Generation MCAS exam. Each unit helps to develop the writing process for all types of writing including those featured on the MCAS exam such as narrative, persuasive, and analytical writing. Language and vocabulary development are embedded into each curriculum unit. This course encourages curiosity and question asking while building upon students' reading and writing skills via the literary genres of the novel, short story, essay, poetry, and drama.

Expectations for Student Learning: Students will read and write effectively.

Grade 10	Credits: 5	Levels: Honors College Preparatory	Course#: 1001 1022
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ENGLISH 11: This full-year course continues to refine writing, reading and analytical skills. The course covers the analysis and critical study of representative works in American literature. Additionally, research techniques and presentation, grammar and usage, SAT preparation, media literacy, vocabulary, and various types of writing are taught and studied. A research paper will be a major component of this year of study.

Expectations for Student Learning: Students will read and write effectively.

Grade 11	Credits: 5	Levels: Honors College Preparatory	Course#: 1031 1032
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ENGLISH 12: The reading content of this course will consist of classical and modern world literature in poetry and prose. The aim is to prepare students for a liberal education with a wide variety of literature in both fiction and nonfiction. The writing component will emphasize effective expression, proper spelling, usage and refinement of individual skills. Organizational and critical thinking skills will be stressed in written assignments and oral discussion of the reading. Vocabulary development, critical analysis and the application of literary concepts will be incorporated into the literature instruction.

Expectations for Student Learning: Students will read and write effectively.

Grade 12	Credits: 5	Levels: Honors College Preparatory	Course#: 1041 1042
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ENG 101. COLLEGE WRITING I: Students will develop college-level English writing skills with an emphasis on the writing process, an awareness of purpose and audience, and an understanding of grammar, punctuation, and sentence structure. Reading selections will foster improved writing skills and critical and analytical thinking. By semester's end, students will have produced at least four essays totaling 12-15 pages of original, polished prose, as well as additional writing in varied forms, such as journals, free-writes, peer review, reading responses, and rough drafts. Students are required to successfully complete the MWCC Library Research Skills MOOC and will write at least one paper that incorporates outside source material. Working with an instruction librarian on the research project is encouraged.

Prerequisites: ENG 098, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2001
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ENG 102. COLLEGE WRITING II: Writing about literary works will improve student writing, revision, critical thinking, and reading skills. The readings will be selected from a range of texts including fiction, non-fiction, poetry and drama. Evaluation and analysis will be accomplished through a variety of writing assignments, for example, discussion board posts, in-class writing, journals, free-writing, essay exams, and rough drafts of formal essays. By semester's end, students will have produced several pieces of writing totaling 12-15 pages of original, polished prose. At least one of the essays will incorporate library research that is cited and documented appropriately.

Prerequisite: ENG 101

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2002
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AP ENGLISH LANGUAGE AND COMPOSITION: This full-year course includes both reading and analysis of complex prose from various authors and periods with emphasis on nonfiction. The study of various types of discourse and active class participation are essential elements of this course. Students will engage in various writing experiences calling for the use of different styles, tone, and syntax. Through such study and practice, students will gain an understanding of the principles of effective writing and become proficient writers themselves. Students are required to take the official AP exam at the end of the year. With successful performance in the AP exam, up to one semester of college credit in an English Composition class may be granted from accepting colleges. Summer work is a mandatory part of this course. There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will read and write effectively.

Grade 11	Credits: 5	Levels: Advanced Placement	Course#: 1030
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There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

AP ENGLISH LITERATURE AND COMPOSITION: This full-year English course guides the student through classics of literature, poetry, and drama, which are considered the foundational basis of a liberal education. The student is taught in-depth close reading and critical analysis, not as an end in itself but as a useful tool in the study of the literature of life. Students are encouraged to expand their thinking processes with continued curiosity and question asking in the classroom. Students are expected to take an active and reflective role in class discussion of literature. As the students' literary and critical faculties are more clearly defined, they are encouraged to polish and refine their own style of writing. Students are required to take the official AP exam at the end of the year. With successful performance on the AP exam, up to one semester of college credit in an English Composition class may be granted from accepting colleges. There is a reduced cost for students on free/reduced lunch. **Summer work is a mandatory part of this course.**

Expectations for Student Learning: Students will read and write effectively at an advanced level of study.

Grade 11-12	Credits: 5	Levels: Advanced Placement	Course#: 1040
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HORROR AND FICTION: This course explores the fiction of the fantastic, the magical, the supernatural, and the horrific, including vampires, zombies, werewolves, and other frightening creatures. It also explores what it is about horror and fear that we are so drawn to, and how creators of horror play on our fears about the world and ourselves in order to make us think about important issues.

Expectations for Student Learning: Students will read and write effectively.

Grade 8-12	Credits: 2.5	Levels: College Preparatory	Course#: 1054
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MYTHOLOGY: This semester course will focus on examining the gods, heroes and monsters of Greek mythology. Using both classic and modern stories, we will learn about the Olympians and investigate themes such as explaining natural phenomena, the quests and struggles of both immortals and mortals, and the role of fate. The course is designed for anyone who would like an introduction to Greek mythology and a look at its lasting influence.

Grade 8-9	Credits: 2.5	Levels: College Preparatory	Course#: 1055
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SPORTS WRITING: The sports world features diverse personalities, distinct narratives and intersects with numerous other disciplines. This semester-long course explores the world of sports through media. Students will use sports as the vehicle to discuss and explore these narratives through print, digital and social media.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1074
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HEALTH & WELLNESS

WELLNESS: This introductory course will focus on major life choices teens have to make concerning health care, disease prevention and health promotion. Students will learn and practice the skills needed to maintain or improve physical, mental and social wellbeing now and in the future. Topics will include health care, foundation of a healthy life, mental and emotional health, stress management, self-defense, drug and alcohol awareness, communicating needs, healthy relationships, safe dating and reproductive health.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1754
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LIFE MANAGEMENT: This course, designed for students in grades 10-12, will help develop the skills youth need to manage their lives after high school. Based on national health standards, students will learn and practice the health life skills of accessing health information, advocating for the needs of self and others, making healthy decisions and self-care. Topics will include first aid and CPR, the health care system, nutrition basics, food safety, prep and cooking, simple sewing techniques, drug and alcohol use, and personal care focusing on skin, dental and reproductive health. This is a project based, hands-on course that will require daily participation in classes.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1796
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DANCE: This semester's course is designed to keep the body moving. Students will explore many dances including ballet, jazz, folk dances and many different modern routines. Students will be encouraged to choreograph and teach to the rest of the class, participate in others' routines, with the goal that we keep moving each day. This course is open to all levels of dance from beginner to advanced.

This class can be used as a Unified Art credit.

Expectations for Student Learning: Students will problem solve effectively and think critically.
Students will work collaboratively and improve communication skills.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1548
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UNIFIED PE: This course brings together students with and without disabilities for physical activities and sports, with the goal of enhancing the physical, intellectual and social growth of all. This class focuses on increasing physical fitness and sport-specific skills, rules, and strategies, as well as reinforcing positive habits and reasoning to make better health and lifestyle choices.

Expectations for Student Learning: Students will problem solve effectively and think critically.
Students will work collaboratively and improve communication skills.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1874
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OUTDOOR ADVENTURES is a fun and exciting elective course that covers physical education requirements. Students are taught lifelong skills through the integration of physical education, science, wildlife conservation, art and critical thinking. The focus is on being outdoors, participating in activities such as: challenge skills, hiking, plant identification, survival techniques, tracking, camping, trip planning and fort building. This class is designed to change young people's lives forever by exposing them to the Great Outdoors and its many physical and social opportunities.

Expectations for Student Learning: Students will problem solve effectively and think critically.
Students will work collaboratively and improve communication skills.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1756
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PERSONAL FITNESS This course will cover a Physical Education requirement and is based on the four aspects of Physical Fitness: Cardiorespiratory Fitness, Muscle Fitness, Flexibility, and Body Composition. Students will design their own personal workout programs and the majority of class time will be spent exercising according to these personal plans. Students will apply systematic aerobic conditioning concepts to find heart rate training zones and F.I.T. (frequency, intensity, and time) measures for their cardio respiratory plans. Students will learn and apply many muscle fitness principles and will also employ the F.I.T. measures for their personal program goals. Students will also have the unique opportunity to train for specific sports, activities, races, and other activities. We will use the Fitness Center, including cardio machines, free standing weight machines, stability balls, weight balls, bosu trainers, and resistance tubes. The weight room will also be used, including the multi station machine, free weights and free standing weight machines. This is a participation course and promotes learning through physical performance of learned skills and techniques.

Expectations for Student Learning: Students will problem solve effectively and think critically.
Students will work collaboratively and improve communication skills.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1755
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TEAM SPORT: Will cover a Physical Education requirement and will include instruction of skills and active participation in a variety of sports and physical activities. Some of the sports and activities offered in this course will include: basketball, volleyball, pickleball, badminton, soccer, capture the flag, speedball, futsal, flag football, and a variety of other team centered games. This is a participation course that promotes respect, healthy competition, sportsmanship and cooperation. Emphasis is also placed on the physical performance of learned skills and various approaches to the game.

Expectations for Student Learning: Students will problem solve effectively and think critically.
Students will work collaboratively and improve communication skills.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1757
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MATHEMATICS

The Mathematics Department of Gardner High School offers a variety of standards-based courses, which comply with the requirements of the Massachusetts Curriculum Frameworks. Our goal is to improve the ability of our students to investigate and problem solve. Numerical, analytical and geometrical approaches are used to develop mathematical thought and emphasis is placed on verbal and written communication.

ALGEBRA 1: This course begins with a review of pre-algebra skills such as using variables, exponents, the order of operations, and tables & graphs. The remainder of the course will focus on operations with equations, inequalities, lines, and functions. It will also provide the opportunity for students to use data to find and display measures of central tendencies. Students studying at the college prep level will work at grade level pace, with an emphasis on the application of skills and justification of the steps in the problem solving process. They will investigate topics in depth with emphasis on critical thinking skills and applied problem-solving. Assessments are designed to evaluate students' ability to synthesize information according to Bloom's taxonomy.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 1127
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GEOMETRY: This course begins with a brief review of algebra skills: such as solving equations, polynomials, and factoring. The remainder of the course is devoted entirely to geometry. Aspects of geometry that will be explored include: inductive and deductive reasoning with simple proof statements, lines, angles, polygons, circles, solids, congruence and similarity. Students studying at the honors level will work at an accelerated pace. They will investigate topics in depth with emphasis on critical thinking skills and applied problem-solving. Assessments are designed to evaluate students' ability to synthesize information according to Bloom's taxonomy.
Prerequisite: Successful completion of Algebra I

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 10-12	Credits: 5 Credits:10 w/Enrichment	Level: Honors College Preparatory	Course#: 1129 1172
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MATH ENRICHMENT: This course is taken in combination with Geometry to support a student's understanding of concepts covered. This course will not count towards Math credit required for graduation.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1174
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ALGEBRA 2: This course begins with a review of Algebra I skills such as solving and graphing equations and inequalities. The remainder of the course will focus on graphing linear, quadratic and absolute value functions, operations containing matrices, complex numbers, counting principles, and arithmetic and geometric series. Students studying at the honors level will work at an accelerated pace. They will investigate topics in depth with emphasis on critical thinking skills and applied problem-solving. Assessments are designed to evaluate students' ability to synthesize information according to Bloom's taxonomy.

Prerequisite: Successful completion of Algebra I

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 10-12	Credits: 5	Level: Honors College Preparatory	Course#: 1191 1132
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ADVANCED ALGEBRA AND TRIGONOMETRY: This year long course is algebra based, with an emphasis on rational and radical functions and trigonometry. The course is designed for students whose background is not yet strong enough for pre-calculus, but intend to go on to college. There will be some SAT and ACT preparation before the exams in the fall.

Prerequisite: Successful completion of Algebra II

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11-12	Credits: 5	Level: College Preparatory	Course#: 1162
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HONORS PRE-CALCULUS: Students successful in this course will be prepared for either calculus or Advanced Placement Calculus. Students are exposed to familiar Algebra II topics, at a deeper level. New topics are also included, such as difference quotients, graphing various functions by hand, and trigonometry. Students studying at the honors level will work at an accelerated pace, and more emphasis will be placed on graphing. Extensive use is made of the TI-83+ or the TI-84 graphing calculators. It is strongly recommended that the students have one of these calculators.

Prerequisite: Successful completion of Algebra II

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 1151
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AP CALCULUS AB: This is a complete full-year course in differential and integral calculus. Extensive use is made of the TI-84 graphing calculators. It is strongly recommended that the students have one of these calculators. The course is comparable to many college courses. Summer work is a mandatory part of this course. There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Prerequisite: Successful completion of Pre-Calculus

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 12	Credits: 5	Level: Advanced Placement	Course#: 1160
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AP CALCULUS BC: This is a complete full-year course in differential and integral calculus that is the equivalent of two semesters of college calculus. Topics include all content covered in AP Calculus AB plus: integration by parts, infinite series convergence and Taylor series, vector and polar functions, and limits of indeterminate forms. Extensive use is made of the TI-84 graphing calculators. It is strongly recommended that the students have one of these calculators. Summer work is a mandatory part of this course.

*There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Prerequisite: Successful completion of AP Calculus AB.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 1170
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AP STATISTICS: This advanced placement course in Statistics will cover the syllabus from the College Board. The purpose is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from the data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentations, Anticipating Patterns, and Statistical Inference. Students are required to take the official AP exam at the end of the year. Summer work is a mandatory part of this course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Prerequisite: Successful completion of Algebra II

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 1150
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STATISTICS AND PROBABILITY: This course introduces basic statistical topics with real world mathematical applications. Statistical topics will include analysis of one and two variable data, study and experimental design, and analysis of data. Topics in personal finance will reinforce the general math topics (such as arithmetic, using rational numbers, measurement, ratio, and proportion) and applying these skills to consumer problems and situations. Applications may include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, personal income and investment.

In this course students will be introduced to the basic concepts and logic of statistical reasoning and students will have an introductory-level practical ability to choose, generate, and properly interpret appropriate descriptive and inferential methods. This course introduces basic statistical topics with real world mathematical applications. Statistical topics will include analysis of one and two variable data, study and experimental design, and analysis of data.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11-12	Credits: 5	Level: College Preparatory	Course#: 1152
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MATH MODELING: This course is an introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data phenomena. It is designed to prepare students to pass the 092 college math course at Mount Wachusett Community College. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communications of quantitative concepts and results.

Students who successfully complete this course and the final exam will receive a certificate of course completion and will be eligible for college level placement in math at MWCC.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 12	Credits: 5	Level: College Preparatory	Course#: 1194
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TOPICS IN MATH: This course explores a number of important ideas and practical applications in contemporary mathematics. Required topics include: problem solving strategies; measurement and the metric system; set theory; equations and inequalities; graphing and linear functions; consumer applications such as interest, annuities and present value; and basic statistics. Teachers will select one or two additional topics (as time permits), such as, history of math, voting and apportionment, logic, probability, or geometry.

Grade: 11-12	Credits: 5	Level: College Preparatory	Course#: 1177
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PERFORMING ARTS

Music Education should be a basic part of every student's education. Participation in music activities stimulates creativity and contributes significantly to the aesthetic growth of each student. As student's work to develop skills in music, they are developing skills in self-discipline, flexible ways of thinking, concentration, decision-making, physical coordination, and aural perception. Successful participation in musical activities builds self-confidence, self-esteem, and a sense of responsibility and accomplishment.

As new standards are set throughout the state and country, our music curriculum is aimed to meet or exceed these standards. Study after study has proven that students who participate and are exposed to music have greater achievement in other academic areas. At Gardner High School, we are offering a wide range of classes and opportunities for all students to experience and appreciate music in our culture.

CHORUS: Chorus provides an opportunity for interested students to sing music in a large mixed choir (soprano, alto, tenor, and bass) from a variety of styles including classical and contemporary. Students will be introduced to proper vocal tone productions and the fundamentals of singing. They will become more proficient in sight-reading as they are exposed to many different musical works throughout the course. Performances will include in school and outside-of school concerts, competitions, festivals, and community events. Students may take chorus for more than one year.

Prerequisite: Reasonable competency at singing, reading music, and previous experience in a school choral program, or enrollment approval by the GHS Choral Director.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 1506
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BAND: This is the largest instrumental ensemble at Gardner High School. The class does not require an audition and every student who plays a standard band instrument is expected to participate. Students will begin the year with the focus on Marching Band and transition to Symphonic Band during the second quarter. Students will be exposed to a variety of musical pieces and will be instructed on correct performance practices for each style. Performances will include in and out-of-school concerts, competitions, festivals, and community events. In addition, students may be required to attend summer rehearsals, band camp, and other out-of-school rehearsals during the Marching Band portion of the class.

Students may take band for more than one year.

Prerequisite: Reasonable competency at singing, reading music, and previous experience in a school choral program, or enrollment approval by the GHS Choral Director.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 1505
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COLORGUARD (Fall Semester Only): This is a half-year performance-based class that will be offered during the 1st semester and will meet during the same period as the band. Students enrolled in this class will perform with the Gardner High School Wildcat Marching Band. Performances will include in and out-of-school events such as marching band shows, parades, Fall Concert, Winter Concert, football games and pep rallies. There is no prerequisite, however, students will be expected to commit to the full Marching Band schedule and attend summer rehearsals, band camp, and other out-of-school rehearsals with the color guard instructors. Students will learn the proper use of color guard equipment, rehearsal performance technique, basic dance movements and marching technique.

When the fall marching band season is complete halfway through the 2nd quarter students will work on individual technique with various types of color guard equipment and will work on a group performance project that will be featured as part of the Winter Concert. Students may take color guard more than once.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1504
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PIANO: This half-year class is designed for students who have little to no experience playing the piano or reading music. Topics covered include reading music, piano keyboard technique, scales, and basic chords that can be used for harmonization. By the end of the course students will be able to play basic melodies with simple accompaniments in several keys.

There is no prerequisite for this class; however, it is not appropriate for students who have taken private lessons or those who are already proficient pianists.

Expectations for Student Learning: Students will demonstrate creativity

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1545
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MUSIC TECHNOLOGY: This course is designed for student musicians to explore and create music through technology-based experiences. Students will use computer and tablet music notation, composition, and creation applications to develop musicianship in a 21st century environment. Creativity, experimentation, and collaboration will be a major focus of this course, and students will be expected to learn and work independently by taking initiative to try new things to grow as musicians.

Prerequisite: It is recommended that students taking this course have some type of musical background.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1554
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HISTORY OF ROCK AND ROLL: This half year class begins with the history of how Rock music began in the early 1900's with its Blues roots and moves through Country music, Doo-Wop, and many styles of rock through the mid 1960's. We will discover the music of Elvis, Buddy Holly, Motown, the Beach Boys, the Beatles and many other rock legends.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1546
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DANCE: This semester's course is designed to keep the body moving. Students will explore many dances including ballet, jazz, folk dances and many different modern routines. Students will be encouraged to choreograph and teach to the rest of the class, participate in others' routines, with the goal that we keep moving each day. This course is open to all levels of dance from beginner to advanced.

This class can be used as either an Art or PE credit.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1548
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DRAMA/THEATER: This is an elective course that focuses on basic acting techniques, interpreting dramatic literature, games, improvisation, pantomime, monolog, and script adaptations with performance. Students will develop vocal, physical and emotional control through analytical, creative and team building activities, as well as develop group and self-assessment skills to improve performance. Students will also be able to connect literature from a variety of cultures and historical time periods to develop 21st century perspective on theater and its connection to daily life to promote success after high school graduation. Reading, writing, rehearsing and memorizing are vital to success in this course. This class is interactive and energetic.

Expectations for Student Learning: Students will read and write effectively.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1544
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GUITAR: This half year course is designed for all levels of abilities from beginners to advanced players. The curriculum will be designed to challenge the students at the level of ability they have at the beginning of the semester. More advanced players will serve as mentors to beginner players. Individual students will develop goals for improvement and work on repertoire that challenges their current level.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1547
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HISTORY OF HIP HOP & RAP: This semester class involves a look at the historical roots of the genre, the cultural differences between different styles (East v West, NYC, "Gangster Rap" v Native Tongues, etc) as well as the "reasons"/inspirations behind songs and influences on modern day. We will be looking at the music of artists such as Grandmaster Flash, Tupac Shakur, Notorious BIG, Public Enemy, Outkast, Run D.M.C, Beastie Boys, Ice Cube, Ice T, Missy Elliot, Nas, Jay-Z, Wu-Tang Clan, Eminem, Kendrick Lamar, and many more. This class will involve research and writing, critical thinking and problem solving.

Grade: 8-9	Credits: 2.5	Level: College Preparatory	Course#: 1352
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SCIENCE

The Gardner High School Science, Technology, Engineering, and Mathematics Department adheres to learning standards as set forth by the American Association for the Advancement of Science through its Project 2061 and the Massachusetts Comprehensive Assessment System. Expectations for student achievement reflect the standards of the National Association of Science Teachers, the National Association of Biology Teachers, the American Chemical Society, and the American Association of Physics Teachers.

BIOLOGY: This course is geared towards preparing students for the Biology MCAS exam. Concepts will be introduced through lectures, discussions, activities, and will be reinforced through weekly laboratories. Topics in cellularity, biochemistry, genetics, evolution, body systems, diversity of life, and ecology are explored in the laboratory and the classroom. The same concepts taught in Honors Biology are taught in College Preparatory Biology, but in greater detail.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 9-12	Credits: 5	Level: Honors College Preparatory	Course#: 1211 1212
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CHEMISTRY: This course is a developmentally appropriate, hands-on laboratory based program in which the basic chemical principles and skills students will need for college will be pursued. A variety of problem-solving techniques, laboratory activities, model building, and demonstrations are major components of this course. Both Honors Chemistry and College Preparatory Chemistry use algebraic principles throughout the course. College Preparatory Chemistry does so to a lesser extent.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 10-12	Credits: 5	Level: Honors College Preparatory	Course#: 1221 1222
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PHYSICS: This course will give students a solid understanding of the concepts in Classical Physics. The course covers topics such as Newtonian Mechanics, Thermal Physics, Waves, Electricity and Magnetism. The curriculum is designed as a thorough introduction to Physics and prepares students who are interested in medical fields, engineering and physical science. It is very mathematics intensive. It is recommended that students have completed Algebra II and be concurrently taking H. Precalculus.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Honors College Preparatory	Course#: 1231 1232
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ANATOMY AND PHYSIOLOGY: This course is geared toward students interested in pursuing careers related to various fields in medicine, physical therapy, or sports medicine or for those interested in a more in-depth examination of the human body, which includes the study of the ten systems of the human body. Laboratory cats are dissected and serve as models of human anatomy and physiology. Demonstrations and laboratory experiments exemplify basic anatomy as well as physiological principles. Research papers and presentations integrate student learning to real life diseases and disorders. Interactive computer activities are conducted using Vernier, Physioex, and Interactive Physiology software. The same concepts taught in Honors Anatomy and Physiology are taught in College Preparatory Anatomy and Physiology, but in greater detail. Participation in dissections is mandatory.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Honors College Preparatory	Course#: 1261 1262
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MCAS BIOLOGY: This semester course is for students to prepare for the February MCAS retest. The course will review scientific concepts and standards that will be on the Biology exam. This course will also review testing strategies and techniques for test taking such as answering multiple choice and open response questions. This course is not considered a lab science and does not count toward the science requirement for graduation. This course is for students who have taken a Biology class and scored less than a 220 on the Biology MCAS exam.

Grade: 10-12	Credits: 2.5	Level: Unweighted	Course#: 1228
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BOTANY: This course is the scientific study of plants and their relationship to the environment. Students will investigate the growth, reproduction, anatomy, morphology, physiology, biochemistry, taxonomy, genetics, and ecology of plants. Laboratory and outdoor experiences complement classroom activities.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1263
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ENVIRONMENTAL SCIENCE: This is a full-year laboratory course that will focus on present-day problems in the environment. The study of energy flow, population dynamics, biodiversity, air and water pollution and toxic waste is explored. An emphasis will be placed on collection field data and we will use current technologies to support and analyze the data. The same concepts taught in Honors Environmental Science are taught in Environment Science, but in greater detail.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Honors College Preparatory	Course#: 1271 1272
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FORENSICS: Forensic science is the application of science to law. This lab based course involves all areas of Science including: Biology, Anatomy, Chemistry, and Physics. There is an emphasis on complex reasoning and critical thinking. Topics will include: the basics of Forensic Science, crime scene analysis and reconstruction, impressions, prints (finger, lip and ear), blood splatter and typing entomology, teeth and toxicology. Due to the nature of the material, a certain level of maturity is required, as well as the ability to work in a safe manner.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12 10th with approval	Credits: 2.5	Level: College Preparatory	Course#: 1257
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TECHNOLOGY/ENGINEERING: Students who are highly motivated, work well independently, are interested in high-tech careers and enjoy hands-on learning experiences should consider taking Technology/Engineering. This course encourages students to pursue global engineering questions and technological solutions that emphasizes research and problem solving using mathematical and scientific concepts. Students achieve a more advanced level of skill in engineering design by conceptualizing a game and building a game board. The game will be played with machines designed and built by students. The machines will be designed to apply all of the areas of study within the area of Technology Engineering. Students will learn how to solve the problem they've conceptualized by developing possible solutions, designing and building prototypes or models, and making modifications if necessary. Students will explore engineering design, construction technologies, energy and power technologies including fluid systems, thermal systems, electrical systems, and communication and manufacturing technologies. Technology Engineering is designed to fully immerse the student in higher level problem solving activities that will require detailed lab reports that will include the following: proper research citations, orthographic drawings, test and evaluation analysis and redesign of the prototype. This class can be used toward science graduation requirements.

This class can be used toward science graduation requirements.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 1452
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AP BIOLOGY: AP Biology is designed for students who wish a vigorous extension of their biological knowledge and a deeper understanding of science as a process. The course will be taught to meet the standards of the College Board AP Biology Curriculum. The content of this course will involve 8 units of study, Chemistry of Life; Cell Structure and Function; Cellular Energetics; Cell Communication and Cell Cycle; Heredity; Gene Expression and Regulation; Natural Selection; and Ecology. Use of College Board AP Classroom, Case Studies, POGILs, website videos, and laboratory experimentation and design will be a vital part of the course. There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 1250
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AP CHEMISTRY: This AP Chemistry course is designed for students who wish to attain a depth of understanding of the fundamentals of chemistry. The course will be taught to meet the standards of the National AP Chemistry Curriculum. Topics covered will include kinetics, equilibrium, thermodynamics, and electrochemistry with a review of atomic theory, kinetic molecular theory, bonding and stoichiometry. The course places emphasis upon critical quantitative thinking and lab work. Summer work is a mandatory part of this course. There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 1290
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AP ENVIRONMENTAL SCIENCE: The Advanced Placement Environmental Science course is an interdisciplinary examination of the natural world. The goal of the course is to provide an understanding of the interrelationships among the various systems of the earth. Additionally, the course examines human impact of environmental changes to air, land, and water quality, biodiversity, and climate change. Students are challenged to evaluate and create solutions to the imbalance of natural resources necessary to maintain a sustainable planet for an exponentially growing global population from both a technological and political perspective. Students enrolled in the course will take the Advanced Placement Environmental Science exam. Summer work is a mandatory part of this course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 1270
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AP PHYSICS II: This full-year course is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. 25% of instructional time is devoted to inquiry-based laboratory investigations that foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where students direct and monitor their progress. Students who enrolled in this course must take the AP Physics 2 exam in May. Students should have successfully completed first-year introductory physics. Students should also have taken or be concurrently taking honors pre-calculus. Highly capable and motivated students could take Honors Physics and AP physics 2 simultaneously if getting permission from the instructor.

Expectations for Student Learning: Students will problem solve effectively and think critically

Grade: 12	Credits: 5	Level: Advanced Placement	Course#: 1260
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SCIENCE OF NATURAL DISASTERS: The ‘Science of Disasters’ course comprehensively explored the scientific foundations of a range of different extreme events. These encompassed earthquakes, hurricanes, tropical storms, flooding,

tornadoes, wildfires, hazardous materials incidents, technological disasters, radiological incidents, and more. Students will gain a profound understanding of each disaster's mechanics, implications, and strategic responses.

Expectation for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade:8-9	Credits: 2.5	Level: College Preparatory	Course#: 1203
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MARINE BIOLOGY: Students will learn about the physical structure and chemistry of the ocean, the diversity of ocean life, marine ecology, and the scope and impact of human interactions with the oceans.

Prerequisite: Passing grade in Biology

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1205
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ASTRONOMY: This introductory Astronomy course explores the basics of celestial bodies and phenomena, such as planets, moons, stars, and galaxies and technology in space.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 8-9	Credits: 2.5	Level: College Preparatory	Course#: 1204
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LIFE SCIENCE: This introduction to high school life science class will prepare students for 10th Grade CP Biology and the Biology MCAS exam.. Through this course, students will participate in lab activities that will reinforce essential science practices for future science classes. Topics include the interaction of organisms within their physical environment as well as with other organisms, the principles of inheritance and genetic variation, the principles of natural selection and evolution, and human body systems.

Expectations for Student Learning: Students will work collaboratively, problem solve critically, and communicate effectively.

Grade: 9	Credits: 5	Level: College Preparatory	Course#:
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SOCIAL STUDIES

The Gardner High School Social Studies Department sets a standard of excellence for its students and instructors. Four years of social studies courses are offered to meet the learning standards and requirements of the Massachusetts History and Social Science Framework. Under the Massachusetts Department of Education's Core Curriculum students must pass two years of United States History and one year of Modern World History. Through the study of history, geography, economics, civics and government, culture, and the related social sciences, our students will develop critical thinking skills and the core knowledge of the story of humanity. The goal of our program is to prepare the student for college and life in a capitalist democracy with increasing emphasis on connections with the global community. Research papers are required in all history classes.

MODERN WORLD HISTORY II: The aim of this survey course is to provide a comprehensive study of the development of World History from the French Revolution (c. 1789) to the present day. All topics are aligned with the Massachusetts History and Social Sciences Curriculum Frameworks. Students are required to do essays and a research paper. A variety of assessments are used.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 5	Level: Honors College Preparatory	Course#: 1311 1312
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AP HUMAN GEOGRAPHY: The purpose of this freshman full-year college-level course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications, comprehensive survey of human geographical patterns, throughout history. Students are required to complete an extensive summer reading assignment, read nightly, write intensively, analyze primary source documents, actively participate in class, and will take the **AP Human Geography exam. Students should be prepared to spend at least an hour every night completing these requirements. This course will cover various topics within the Massachusetts History and Social Science Frameworks. Students interested in taking this course should be prepared to devote a great deal of time toward achieving success. Self-motivation is essential.

This course can be used to meet the World History requirement.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9	Credits: 5	Level: Advanced Placement	Course#: 1310
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UNITED STATES HISTORY 1: In year one of this two-year unified course, students will examine the historical and intellectual development during the Revolutionary and Constitutional era. In addition, industrialization, westward expansion, slavery, and the Civil War will be topics of focus. Students will study the social, political, intellectual, religious, and technological development of the United States through the Progressive Era and World War I. Students will study the global relations of the United States and other nations. All topics are aligned with the Massachusetts History and Social Sciences Curriculum Frameworks.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 10-12	Credits: 5	Level: Honors College Preparatory	Course#: 1321 1322
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UNITED STATES HISTORY 2: In the second year of the two-year unified course, students will analyze the causes and consequences of the Great Depression with a focus on principles of economics. Students will study

the goals and accomplishments of the New Deal. Students will analyze the causes and contributing factors that led America into the Modern World stage through historical events of WWII, the Cold War, Vietnam, Civil Rights through September 11, 2001. Students will understand the relationship of the United States in recent events, trends, and beliefs that shape modern America. All topics are aligned with the current Massachusetts History and Social Sciences Curriculum Frameworks.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 10	Credits: 5	Level: Honors College Preparatory	Course#: 1331 1332
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AP UNITED STATES HISTORY: The purpose of this demanding college-level course is to provide a comprehensive survey of United States history from the arrival of the first Americans via the land bridge through the present. Students are required to complete an extensive summer reading assignment, read nightly, analyze primary source documents, write intensively, and will take the **United States AP exam. Students should be prepared to spend up to two hours per night completing these requirements. This course will cover topics listed in the Massachusetts History and Social Sciences

Frameworks. Students interested in taking this course should be prepared to devote a great deal of time toward achieving success. Self-motivation is essential. All topics are aligned with the current Massachusetts History and Social Sciences Curriculum Frameworks. This course will take place during two periods each day throughout the year. Summer work is a mandatory part of this course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11	Credits: 10	Level: Advanced Placement	Course#: 1330
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AP GOVERNMENT: The purpose of this full-year college-level course for seniors is to examine and evaluate the theories, organization, politics and policy concerns of the American government, with primary focus on the federal government. It is aligned with the Massachusetts History and Social Science Curriculum Frameworks. Emphasis will be placed on written and oral communication; collection, organization, and analysis of data; problem-solving; and cooperative group work. The course will also prepare students to take the **AP U.S. Government & Politics exam. Students interested in this offering should be prepared to devote a great deal of time to the work of this course, and to active classroom participation. Self-motivation is essential.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. **Students who enroll in this course must take the AP exam.**

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 12	Credits: 5	Level: Advanced Placement	Course#: 1340
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AP MODERN WORLD HISTORY: In this sophomore full-year college-level course, students will explore key themes of world history, including interaction with the environment, cultures, state-building, economic systems, and social structures from approximately 1200 C.E. to the present. Students will learn to apply historical thinking

skills including the ability to craft arguments from evidence; describe, analyze and evaluate events from a chronological perspective; compare and contextualize historical developments; and analyze evidence, reasoning and context to construct and understand historical interpretations. Students are required to complete an extensive summer reading assignment, read nightly, write intensively, analyze primary source documents, actively participate in class, and will take the **AP World History exam. Students should be prepared to spend at least an hour every night completing these requirements. This course will cover various topics within the Massachusetts History and Social Studies Sciences Frameworks. Students interested in taking this course should be prepared to devote a great deal of time toward achieving success. Self-motivation is essential. Summer work is a mandatory part of this course.

There is a reduced cost for students on free/reduced lunch. Many colleges offer credit to students who achieve a passing score on the AP exam. Students who enroll in this course must take the AP exam.

Expectations for Student Learning: Students will problem solve effectively and think critically

Grade: 10	Credits: 5	Level: Advanced Placement	Course#: 1350
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CRIMINAL PSYCHOLOGY: This very interactive course studies criminal behavior. Criminal psychology is the study of the wills, thoughts, intentions, and reactions of criminals. The study goes into the criminal mind by researching and studying some of the most infamous cases in criminal history. Students apply their knowledge of psychology and sociology towards a theoretical solution for criminal behavior. Students learn to apply terminology of law, criminology and psychology to discuss and debate the principles of criminal activity and society's reaction through the criminal justice system.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 11-12 10th with approval	Credits: 2.5	Level: College Preparatory	Course#: 1375
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PSYCHOLOGY: This course will examine the psychological, biological and societal influences on human behavior in modern day society. The topics will include: the brain, perception, states of consciousness, human development, mental disorders and conventional/alternative therapies. The emphasis will be placed on hands-on learning through projects, small group discussion, role-plays and presentations. This course will prove useful to students seeking a career in the helping fields such as: nursing, teaching, counseling, physical therapy, animal science and medicine.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1377
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SOCIOLOGY: In Introduction to Sociology students will examine the ways in which the environment and social institutions such as government, schools, family, socioeconomic status, and church affects a person's social development and socialization. The study of social behavior in interpersonal relationships, groups and the community will also be explored. Several instructional strategies, including: lecture, discussion and debate, guest speakers, and video will be utilized.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1378
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MILITARY HISTORY: This course is designed to educate students about significant developments in the history of human armed conflict. Emphasis will be placed on significant battles, the evolution of weaponry and tactics, and military leadership. Students selecting this course must be willing to participate in class discussion

and debate, conduct research relating to military history, and take related notes. A multiplicity of teaching strategies will be employed including lectures, text, class discussion and debate, case studies, videos, websites, guest speakers and media information.

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1376
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HISTORY OF FILM: The first talking films graced the big screen in the 1920's. Since then, it has become a classic American pastime. Movies are a great way to connect our lives to the lives of factual or fictional characters. Films can vary drastically, while some may carry a lighthearted message others may portray a more tragic narrative. This elective dives into films that guide students through major historical events and themes of the 20th century. Topics will be paired with Massachusetts History and Social Sciences Curriculum Frameworks in order to help develop context surrounding the film. Students will learn to evaluate the accuracy of films through a variety of assessment methods. Bring your own popcorn!

Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1374
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INTRODUCTION TO PHILOSOPHY: This course provides an introduction to philosophical thought which looks at questions regarding human nature and the world around us. Students will learn how to discuss, analyze, clarify and create arguments that will help them to be successful in an academic context.

Grade: 8-10	Credits: 2.5	Level: College Preparatory	Course#: 1353
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PHILOSOPHY & ETHICS: This course provides an introduction to philosophical thought which looks at questions regarding human nature and the world around us. Students will explore the major philosophical schools of thought which include Logic and Reason, Aesthetics, Epistemology, Ethics, Metaphysics, and Existentialism and investigate how great philosophers have addressed these throughout history. Students will learn how to discuss, analyze, clarify and create arguments that will help them to be successful in an academic context.

Grade: 11-12	Credits: 2.5	Level: College Preparatory	Course#: 1354
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TECHNOLOGY/ENGINEERING

Technology/Engineering is the study of "how people modify the natural world to suit their own purposes" and generally refers to the diverse collection of processes and knowledge that people use to extend human capabilities and to satisfy human needs and wants. Since everyone uses technology, all students benefit from

Technology/Engineering courses. Technology/Engineering is defined as a core subject by the Massachusetts Department of Education. The Learning Standards outlined in Strand 4 of the Massachusetts Science and Technology/Engineering Curriculum Framework are the guiding principles of the Technology/Engineering curriculum at Gardner High School.

INTRODUCTION TO WOODWORKING: This is an introductory course in woodworking technology. It includes the following: safety in the shop, drawing and planning a project. This course teaches the fundamentals of woodworking. You'll learn how to safely operate all shop machines and the proper use of hand and portable power tools. Emphasis will be placed on the designing, planning and selection phases used to construct a quality wood product. Curriculum is guided by the Massachusetts State Frameworks for Science, Engineering and Technology.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1464
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ADVANCED WOODWORKING: This is an advanced level course in woodworking. It includes the following: safety in the shop, drawing and planning a project. Its purpose is to provide more extensive experience to students who desire to explore the woodworking field in greater depth. Emphasis will be placed on technology used in carpentry, cabinet and furniture making, as well as more abstract type woodworking. Students will be given the opportunity to advance skills learned in Wood Technology I in areas of materials, machines, and procedures. Students will be expected to design and develop plans for an advanced project of their choice. Curriculum is guided by the Massachusetts State Frameworks for Science, Engineering, and Technology. Students can take this course more than once.

Prerequisite: Successful completion of Wood Technology I or Intro to Woodworking.

Expectations for Student Learning: Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1465
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MANUFACTURING TECHNOLOGY: The purpose of this class is to introduce students to theory and operations of manufacturing including manufacturing processes and equipment overview, manufacturing design, production process and flow, materials, machine operations and logistics. Students will learn concepts of production monitoring and control processes. Students will also earn their OSHA Safety Certification and other industry recognized manufacturing credentials for preparation for future employment in the manufacturing field.

Grade: 11-12	Credits: 5	Level: College Preparatory	Course#: 1437
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TECHNOLOGY/ENGINEERING: Students who are highly motivated, work well independently, are interested in high-tech careers and enjoy hands-on learning experiences should consider taking Technology/Engineering. This course encourages students to pursue global engineering questions and technological solutions that emphasizes research and problem solving using mathematical and scientific concepts. Students achieve a more advanced level of skill in engineering design by conceptualizing a game and building a game board. The game will be played with machines designed and built by students. The machines will be designed to apply all of the

areas of study within the area of Technology Engineering. Students will learn how to solve the problem they've conceptualized by developing possible solutions, designing and building prototypes or models, and making modifications if necessary. Students will explore engineering design, construction technologies, energy and power technologies including fluid systems, thermal systems, electrical systems, and communication and manufacturing technologies. Technology Engineering is designed to fully immerse the student in higher level problem solving activities that will require detailed lab reports that will include the following: proper research citations, orthographic drawings, test and evaluation analysis and redesign of the prototype. This class can be used toward science graduation requirements. *This class can be used toward science graduation requirements.*

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 1452
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ROBOTICS: During this full-year course, students will engage in real-world applications of Science Technology/Engineering and Math (STEM) concepts through the use of the engineering design process. Through hands-on activities students will utilize engineering concepts including: Physics, programming, mechanical systems, and electrical & electronics systems. These concepts are delivered via a robotics platform through activities and projects using VEX Robotics hardware and easy C robotic programming software.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 1477
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ROBOTICS 2: During this full-year course, students gain knowledge of the programming process by creating a sequence of instructions that tell a computational device, such as the microcontroller on a VEX Robot, how to perform a task. Students utilize VEX Robots hardware and easy C robotic programming software to understand robotic programming code: Radio Control Code, Autonomous Code, and Mixed Autonomous & Radio Control Code. Radio control code allows you to configure the way in which the radio control transmitter controls the robot, allowing a human operator to provide input to the robot. Autonomous code allows a robot to perform behaviors without input from the radio control transmitter. The robot follows pre-programmed routines responding only to sensor inputs. Autonomous code can be integrated with radio control code to achieve even better robot performance for complex tasks.

Prerequisite: Students will have successfully completed Robotics.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 10-12	Credits: 5	Level: College Preparatory	Course#: 1478
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CAD 101. INTRODUCTION TO CAD: This course is an introduction to computer assisted design (CAD) and learning to navigate both 2D and 3D design environments, using the application tools and features. The 3D basics will include menus, toolbars, drop-down menus, features, command manager, feature manager and drawing space. Students will create parts by drawing sketches and adding features. The parts will be combined to form an assembly and 2D drawings will be generated from the parts. Students will also learn to edit sketches and features, as well as add relations to their designs. The 3D CAD application introduced will be OnShape, a cloud-based

application. Since all 3D CAD applications function in similar ways, the knowledge of one can be transferred to the next. This course is a fundamentals approach and requires no experience with other CAD programs. Dual Enrollment credit is available.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2032
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MAKERSPACE: MakerSpace at Gardner High School is a course where students will work collaboratively with other makers, creators, and designers to foster independent and creative problem solving through an authentic preparation for the real world from simulating real-world challenges. This hands-on course allows students to be creative, innovative, independent, and technologically literate. In addition, this course utilizes materials, tools, and equipment to allow students to combine engineering principles and artistic interests to take initiative, collaboration, persistence, and resourcefulness to produce the creation of engaging products.

Expectations for Student Learning: Students will think critically, listen actively and utilize technology effectively.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1454
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WORLD LANGUAGE

The World Language Department at Gardner High School offers multiple levels of instruction in French, Spanish and Latin. These courses are standards-based and comply with the Massachusetts Curriculum Frameworks. Our program promotes a balanced instructional program that develops speaking, listening, reading and writing skills as well as reading comprehension. The students will develop knowledge of literature, history and culture.

FRENCH 1: This full-year course is an introduction to the French language and culture. Its emphasis is on the skills of listening comprehension and speaking. This is accomplished by oral and written practice of modern, everyday language and the use of selected audio-visual materials. Students will learn thematic vocabulary focusing on everyday needs and activities as they learn to communicate orally, and in writing.

This course is not intended for native speakers of the target language. Native speakers are encouraged to enroll in an upper level course or to pursue instruction in a new language.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 8-12	Credits: 5	Levels: College Preparatory	Course#: 1614
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FRENCH 2: This full-year course students will continue to increase their proficiency in the skills of listening comprehension and speaking. Students will also focus on reading and writing in communication topics of interest in the past, present and future. Students will study aspects of the Francophone world.

This course is not intended for native speakers of the target language. Native speakers are encouraged to enroll in an upper level course or to pursue instruction in a new language.

Prerequisite: Successful completion of French I or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors College Preparatory	Course#: 1624
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FRENCH 3: This full-year course of French, taught in the target language, is intended for students who have developed basic skills to a functional degree allowing for individual expression and some extensive reading. Continued development of skills includes review and advanced study of the structure of the language. Reading and cultural material emphasize the contemporary scene in terms of the historical, social and aesthetic development of the people.

Prerequisite: Successful completion of French II or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors	Course#: 1631
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FRENCH 4: this full-year course of French is recommended for the highly motivated student upon recommendation of the instructor. The content will vary depending on the ability and interests of the students. Emphasis will be placed on one or more of these areas: language, literature, culture.

Prerequisite: Successful completion of French III or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors	Course#: 1651
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FRENCH 5: This full-year course is taught exclusively in the target language. It is designed to provide highly motivated students with the ability to use spoken and written language in a wide variety of situations. Target language readings consist of newspapers, magazine articles as well as authentic literary texts. Students will discuss current events and examine and analyze cultural contributions of significant people and events in history. Throughout this course students will communicate both orally and in writing, with increasing fluency and accuracy.

Prerequisite: Successful completion of French IV or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors	Course#: 1691
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SPANISH 1: This full-year course of Spanish introduces the student to the basic elements of the four basic skills: listening, speaking, reading and writing. Development of these skills is attained by oral and written practice of modern, everyday language and the use of selected audio-video materials. The student also acquires basic skills in reading and cultural concepts concerning everyday life in Spanish speaking countries.

This course is not intended for native speakers of the target language. Native speakers are encouraged to enroll in an upper level course or to pursue instruction in a new language.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 8-12	Credits: 5	Levels: College Preparatory	Course#: 1615
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SPANISH 2: This full-year course of Spanish reviews the basic principles of the first year of Spanish. It expands on the four skills of listening, speaking, reading and writing, and deals with the various types of Spanish literature.

Prerequisite: Successful completion of Spanish I or written permission of instructor.

This course is not intended for native speakers of the target language. Native speakers are encouraged to enroll in an upper level course or to pursue instruction in a new language.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors College Preparatory	Course#: 1625
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SPANISH 3: At this level the students continue to increase their ability to understand and speak the Spanish language. Throughout this course the students will incorporate more complex grammar structures and increase their vocabulary by reading, writing, listening and speaking Spanish in the classroom. Emphasis will be given to communication, both orally and in writing. Students will also explore the geography, history and culture of Spanish-speaking countries around the world. Most classroom business will be conducted in Spanish.

Prerequisite: Successful completion of Spanish I or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors	Course#: 1631
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SPANISH 4: This course students will further define their communicative and grammatical skills as they explore various themes through authentic materials. Students will read, view, and interpret various works in Spanish. More emphasis will be given to reading, writing and speaking. Students will explore ancient civilizations and cultures of the Spanish-speaking world as well as contemporary trends of the Spanish-speaking population in and outside of the United States. Spanish will be used extensively during class.

Prerequisite: Successful completion of Spanish III or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors	Course#: 1661
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SPANISH 5: This full-year course is taught exclusively in the target language. It is designed to provide highly motivated students with the ability to use spoken and written Spanish in a wide variety of situations. Readings such as newspapers, magazines as well as authentic literary texts will be used to help students to further develop their language skills. Students will discuss current events and examine and analyze cultural contributions of significant people and events in history. Throughout this course students will communicate both orally and in writing with fluency and accuracy.

Prerequisite: Successful completion of Spanish IV or written permission of instructor.

Expectation for Student Learning: Students will listen actively and communicate effectively.

Grade: 9-12	Credits: 5	Levels: Honors	Course#: 1671
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SPECIAL EDUCATION

The Special Education Department provides students who have special needs with successful academic experiences through the development of individual education programs (IEPs) that may include both special and general education classes. The primary goal of the department is to encourage maximum student involvement, to the extent appropriate, in general education classes.

Placement of individual students in a special education program occurs only through the Team evaluation process, which involves exploring and documenting alternatives attempted in general classes before referral to special education. This process follows from a pre-referral (SST Committee) convened by the Guidance Department. It is the intent of the Massachusetts Special Education Regulations that a program be designed to include the student in general education while addressing unique needs that may require specialized instruction or related services in order for that student to access the curriculum. It is the purpose of the Special Education Department, therefore, to identify those students who are in need of modifications and support and to provide them with the specialized instruction necessary for successful inclusion in the general school structure. Students' participation in the evaluation process, including attendance at Team meetings, is critical to their programming. Therefore, it is understood that IEP development includes student participation in program planning

ACADEMIC SUPPORT: Students attend Academic Lab in support of English, Mathematics, Social Studies, Science, and/or elective classes according to the goals set forth in their IEPs. Students are instructed in learning strategies, and they receive academic instruction in areas identified by their special education and general education teachers, who collaborate to meet students' needs in the classroom. (Team recommendation)

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1878 (10-12) 1877 (8-9)
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READING STRATEGIES: This course will endeavor to improve students' reading abilities using engaging texts from a variety of sources including, but not limited to Newsela.com and Readworks.org. Teachers will impart and students will employ a variety of research-based techniques that will enable students to identify the main idea ("gist") of a vocabulary in these texts. Reading scores on the state and district assessments will be used to place students in this course.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1875
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STUDENT SUPPORT CENTER (SSC): This class is designed to offer both academic and social emotional support for students as per their IEP or for other students identified in special situations. Multiple staff (teachers, clinicians, etc) work together to offer intensive support to students on a daily basis to meet the individual needs of each student in the class.

Grade: 8-12	Credits: 5.0	Level: College Preparatory	Course#: 1876
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R.I.S.E.

The RISE (Resources in Special Education) Program at Gardner High School is designed to provide academic and vocational training for students in grades 9-12 who are at academic levels substantially below grade level. The primary goal of RISE is to provide opportunities to gain academic, independent living, prevocational, and social interaction/communication skills within and outside of the school setting. Students in the RISE Program learn academic and functional skills through a combination of classroom instruction, and school-based work and community experience. Students complete modified assignments in inclusive environments according to their IEP (Team recommendation).

RISE ENGLISH: This course focuses on reading and literature, language, and composition strands in ELA on entry levels. There is emphasis on reading for information, comprehension of written materials, and using information across settings. A multi-sensory approach will be taken that allows students to more fully understand the main ideas, characters, and settings of topics.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1869
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RISE MATH: This course focuses on the basic operations in mathematics and everyday applications of these skills including counting money, time concepts, and measurement, budget and calculator skills. These skills will be taught in the classroom and then utilized in community environments to best provide generalized learning.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1865
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RISE HISTORY: This modified course will have the students explore and demonstrate a general understanding of central past events and select people who have made an impact on our political, economic and/or social development in the United States. The students will use a variety of materials in this historical exploration including textbooks, reference materials, literature and multimedia.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1866
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RISE BIOLOGY: This course is intended to provide students with a better understanding of the scientific method, cell theory, characteristics and classification of living things and their relationship to the environment. The students will also have a better understanding of heredity and reproduction.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1864
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RISE/PRE-VOCATIONAL EXPERIENCES: This course is designed to provide students with work experiences starting with opportunities that are closely supervised, in-school jobs in order to build on skills that will be necessary for transitioning from high school. The focus of this course is to gain an understanding of work expectations, and to use good work habits in order to best prepare for future work experiences. The school-based work includes group projects and individual assignments including paper recycling, restocking machines and coolers, as well as school based businesses along with individual assignments.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1868
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MULTILINGUAL LEARNERS

EL ENGLISH 1: This ESL English class provides an in-depth study in vocabulary, language, grammar and literature to students who are placed into WIDA Level 1. This course will introduce the students to multiple genres of literature including novels, short stories, poetry and informational texts. Exploration of each genre's literary elements including determination of theme and intent and examination of vocabulary and semantics will be included in the course content. The writing component of the course will focus on expository, descriptive, expressive and narrative writing. Students will continue to develop their listening, reading, writing and speaking skills throughout this course.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1894
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EL ENGLISH 2: This ESL English class provides an in-depth study in vocabulary, language, grammar and literature to students who are placed into WIDA Levels 2 and 3. The genre focus in this course will be fiction, poetry, drama and non-fiction. Students will develop reading strategies that will help them make connections to the readings and understand inferences. Along with reading, the students will explore expository, narrative and descriptive writing. There will be an additional focus on grammar, including verb tenses, adjectives and adverbs, and complex compound sentences. Students will continue to develop their listening, reading, writing and speaking skills throughout this course.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1895
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EL ENGLISH 3: This ESL English class provides an in-depth study in vocabulary, language, grammar and literature to students who are placed into WIDA Levels 4 and 5. It emphasizes comprehension and critical thinking skills in the reading of texts and literature. Students will be exposed to literary techniques such as irony, symbolism and tone, through the genres of short story, nonfiction, drama and poetry. In order to develop critical thinking and analytical skills, students' writing assignments will focus on autobiographical essays, persuasive essays and literary analysis. Students will continue to develop their listening, reading, writing and speaking skills throughout the course.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1896
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EL ENGLISH 4: This course is designed for students designated as an English learner at WIDA’s English language proficiency level 4. Various instructional materials are used, as in the ELD class, yet aligned to WIDA’s Can Do Descriptors for levels 4, which highlight what ELs can do at levels 4 of language development. Students work on more complex language across all domains of listening, speaking, reading, and writing, while expanding their vocabulary to include key terms used across the content area in their mainstream classes. This course is offered as a full year course.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1898
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EL ENGLISH 5: This course is designed for students at the expanding level of English language proficiency. All four areas of second language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction. This course focuses on the explicit teaching of reading and listening strategies appropriate for students at the expanding level of English language proficiency. The course utilizes theme-based literature instruction and includes authentic texts. Focus is given to vocabulary development while facilitating reading fluency and comprehension. Students apply reading strategies to literature and other texts to increase comprehension.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1899
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EL STRATEGIES: This course is designed to help EL students access the core curriculum and develop study skills in order to be successful in their academic classes. Students will be taught specific skills such as organization and completing assignments, effective reading of textbooks, test taking strategies, understanding directions, outlining and note taking skills, all while working on improving their understanding and utilization of the English Language. Students will receive additional EL instruction in areas such as listening, speaking, reading, and writing when needs are identified by their EL teacher and/or general education teachers.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 1897
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ADDITIONAL COURSE OFFERINGS

ADVISORY: The Advisory block is designed to assist students with their academic, social and future-planning. This is done with the assistance of the Advisory Teacher and in turn, helps students make a connection with an adult in the building. The primary focus of the Advisory time is to work on the Individual Learning Plan (ILP). The ILP is a tool the student and advisor use to help the student identify academic, career and social goals for the school year. As part of their ILP, the advisor and student complete quarterly reviews of progress towards these goals.

INDEPENDENT STUDY FOR CREDIT

Students who have demonstrated great interest in an area through completion of electives, and show a high level of personal responsibility, may pursue an Independent Study. The student interested in an independent study project must have a teacher-sponsor and a contract proposal outlining work to be accomplished. The proposal must be presented at least 2 weeks before the intended starting date for the course. Independent study is for seniors only. The principal has the authority to allow others to participate.

Independent Study credits will be approved on a case-by-case basis.

LIFE STRATEGIES: This class is designed to increase student knowledge and necessary skills for everyday living. This course will emphasize goal-setting, decision making and problem solving, effective communication, healthy lifestyles and relationships, personal safety, citizenship, and consumerism.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1873
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AUT 110. INTRODUCTION TO AUTOMOTIVE TECHNOLOGY: Introduction to Automotive Technology examines the role and opportunities of the automotive service professional in today's automotive industry. Shop environment, tools/equipment, and personal safety are emphasized. Students will experience typical job-entry service skills and vehicle maintenance inspections. The necessary resources providing service information are examined. An introduction of vehicle operation and support systems will be presented. This course provides the background information required to continue in the automotive technology program. This is a dual credit course through Mount Wachusett Community College. This course is taught off campus. Classes will be held at the MWCC Autotech facility (42 Linus Allain Ave, Gardner). Upon successful completion of this course students will earn 5 high school credits towards graduation and 4.5 college credits towards their automotive technician certification/degree.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2451
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AUT 123. ELECTRICAL SYSTEMS I: This course covers the fundamentals of electricity and magnetism, along with exploring the relationship of volts, ohms, and amps. The course will apply these two series, parallel, and series-parallel circuits. Semiconductor components such as diodes and transistors will be explored. Students will learn to use digital volt-ohm meters and oscilloscopes. Battery design and testing will be explored along with starting and charging systems. Prerequisites: ENG 098, FYE 101, MAT 092 (or corequisite), RDG 098, or placement; AUT 110 (or corequisite). This is a dual credit course through Mount Wachusett Community College. This course is taught off campus. Classes will be held at the MWCC Autotech facility (42 Linus Allain Ave, Gardner). Upon successful completion of this course students will earn 5 high school credits towards graduation and 4.5 college credits towards their automotive technician certification/degree.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2461
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CERTIFIED NURSE ASSISTANT THEORY AND PRACTICUM (CNA CERTIFICATION): This course provides students with the theory and laboratory practice to safely care for clients in healthcare settings under the guidance and alliance with the states CNA Certification. This course provides students the opportunity to learn the nurse assistant theory and skills and provide safe, basic care to clients in long term care settings. Combined with successful completion of the theory and practicum components of the course, these students can safely care for clients in various healthcare settings. This is a dual credit course. This course may be taught on the GHS and/or MWCC campus. Successful completion on this course will earn students 5 high school credits to their diploma and 5 college credits through MWCC. Students will be eligible to take the CNA exam upon completion of this course.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2251
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MONTACHUSETT VOCATIONAL PARTNERSHIP PROGRAM (MVP): Gardner Public Schools and Monty Tech have a unique partnership program that allows our Gardner Public School students the opportunity to enroll in a vocational program during their junior and senior years. This program will run during the traditional school day. GPS students will attend their academic classes for one week on a GPS school campus, followed by a shop week on the new Monty Tech Electrical and Carpentry "MVP" campus. Students who apply and are accepted into the MVP Academy are making a two-year commitment for their junior and senior years. At the end of their high school career, students will graduate from Gardner Public Schools with a high school diploma, 900 vocational training hours, industry-recognized credentials, and co-op experience. Our goal is to provide our students with vocational training while enrolled at Gardner Public Schools to better prepare our students for careers in these vocational fields after graduation.

Interested students may apply for one of the following two programs:

- Electrical
- Carpentry

Grade: 11-12	Credits: 17.5	Level: College Preparatory	Course#:
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INTERNSHIP OFFERINGS

YEARBOOK: This internship is intended to facilitate the completion of the Argus Yearbook. The goal is to gain experience in organizing and producing a yearbook as well as managing and training new staff members. The objective is to have the student experience putting together a yearbook which has real world applications in both the managerial and finance aspects. The program is graded as pass/fail and is unweighted. Acceptance is at the permission of the instructor only.

Grade: 11-12	Credits: 2.5 or 5	Level: Unweighted	Course#: 1587
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INTERNSHIP: This internship is designed as a semester or full-year elective course for juniors and seniors to assist a GHS teacher and to give students insight into the educational process. Teachers and students will establish an agreement/contract as to their responsibilities for the internship. Active participation and motivation is essential for this internship experience. The program is graded as pass/fail and is unweighted. The principal may approve students from different grades for internships.

Grade: 11-12	Credits: 2.5 or 5	Level: Unweighted	Course#: 1994
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SCHOOL TO CAREER INTERNSHIP: Students enrolled in this internship program gain first-hand experience in their chosen career field. Students are placed in various classrooms within the Gardner Public Schools, local business, industry and community-based organizations. Students participating in the internship program will continue to take classes in math, English, science, social studies and unified arts. At the work site, students recognize the applicability and importance of these academic and technical subjects. Most importantly, students will develop skills needed for lifelong learning and future success in the workplace. Students who have developed a strong career interest through participation in career awareness and planning programs, and are in good academic standing may apply for the internship. Students can earn up to 5 credits per semester depending on length of participation and must be approved by the principal. Site supervisors and students will establish an agreement/contract as to their responsibilities for the internship. The program is graded as pass/fail and is unweighted.

Grade: 11-12	Credits: 2.5 or 5	Level: Unweighted	Course#: 1998
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EARLY COLLEGE COURSES AND MOUNT WACHUSETT COMMUNITY COLLEGE INITIATIVES

In conjunction with Mount Wachusett Community College, Gardner High School will be offering college level courses to eligible juniors and seniors at no cost to the students. In addition to earning 5 high school credits for these courses, students will earn 3 college credits with passing grades. Classes are taught by both MWCC and GHS faculty and are offered at Gardner High School and/or Mount Wachusett Community College during the school day. Students may also be eligible for additional dual enrollment courses for a nominal fee during afternoon and evening hours.

Various Early College Pathways will be available for students who are interested in dual enrollment options. Besides the core courses in English, Math, Science and Social Studies, students will be offered additional courses in the Health Field, Technology, Business and Liberal Arts. A program specific to the health field funded through an HCOP grant (Health Career Opportunity Program) will offer classes for students interested in pursuing a career in an allied health related field.

With the exception of Math 096, college credits earned are transferable to those attending Mount Wachusett Community College or any state university. Private colleges may also accept these transfer credits at their discretion.

Students will need to place into dual enrollment courses by earning passing scores on the Accuplacer exam or through other agreed upon entrance criteria. The courses being offered will run based on student enrollment and may include:

EARLY COLLEGE DISTINCTION AWARD

In order to recognize our students who have participated in our Early College Program and who have challenged themselves with taking multiple college level courses during their junior and/or senior years, we have created the **Early College Distinction Award**. To be awarded this distinction at graduation, students must meet the following criteria:

- Receive passing grades and earn a minimum of 12 college credits, the equivalent of five college classes.
- Maintain good attendance; display good behavior; and present integrity and good citizenship when representing Gardner High School in the community (This will be reviewed by administration and guidance prior to receiving this award.)

ENG 101. COLLEGE WRITING I. 3 Credits. Students will develop college-level English writing skills with an emphasis on the writing process, an awareness of purpose and audience, and an understanding of grammar, punctuation, and sentence structure. Reading selections will foster improved writing skills and critical and analytical thinking. By semester's end, students will have produced at least four essays totaling 12-15 pages of original, polished prose, as well as additional writing in varied forms, such as journals, free-writes, peer review, reading responses, and rough drafts. Students are required to successfully complete the MWCC Library Research Skills MOOC and will write at least one paper that incorporates outside source material. Working with an instruction librarian on the research project is encouraged.

Prerequisites: ENG 098, RDG 098, FYE 101, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2010
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ENG 102. COLLEGE WRITING II. 3 Credits. Writing about literary works will improve student writing, revision, critical thinking, and reading skills. The readings will be selected from a range of texts including fiction, non-fiction, poetry and drama. Evaluation and analysis will be accomplished through a variety of writing assignments, for example, discussion board posts, in-class writing, journals, free-writing, essay exams, and rough drafts of formal essays. By semester's end, students will have produced several pieces of writing totaling 12-15 pages of original, polished prose. At least one of the essays will incorporate library research that is cited and documented appropriately.

Prerequisite: ENG 101

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2039
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MAT 096. INTERMEDIATE ALGEBRA. 4 Credits. This course completes the developmental math curriculum and prepares students for the credit-bearing course Introduction to Functions & Modeling. Topics include: linear equations and inequalities, graphing equations, polynomials and exponents, factoring polynomials and solving equations, rational expressions, radical expressions, quadratic equations and introduction to functions. Institutional credit only. Courses that earn institutional credit do not apply towards graduation. **A GRADE OF "C" OR HIGHER IS REQUIRED FOR ADVANCEMENT TO NEXT COURSE.**

Prerequisites: MAT 092 or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2012
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MAT 143. STATISTICS. 3 Credits. This course presents students with an understanding of elementary statistics by familiarizing them with basic concepts of measures of central tendency and variability, regression and correlation, probability, discrete and continuous random variables, the Central Limit Theorem, confidence intervals, and hypothesis testing. A calculator is required. MAT 093 is required for students taking this course who tested into and successfully completed MAT 092 with a grade of C or better.

Prerequisites: MAT 092 or placement; MAT 093 corequisite for students who tested into MAT 092 and successfully complete this course with a C or better.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2023
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BIO 109. BIOLOGY I. 4 Credits. Biology, as a science, represents a way of interacting with the world in a rational manner. The nature of science, cellular structure and function, the molecules of life, the acquisition and use of energy by living organisms, the code of heredity, principles of genetics, and genetic recombination will be considered in this course. Lab sessions will be hands-on experiences revolving around and applying the topics listed in the lab section of the syllabus.

Prerequisites: ENG 098, FYE 101, MAT 092, RDG 098, or placement.

Students may be required to take this course at the college campus due to the lab.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2014
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BIO 113. LIFE SCIENCE FOR ALLIED HEALTH (FORMERLY BIO 099). 3 Credits. This course is designed to prepare students to succeed in Anatomy & Physiology I and II. Students build a foundation of biology concepts related to chemicals critical to life, cellular structure and function with emphasis on cellular

transport, energy production and molecular genetics. Instruction will actively engage students in their learning and student success skills are integrated with the scientific body of knowledge as students prepare to enter various allied health programs. **A GRADE OF 'C+' OR HIGHER IS REQUIRED FOR ADVANCEMENT TO NEXT COURSE.**

Prerequisites: ENG 098, MAT 092 (or corequisite), RDG 098 or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 209
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PSY 110. HUMAN GROWTH AND DEVELOPMENT: 3 Credits. This course focuses on lifespan development through an examination of the biological, cognitive, and social domains and their interdependence. Students will study developmental changes from conception to late adulthood and will gain an understanding of how current research theories of human development translate into practice..

Prerequisite: PSY 105

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2057
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MGT 210. PRINCIPLES OF MANAGEMENT: 3 Credits. This course is a survey of traditional and contemporary principles of management and of the application of behavioral science and quantitative concepts to the solution of actual business organization problems. It is an introductory course dealing with the structure of business, its environment, and its relationship to society, and the individual members of the class. It examines the operation of business, how a firm's structure and management are determined, the methods by which companies produce products and services, the way they manage human and physical resources, market their goods and services, finance operations, and the techniques they use to control operations and meet their responsibilities.

Prerequisites: ENG 098, FYE 101, MAT 092, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2016
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CPT 110. CAREER RESEARCH, DEVELOPMENT AND PORTFOLIO DESIGN. 3 Credits. This course is designed to introduce career planning as a lifelong process of incorporating an individual's multi-faceted roles within an ever-changing society. Issues of personal growth and development, work/family linkages, gender roles, diversity, empowerment, and transitions will be explored as a foundation for career development. Opportunities will be provided to explore and identify individual interests, attitudes, values, and skills. Students will investigate various occupational requirements and work environments with the purpose of formulating an integrated career/life plan. Participants will be assisted in developing the necessary skills to conduct a successful job search campaign. Topics to be addressed include focused and realistic career objectives, job market strategies, career networking, interviewing, resume writing, cover letters, and professional communication competencies. Students will complete their personal portfolios as well as a presentation portfolio.

Prerequisites: ENG 098, FYE 101, RDG 098, or placement, or permission of division dean.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 718
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HIS 202. HISTORY OF UNITED STATES II. 3 Credits. This course will begin with the Reconstruction and will examine the social, economic, and political issues of the late nineteenth century as the country moved from an agrarian society to an industrialized nation, the emergence of the United States as a world power with World War I, the effects of the Great Depression on society and government, World War II, the Korean War, the Cold War, the Civil Rights Movement, Vietnam, Women's Rights, the War on Terror, and the challenges that America faces as it moves into a new century.

Prerequisites: ENG 098, FYE 101, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2018
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PSY 105. INTRODUCTION TO PSYCHOLOGY. 3 Credits. Students are introduced to the basic concepts and methods of psychology. Course content surveys scientific methods, the brain and nervous system, sensation and perception, consciousness, learning and memory, personality, psychological disorders, and treatment.

Prerequisites: ENG 098, FYE 101, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2021
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POL 211. INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS: 3 Credits. This course examines the structure of the national government including the major political institutions of the Presidency, the Congress and the Judiciary. Theory and function of the interaction between these institutions and their constitutional origins and scope will be analyzed. This course will examine the jurisdiction and interplay of both the Federal and State governmental authority under our American system of Federalism. The political process, elections and political party involvement in the function and form of our constitutional government on the federal, state and local level will be examined.

Prerequisites: ENG 098, FYE 101, RDG 098, or placement

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2055
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SOC 103. INTRODUCTION TO SOCIOLOGY. 3 Credits. Students are introduced to the scientific study of society through basic sociological concepts. Concepts covered will include culture, socialization, social statuses and roles, social inequalities (race, class, gender and age), social institutions (such as family, education, religion, economy, government, politics, media and health), deviance, and social change. In order to create global awareness, students will develop critical thinking skills by making connections between their own lives and the broader social community. Students will be introduced to theoretical perspectives of sociology and use these theories to examine the various topics. Students will also examine and explain systems of stratification; and critically apply the concepts discussed to issues in their lives and the world.

Prerequisites: ENG 098, FYE 101, RDG 098

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2063
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CAD 101. INTRODUCTION TO CAD. 3 Credits. This course is an introduction to computer assisted design (CAD) and learning to navigate both 2D and 3D design environments, using the application tools and features. The 2D basics will include menus, tabs, toolbars, drop-down lists, the command line, drawing space, layers, line types, and hatching; as well as creating, saving and opening files. Students will draw multiple views, isometrics, sections and auxiliary views of objects, including dimensions. The 3D basics will include menus, toolbars, drop-down menus, features, command manager, feature manager and drawing space. Students will create parts by drawing sketches and adding features. The parts will be combined to form an assembly and 2D drawings will be generated from the parts. Students will also learn to edit sketches and features, as well as add relations to their designs. The 2D CAD application introduced will be AutoCAD or DraftSight (an AutoCAD clone). The 3D CAD application introduced will be Solid Works, Inventor, Creo Parametric or NX. Since all of the 3D CAD applications function in similar ways, the knowledge of one can be extended to the others. Similarly, the knowledge of a 2D CAD application can be extended to another. This course is a fundamentals approach and requires no experience with other CAD programs.

Prerequisites: ENG 098, FYE 101, MAT 092, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2032
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CIS 128. INTRODUCTION TO INFORMATION SYSTEMS (COMPUTER INFORMATION SYSTEMS). 3 Credits. This course provides a broad overview of information systems and their components. Students will learn the basic concepts of systems, business and web services software, networks, data storage and management, information and systems security and the development of information systems. Word processing, spreadsheet and database applications are utilized throughout the course to apply concepts to real-world examples. Electronic communication, presentation, and collaboration applications are also utilized to develop essential computing skills.

Prerequisite: ENG 098, RDG 098, FYE 101, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 922
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ACC 101. PRINCIPLES OF ACCOUNTING I. 3 Credits. This course covers the basic accounting principles necessary for an intelligent understanding of the books and records used in business: debits and credits; opening and closing books; classification and analysis of accounts; controlling accounts; trial balance; working papers; and the preparation of financial statements.

Prerequisites: FYE 101, MAT 092, RDG 098, ENG 098 or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2026
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ECO 101. MACROECONOMICS. 3 Credits. This course covers macroeconomic analysis of prevailing patterns of economic institutions, banking systems, monetary and fiscal policies, public debt, and supply and demand. This course may be used as a business or social science elective.

Prerequisites: ENG 101 (or corequisite), MAT 092, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2042
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FYE 101. First Year Seminar. 3: First Year Seminar teaches students how to learn. In this interactive college-level course, students will receive critical information to ease the challenging process of transitioning to college. The course covers three phases of study. First, students will develop mastery of a variety of topics critical to student success: time management, goal setting, learning styles, campus resources and policies, motivation, reading strategies, and test taking. Next, students will continue to develop their understanding of self as a college student, by honing their critical thinking skills in the context of course lessons on motivation, leadership, co-curricular involvement, and current events. Finally, students will have completed at least two graded writing assignments, read at least one college textbook and multiple supplemental readings on college success strategies, and will additionally complete an end-of-course evaluation (final portfolio, project, or exam) which demonstrates their understanding of course concepts.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2005
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COLLEGE AND CAREER READINESS SEMINAR: COLLEGE AND CAREER READINESS SEMINAR: This course will challenge students to explore, develop, and take steps toward their own postsecondary plans. CCR offers freshmen the opportunity to explore their strengths, abilities, and interests in relation to possible career and college choices. Exploration will include interest inventories, self-exploration assignments, occupational research, exploration of labor market trends, speakers, and opportunities for visits to both employers and colleges. In this course, students will start their My College & Career Plan and focus on collaborative projects focused on solving real-world problems and developing skills needed for academic and career success.

Grade: 9	Credits: 5	Level: Honors	Course#: 1913
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ALTERNATIVE COURSE OFFERINGS
(with prior written approval of administration)

STRATEGIES FOR SUCCESS: This course is designed to help students develop study skills crucial for success in their academic classes. Specific skills taught include; organization, completing assignments, effective reading of textbooks, test taking, following directions, outlining and note taking skills. This course will also prepare students for the English/Language Arts portion of the MCAS exam. Students will review literary and poetic terms, review grammar skills, practice reading comprehension skills, work on open response questions, and practice writing for the long composition. Students will also prepare for the Mathematics portion of the MCAS exam, receiving tutoring to reinforce algebra and geometry concepts.

Expectations for Student Learning: Students will read and write effectively.

Grade: 9-12	Credits: 2.5	Level: Unweighted	Course#: 1905
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MAKE UP CREDIT/SUMMER SCHOOL

In order to receive full credit for courses taken elsewhere as a result of failing a regular Gardner High School course, the student must satisfy the following criteria:

In order to participate in a summer school program the student must have achieved a final grade of at least 50% in the failed course or the principal's discretion. Students earning a 60 or above in a makeup/summer school course will earn a "P" for the course. The course must be submitted for approval to the principal prior to registering.

CREDIT RECOVERY

Credit Recovery Courses are designed to provide students who had previously lost partial or all credit, due to varying issues. Students will regain that credit through satisfactorily completing coursework including readings, discussions, and comprehension of main concepts, writings, study guides, and quizzes. Students will perform tasks and learn on their own time at their own pace. Students will be required to periodically meet with teachers to discuss goals and objectives as well as progress. Subjects offered vary, but include English, Social Studies, Science, and Math.

Expectations for student learning: Students will think critically, read, write, and communicate effectively, demonstrate creativity, utilize technology effectively, and problem solve effectively.

OUTSIDE COURSES

Courses for make-up credit may be taken, but the cost is the student's responsibility. Outside courses must be pre-approved by the student's guidance counselor, and principal. It is the student's responsibility to make sure their official grades are forwarded to the Gardner High School Guidance Office.

GARDNER ACADEMY FOR LEARNING AND TECHNOLOGY (GALT)

With purpose and direction, the GALT Program is available for students faced by challenges within traditional academic and curriculum programming. The GALT School is committed to promoting both academic and personal growth for students to prepare them for post-secondary endeavors, or the eventual reintegration into traditional educational settings. The ultimate mission of the program is to enhance the learning abilities of each student and bring them to a point of realization relevant to those abilities.

The Gardner Public School's GALT Program supports students in recognizing their strengths through individualized programming while providing the opportunity to participate in an alternative education setting.

The Prospects Program stresses academic achievement through a specialized approach that blends and builds upon aspects of community, shared learning, social development, and independence. We believe that by giving students a specialized alternative setting, they will realize their potential in educational and career exploration.

ONLINE COURSES: Gardner High School offers online programming to meet a variety of needs for our students. Classes are offered in a variety of subjects and levels. All online classes are provided through an online platform and have no live instruction. Classes are offered As such, this type of class is only recommended for students who can work independently and have self motivation and organizational skills. Parents and students can reach out to their School Counselor for more information. The Principal makes the final decision on whether online classes are appropriate for the student.

GENERAL INFORMATION

LEGAL ASSISTANCE

Chapter 622 of the Acts of 1971 guarantees access to all public schools and public school programs, courses, advantages, and privileges without regard to race, color, sex, religion, or national origin.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 PUBLIC LAW 92-318

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving federal financial assistance”.

PARENT-TEACHER COOPERATION

The school wishes to offer the richest possible educational experience for each student. This cannot occur without full communication between parents and the school. Parents are urged to maintain close contact with teachers, counselors, and administration. This process begins with careful review of the courses available to the student each year, and signature approval by parents on the course selection sheet in this booklet. The e-mail addresses for teachers are available by visiting the www.gardnerk12.org website. Parents are encouraged to contact teachers directly with concerns about their child’s academic progress and use Plus Portal to check student’s grades weekly.

ONLINE GRADES AND ATTENDANCE

Parents and students should access student grades online. PowerSchool allows individuals to see current information regarding a student’s grades (homework, quizzes, classwork, and exams), attendance, and assignments. In addition, it allows teachers to post questions for online discussions. Please email our guidance secretary at pineoa@gardnerk12.org for your login information.

REPORT CARDS

Report cards are issued four (4) times per year; approximate time - every ten weeks (November, January, April and June). Report cards are distributed through the student’s homeroom. If you do not receive a report card from your child within two weeks after the marking period ends, please contact the school.

INCOMPLETES

The student must make up all incomplete grades on a report card, and grades submitted by their teacher within ten (10) school days from the day report cards are issued. The principal must approve any exceptions to this time limit in advance.

PROGRESS REPORTS

Progress Reports are given to the student midway through each term to indicate the present status of a student’s work. Progress reports are another way of communicating between parents and teachers, in order to assist the

student in improving his/her performance. With close cooperation between parents and the school, the number of unsatisfactory grades can be considerably reduced. **A passing grade on a progress report does not necessarily assure a passing grade at term's end.** Please contact the teacher if you have any questions.

TRANSFERRING FROM GHS

In the event a student transfers to another school, students will be provided with updated earned marks from their current courses. Partial credit is not awarded upon transferring. Credit is awarded at the completion of the course or at the end of the semester.



Gardner Elementary School - G.E.S. (W.S.S./E.S.S.) - Improvement Plan - 2021-2024

Mission

Gardner Elementary School will work side by side with our families to prepare students for their future social, emotional, and academic success. This will be done in a safe, enjoyable, caring, just, and equitable environment.

Core Values

Safe, Respectful, Responsible, Ready and Kind

Vision

At Gardner Elementary School, we are committed to being a place where all community members experience joy, achievement, and care.

- Experiencing JOY:
 - Students look forward to attending school and joyfully come home every day with knowledge to share, skills to demonstrate, and a smile on their face!
 - Staff derive joy from the incredibly important and rewarding work they do every day.
 - Families should be filled with confidence that their child will have a positive school experience.
- Experiencing ACHIEVEMENT:
 - Socially, Emotionally, and Behaviorally -
 - Learning and practicing what it means to be a safe, respectful, responsible, ready (to learn) and kind Gardner Elementary School citizen - these five words make up our school mantra. We teach and live these values daily.
 - Students will be cooperative, resourceful, growth-oriented, and skilled at regulating themselves when inevitable struggles arise.
 - Academically:
 - All students will attain skills and knowledge necessary to succeed not only on the major assessments and in the next grade-level, but in future life occupations.
 - Students will be curious, resourceful, cooperative, and critical thinkers.
- Experiencing CARE:
 - Students should be filled with a sense of belonging and pride in their school. Go GES Wildcats!
 - Positive relationships between the staff, students, and families will be formed and cultivated.



Gardner Elementary School - G.E.S. (W.S.S./E.S.S.) - Improvement Plan - 2021-2024

Theory of Action

If we:

- Focus on **equity** as a driving force at our school - the idea that every student has a different level of need - and work to address these varying level of needs ***through***
- a **Multi-Tiered System of Support (M.T.S.S.)** which creates common, rigorous, standards-based, high quality instruction - both SEL and academic - for all (Tier 1) and implements additional interventions and supports for those who did more to succeed (Tier 2 & 3) ***and***
- Continually and proactively evaluate **data** to inform, and adjust these tiered academic, social, and emotional MTSS processes and interventions ***and***
- Work in **collaboration with families and community partners** to engage in shared decision making for effective educational programming, ***then***

All students will have equitable access and opportunities to achieve at their highest level, and become lifelong, collaborative, problem seekers and solvers who positively contribute to the workforce and their community.

Strategic Objectives (Big “sunflowers” - areas to grow)

1. Utilizing an equity lens, create a school where all members experience JOY and CARE by implementing Multi-Tiered Systems of Support (M.T.S.S.) for social and emotional learning (S.E.L.) success.	2. Utilizing an equity lens, create a school where all students experience ACADEMIC ACHIEVEMENT by implementing A Multi-Tiered Systems of Support (M.T.S.S.) to enable common, high quality, curriculum and instruction.	3. Utilize academic and social/emotional <u>data</u> to inform MTSS processes and tiered interventions.	4. <u>Collaborate with families, students, and community partners</u> to engage in shared decision-making for effective educational programming and to create an environment where families and their students feel a part of our positive and <u>JOYFUL school community</u>.
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Gardner Elementary School - G.E.S. (W.S.S./E.S.S.) - Improvement Plan - 2021-2024

Action Steps			
<p>A. Create a schedule that allows time for Tier I (universal/all students) S.E.L. curriculum to be implemented</p> <p>B. Create common systems, processes, and cycles for MTSS SEL teams</p> <p>C. Implement the Tier I S.E.L. curricula for all students.</p> <p>D. Define outcomes for these areas of our vision statement (Care/Joy/Achievement)</p> <p>E. Align and implement Positive</p>	<p>A. Facilitate the alignment of goals and vision for the soon to be combined schools</p> <p>B. Create a schedule to enable staff time to plan and accomplish M.T.S.S. goals</p> <p>C. Create a common process for effective implementation of academic M.T.S.S. systems</p> <p>D. Analyze and adjust the curriculum to ensure unit and lesson objectives align with rigorous state standards for English Language Arts and Math</p> <p>E. Based on an analysis of standards and the major assessments, determine which standards are the most important (“Power Standards”)</p> <p>F. Based on these most important</p>	<p>A. Align and identify school’s criteria to determine progress and success towards meeting Strategic objectives 1 and 2</p> <p>B. Identify which assessments and data will be used to monitor how well the school is progressing towards meeting criteria for S.E.L. and academic improvement</p> <p>C. Create a common process/system for collecting, analyzing, and proactively responding to the data</p> <p>D. Utilize observation and assessment data to determine</p>	<p>A. Combine the family and community organizations of the two elementary schools (School Council, PTO, etc.)</p> <p>B. Build on the efforts of the Family and Community Engagement Committee in prior years to create events that bring joy and a sense of belonging to the school, while also incorporating opportunities for family and school academic connection and improvement</p> <p>C. Increase the School Council’s membership to include parents</p>



Gardner Elementary School - G.E.S. (W.S.S./E.S.S.) - Improvement Plan - 2021-2024

<p>Behavior Systems (PBS)</p> <p>F. Align and implement each schools' Tier 2 and Tier 3 systems for SEL interventions and supports</p> <p>G. Align and implement SST process with more fidelity</p> <p>H. Monitor effectiveness of tier 1, 2, and 3 practices and continually adjust accordingly to enable S.E.L. achievement (See Strategic Objective #3)</p>	<p>standards, determine the highest leverage lessons to achieve mastery of the standard;</p> <p>G. Create common, and quality instructional practices for power lessons</p> <p>H. Implement effective co-teaching practices</p> <p>I. Create systems and interventions for students not achieving these academic expectations (Tier 2 and 3 interventions and practices)</p> <p>J. Offer professional development to enable staff instructional and S.E.L. success</p> <p>K. Monitor effectiveness of tier 1, 2, and 3 practices and continually adjust accordingly to enable academic achievement (See Strategic Objective #3)</p>	<p>fidelity and effectiveness of tier I S.E.L. and Academic practices</p> <p>E. Utilize data to determine what students might need additional interventions (Tier 2 and 3)</p> <p>F. Continually monitor the effectiveness of the Tier 1, 2, and 3 systems, curriculum, practices, and intervention, and adjust when necessary utilizing the cycle and processes alluded to in strategic objectives 1 and 2.</p>	<p>as well as community members and business leaders</p> <p>D. Continually assess and improve communication and transparency through social media, web-sites, newsletters, meetings, and other outlets</p> <p>E. Create partnerships with community organizations and businesses</p> <p>F. Increase participation of student, staff and family feedback</p> <p>G. Continue to focus on identifying, assessing, and implementing approaches to help families help their students achieve academically, socially, and emotionally.</p>
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Outcomes



Gardner Elementary School - G.E.S. (W.S.S./E.S.S.) - Improvement Plan - 2021-2024

- Strategic Objective 2 and 3 - by 2024, all grade K, 1, and 2 students will be reading achievers by scoring at grade-level or above on the DIBELS reading assessment;
 - 85% by the end of 2022
 - 90% by the end of 2023
 - 95% by the end of 2024
- By 2024, the number of grade 3 and 4 students will score in the meeting and exceeding expectations categories on ELA and Math MCAS will improve by 50% from 2021, to 2024
 - 10% improvement in ELA and Math scores from 2021 - 2022
 - 20% improvement in ELA and Math scores from 2022 - 2023
 - 10% improvement in ELA and Math scores from 2023 - 2024
- By 2024, ALL students will be SEL achievers by demonstrating kindness, cooperation and resourcefulness through ...
 - Tiered Fidelity Inventory will be at 90% or higher;
 - Creation of a kind/cooperative/resourceful/growth portfolio;
 - 90% of students will say they enjoy coming to school
 - 30% Growth in SEL skills as evinced by the RTI skills checklist and the Paths curriculum assessment;
 - 10% by the end of 2022
 - 20% by the end of 2023
 - 30% by the end of 2024
 - Decrease in discipline referrals by 30%
 - 10% by the end of 2022
 - 20% by the end of 2023
 - 30% by the end of 2024
- By 2024:
 - 90% of parents will agree in the Parent Voice Survey that school-family partnerships are satisfactory
 - 90% of students will agree in the Student Voice Survey that school-family partnerships are satisfactory

Implementation Timeline					
	Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
1	Align M.T.S.S. Academic and S.E.L. processes between the two current elementary schools (time to meet, participants identified, protocols implemented)	Building Admins/Building Leadership and MTSS Teams	Building Admin. and MTSS District team observations	June 2022	In Process
2	Align goals, assessments, data, and progress/success criteria under a common vision	MTSS Academic District and Building Teams	Learning Walk/ Observation Data (Rigor Rubric)	June 2022	In Process



Gardner Elementary School - G.E.S. (W.S.S./E.S.S.) - Improvement Plan - 2021-2024

3	Create a schedule for each school to enable MTSS systems and teams to function effectively and student achievement. This will serve as a model for the new unified elementary school	Building Admin./BLT	TFI/Annual District SEL Reports	January 2022	Near Completion
4	Implement a common, and quality SEL curriculum for every student (Tier 1)	Teachers/Counseling Teams	Tiered Fidelity Inventory (TFI)/Office Discipline Referral data/Paths and RTI assessments	June 2022	Partially complete
5	Identify and align high leverage (“power”) standards and lessons for ELA and Math curricula and ensure these lessons are common and quality (Standards-aligned, rigorous and engaging student task, assessed, and inclusive)	Teachers/BLT/Instructional Coaches	Learning Walk/ Observation Data (Rigor Rubric), DIBELS (foundational reading assessment), Linkit Benchmark Assessments (Math and ELA), MCAS	June 2022	In Process
6	Implement effective Tier 2 and Tier 3 SEL interventions for students who need it.	Counseling Teams/ Building Admin	Office Discipline Referral data/Paths and RTI assessments/TFI	June 2022	In Process
7	Implement effective Tier 2 and Tier 3 Academic interventions for students who need it.	Teachers/Tutors	DIBELS (foundational reading assessment), Linkit Benchmark Assessments (Math and ELA), MCAS	June 2022	In Process
8	Identify and align standards-based lessons for ALL ELA and Math curricula and ensure these lessons are common and quality (Standards-aligned, rigorous and engaging student task, assessed, and inclusive)	Teachers/BLT	Learning Walk/ Observation Data (Rigor Rubric), DIBELS (foundational reading assessment), Linkit Benchmark Assessments (Math and ELA), MCAS	June 2023	In Process
9	Adjust, improve, and re-align MTSS S.E.L. and academic systems, processes and practices based on data and the unforeseen obstacles of merging into a new school	MTSS Teams/Admin/BLT	MTSS Building and District Team observations	June 2023	In Process
10	Utilize assessment and benchmark data to determine what are the strategic areas of improvement	MTSS Teams/Admin/BLT	Tiered Fidelity Inventory (TFI)/Office	2022-2023	In Process



Gardner Elementary School - G.E.S. (W.S.S./E.S.S.) - Improvement Plan - 2021-2024

			Discipline Referral data/Paths and RTI assessments/Learning Walk/ Observation Data (Rigor Rubric), DIBELS (foundational reading assessment), Linkit Benchmark Assessments (Math and ELA), MCAS		
11	Implement professional development training for staff to enable greatest areas of improvement	Admin team/MTSS Teams/Outside consultants	Staff attendance sheets	2022-2023	In Process
12	Equity/Family Engagement team assesses and identifies base-line current practices and develops action plans for increased school-family partnerships and equity;	Equity & Family Engagement Team/Principal	MTSS Guidelines for Family Engagement	June 2022	In Process
13	Merge the current family and community engagement teams	Principal/Family and community engagement coordinator		June 2023	In Process
14	Implement Family and Community engagement ideas for increased involvement and improved equity lens based on assessment of current practices	Principal/Family and community engagement coordinator/Other Staff	Family Surveys	2022-2023	In Proce
15	Identify and align standards-based lessons for all non-ELA/Math curricula and ensure these lessons are common and quality (Standards-aligned, rigorous and engaging student task, assessed, and inclusive)	Teachers/Coaches	Learning Walk Observation Data/Subject-specific assessments	2023-2024	

Update on Kindergarten Registration,

- Screening and Orientation 2024-2025

April 1-May 1:

- Online Registration open for Kindergarten

June:

- Last 2 ½ days of school will be Kindergarten Screening by appointment. Held at GES. (Present Kindergarten and Preschool students would end their school year 2 ½ days early) This allows for Kindergarten and Preschool staff to screen incoming Kindergarten students.

August:

Two ½ days would be for Kindergarten Orientation

- (A-K last names)
- (L-Z last names)

September: Day 2 of school, September 4th

- ALL Kindergarten students would start a full day.

October: Open House for Kindergarten and Preschool families.

HOME EDUCATION

~~The Gardner Public School Committee accepts the fundamental responsibility for education of pupils in its jurisdiction pursuant to Massachusetts State Laws, particularly Chapter 76 S1 and Chapter 71, S1, S2, S3 and S37 governing school attendance, curriculum, instruction, physical education, and the powers/duties of the Gardner School Committee.~~

~~It is the policy of the Gardner School Committee that home school education may be provided as determined by statute and the administrative guidelines. Copies of the administrative guidelines are on file in the office of the Superintendent. Acceptance and completion of a homeschooling plan does not meet the requirements for a Gardner High School diploma.~~

The Gardner School Committee recognizes the right of parents or guardians to educate their child(ren) at home. The School Committee appreciates the personal and cultural uniqueness of each family and desires to ensure that the process by which school officials approve and review home education programs is both lawful and equitable.

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meet with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

Therefore, when a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for their child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

- The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment
- The Superintendent or their designee must provide the parent/guardian with written notification of approval of the home-based program
- The parent/guardian must certify in writing, on a form provided by the District, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Superintendent or their designee shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent, their designee or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents/guardian to teach the children.

3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents/guardian.

4. A mutually agreeable method of assessment which corresponds to the type of educational program being followed and may include one or more of the following:

- a. Daily logs, journals, progress reports, portfolios or dated work samples;
- b. An independent report made by someone acceptable to both superintendent or their designee and parent(s) or guardian(s);
- c. A Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards
- d. Consultation with the Superintendent or their designee;
- e. Any other method agreed to by both Superintendent or their designee and home educator(s).

A student being educated in a home-based program within the district will have access to extra-curricular activities. Children participating in extra-curricular activities must meet all requirements regarding immunizations. Acceptance and completion of a homeschooling plan does not meet the requirements for a Gardner High School diploma.

The Superintendent or their designee has the responsibility for the development of the procedures and forms necessary for the implementation of this policy.

[Adopted: April 2001]

[Reviewed: September 2003]

[Reviewed: June 2007]

[Reviewed: September 2016]

[Reviewed: May 2020]

[Revised: 2024]

FIELD TRIPS

Field trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The School Committee will also encourage field trips as an integral part of the instructional programs in the schools.

The Superintendent will establish regulations to assure that:

1. All students have permission from a parent or guardian for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.
5. All trips allow student access without regard of family ability to pay.

All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

Trip organizers must inform students and parents/guardians, in writing, if the trip is not sponsored by Gardner Public Schools. The School Committee will be notified that the trip is being organized. Trip organizers must also disseminate copies of this policy to parents/guardians of students attending the trip. If the school committee votes approval and the district disseminates information and collects funds, then it would be a school sponsored trip.

The presence of a staff member, or use of school facilities for meetings or trip promotion does not, by itself, constitute school sponsorship. There are many third party trip providers, especially for out of state and out of country trips, who will hire teachers to run their tours or rent facilities.

CROSS REF.: [JJH](#), Policy Relating to Field Trips Involving Late Night or Overnight Travel

SOURCE: MASC October 2016

[Adopted: April 2001]
 [Reviewed: September 2003]
 [Revised: March 2004]
 [Revised: January 2006]
 [Revised: April 2008]
 [Revised: October 2013]
 [Revised: November 2016]
 [Revised: February 2021]
[Revised: 2024]

SCHOOL VOLUNTEERS

The school committee encourages volunteers in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. CORI's are required for all volunteers of the Gardner Public Schools.

Authorizing a volunteer to perform certain duties is viewed as a supplement to school services. Professional and non-professional staff will never be removed from service or laid off as a result of volunteer use.

[Reference: MGL, Ch. 71, 83R, Ch. 6, 172I]

[Adopted: April 2003]

[Reviewed: June 2007]

[Reviewed: August 2013]

[Reviewed: September 2019]

[Revised: 2024]

STUDENT SUBMISSION TO EDUCATIONAL SURVEYS AND RESEARCH

In this policy, “surveys, analyses, or evaluations” refer to methods of gathering data for research purposes.

Without the prior written consent of the student's parent/guardian, or of the student if he/she is at least 18 years of age, no student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analyses, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine eligibility for school programs or for receiving financial assistance under such program.

All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student's parent/guardian. For the purpose of this policy, "instructional material" does not include academic tests or assessments.

A parent/guardian may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent or designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The School District will notify parents/guardians of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Where practical, the District will also directly notify parents/guardians annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents/guardians shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Parents/guardians or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

[Reference: Protection of Pupil Rights Amendment, 20 U.S.C. Section 1232h; JRA, Student Records]

[Adopted: November 2018]

[Reviewed: April 2021]

| [Revised: 2024]

BULLYING

The Gardner Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. To this end, bullying and retaliation are prohibited. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a ~~target~~ victim ~~[PNI]~~ that: (i) Causes physical or emotional harm to the ~~target-victim~~ or damage to the ~~target's-victim's~~ property; (ii) places the ~~target-victim~~ in reasonable fear of harm to him/herself, or of damage to his/her property; (iii) creates a hostile environment at school for the ~~target~~victim; (iv) infringes on the rights of the ~~target-victim~~ at school; ~~or~~ (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

Acts of bullying, which include cyberbullying, are prohibited

- on school grounds and property immediately adjacent to school grounds; at a school- sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school; and
- at a location, activity, function, or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target, infringe on the rights of the target at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

~~An “Aggressor” is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extra-curricular activity or paraprofessional who engages in bullying, cyber-bullying, or retaliation towards a student~~

~~“Cyber bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:~~

- ~~• Wire~~
- ~~• Radio~~
- ~~• Electromagnetic~~
- ~~• Photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.~~

~~Cyber bullying shall also include the creation of a web page or blog in which the creator assumes~~

~~the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.~~

~~Cyber bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.~~

~~“Hostile environment” means a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.~~

~~“Retaliation” means any form of intimidation, reprisal or harassment directed against a person who reports bullying; provides information during an investigation about bullying, or witnesses or has reliable information about bullying.~~

~~A “Target” means a student against whom bullying, cyber bullying, or retaliation has been perpetrated.~~

~~Bullying and cyber bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber bullying are alleged, the full cooperation and assistance of parents and families are expected.~~^[PN2]

~~For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber bullying.~~

~~Bullying and retaliation are prohibited:~~

- ~~• On school grounds;~~
- ~~• On property immediately adjacent to school grounds;~~
- ~~• At school sponsored or school-related activities;~~
- ~~• At functions or programs whether on or off school grounds~~
- ~~• At school bus stops;~~
- ~~• On school buses or other vehicles owned, leased or used by the school district; or,~~
- ~~• Through the use of technology or an electronic device owned, leased or used by the Gardner Public Schools~~

~~Bullying and retaliation are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Gardner Public Schools if the act or acts in question:~~

- ~~• Create a hostile environment at school for the target;~~
- ~~• Infringe on the rights of the target at school; and/or~~
- ~~• Materially and substantially disrupt the education process or the orderly operation of a school.~~^[PN3]

Bullying Prevention and Intervention Plan (“Plan”)

The ~~school district~~^{District}, shall develop, adhere to, and update a ~~P~~^Plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, ~~school~~ volunteers, administrators, community representatives, ~~local~~ law enforcement ~~ageneies~~, students, parents and guardians. The ~~P~~^Plan shall apply to students and all school staff members ~~of a school staff~~, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The consultation shall include, but not be limited to, notice and a public comment period. The ~~P~~^Plan shall be updated at least biennially.

The Principal in each building^[PN4], or their designee^[PN5], is responsible for the implementation and oversight of the ~~bullying prevention and implementation plan~~^{Plan} within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviours are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged aggressor of bullying. The school procedures for responding to the bullying or retaliation and actions being taken to prevent further acts of bullying or retaliation shall be discussed.

Notice to the parent shall be provided in the primary language of the home.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying Incident Report Form which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the aggressor, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified. The principal shall document the reasons for his or her decision to notify law enforcement.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the

results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school district, the principal of the school informed of the bullying or retaliation shall notify the local law enforcement agency if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

Confidentiality

Confidentiality shall be maintained to the extent consistent with the school's obligations under law. A principal's notification to a parent about an incident or a report of bullying or retaliation must comply with confidentiality requirements of Massachusetts Student Record Regulations, 603-CMR-23.00 and the Federal Family Educational Rights and Privacy Act Regulations.

A principal may disclose a determination of bullying or retaliation to local law enforcement without the consent of the student or parent. The principal shall communicate in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances.

A principal may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of student record information. The principal must document the disclosures and reasons determined that a health or safety emergency exists.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Student Assistance

The Gardner Public Schools shall provide counselling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and aggressors, affected by bullying, as necessary.

Training and Assessment

~~Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.~~

~~Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.~~

Publication and Notice

~~Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.~~

~~Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.~~

~~Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.~~

~~The bullying prevention and intervention plan shall be posted on the Gardner Public Schools website.~~

~~Before the first day of each school year, the superintendent or designee shall communicate with the chief of police or designee to discuss procedures and updates and any other subject appropriate to how the school district will communicate with the local law enforcement agency regarding suspected criminal charges for bullying incidents.~~[PN6]

~~LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964 as amended; Federal Regulation 74676 Issued by EEO Commission; Title IX of the Education Amendments of 1972; 603 CMR 26.00; 603 CMR 49 MGL Sc 71:37O as amended; MGL 265:43, 43A; MGL 268:13B; MGL 269:14A~~

~~REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan;~~

~~CROSS REFS: AC, Non-discrimination; ACAB, Sexual Harassment; JBA, Student-to-Student Harassment; JICFA, Hazing; JK, Student Discipline Regulations]~~

[Adopted: January 8, 2001]

[Reviewed: May 2003]

[Revised: June 2007]

[Revised: December 2010]

[Revised: May 2014]

[Revised: May 2017]

[Revised: March 2021]

NEGOTIATIONS GOALS

The School Committee recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the students of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee, or its representatives, and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities, nor will any employee's statutory rights and privileges be impaired.

LEGAL REF: M.G.L. [150E](#)

SOURCE: MASC - Updated 2022

[Adopt: 2024]

NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Section 1 of that chapter, as follows:

"In the case of school employees, the municipal employer shall be represented by the school committee or its designated representative or representatives."

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

SOURCE: MASC - Updated 2022

LEGAL REF.: M.G.L. 150E:1 et seq.

~~Negotiations between the school committee and professional staff are conducted pursuant to, and under procedures set forth in, Chapter 150E, Sections 2 to 15 of the General Laws of Massachusetts. The law reads in part:~~

~~Employees shall have the right to self organization, to form join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other conditions of employment and to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from actual interference, restraint, or coercion...(S2).~~

~~[Reference: Chapter 150E, Section 2, Self Organization]~~

~~[Revised: March 2003]~~

~~[Reviewed: May 2019]~~

[Revised: 2024]

SCHOOL COMMITTEE NEGOTIATING AGENTS

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for their services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, working conditions of employees, and all other mandated subjects of bargaining, represented by the units.
 - a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committee, and their participation in negotiations must be recommended by the Superintendent and approved by the Committee.
 - b. They will direct accumulation of necessary data needed for negotiations, such as comparative information.
 - c. They will follow guidelines set forth by the Committee as to acceptable agreements and will regularly report on the progress of negotiations in a properly posted executive session.
 - d. They will make recommendations to the Committee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

SOURCE: MASC - Updated 2022

LEGAL REF.: M.G.L. [71:37E](#)

[Adopt: 2024]

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Elementary and Secondary Education:

1. The School Committee shall schedule a school year which includes at least 185 school days for each school in the District.
2. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
3. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents/guardians, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

SOURCE: MASC Reviewed 2023

LEGAL REFS.: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12

603 CMR 27.00

SOURCE: MASC April 2019

LEGAL REFS.: M.G.L. 4:7; 69:1G; 71:1; 71:4; 71:4A; 71:73; 136:12

603 CMR 27.00,

~~NOTE: When a policy covers two topics that appear consecutively in the classification system, the codes and headings can be combined, as shown at the top of this page.~~

~~The category "School Year" is designed for policies about the year for students, rather than the working year for teachers and other staff members.~~

~~[Reference: M.G.L. 4:7; 15IG; 71:1; 71:4; 71:4A; 71:73; 136:12; Board of Education Regulations for School Year and School Day; Student Learning Time Regulations, 603 CMR 27.00]~~

[Adopted: March 2006]

[Reviewed: April 2008]

[Reviewed: February 2013]

[Reviewed: May 2019]

[Reviewed: June 2020]

[Revised: 2024]

CURRICULUM DEVELOPMENT AND ADOPTION

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.

The School Committee will rely on the professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school district.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

SOURCE: MASC - Updated 2023

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E

603 CMR 26:05

~~Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.~~

~~The Committee expects the faculty and administration to regularly evaluate the education program and to recommend modifications of practice, changes in curriculum content, and the addition or deletion of courses to the instructional program.~~

~~SOURCE: MASC April 2019~~

[Reference: M.G.L. 71:1, 69:1E, 603 CMR 26:05]

[Adopted: May 10, 1999]

[Revised: March 2003]

[Revised: May 2013]

[Reviewed: May 2019]

[Reviewed: June 2020]

[Revised: 2024]

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

The Gardner School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involves human sexual education of human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation. Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

[Reference: M.G.L. 71:32A, 603 CMR5]

[Adopted: June 1997]

[Reviewed: March 2003]

[Revised: April 2013]

[Revised: October 2019]

[Revised: 2024]

Date Received: _____

GARDNER PUBLIC SCHOOLS**Notice of Intent to Pursue a Program of Home Education
Academic Year _____**

Instructions: Please complete this form, attach any additional information and forward it to the Superintendent of Schools, ~~160 Elm~~^{70 Waterford} Street, Gardner, MA 01440 prior to the starting date of the home education program. Expect a prompt response to this from the Superintendent or designee. If this process is initiated during the school year, the student must remain in school until the school district and the parents agree jointly to the home education plan.

A. Parent Name _____

Address _____

Phone (daytime) _____ (evening) _____

email: _____

Student(s) _____ Birthdate _____ Grade Level _____

Student(s) _____ Birthdate _____ Grade Level _____

Student(s) _____ Birthdate _____ Grade Level _____

Student(s) _____ Birthdate _____ Grade Level _____

Student(s) _____ Birthdate _____ Grade Level _____

B. On a separate sheet, describe the instructional program to be taught, including subjects, texts and instructional aides to be used.

C. Name(s) and academic background, life experience and/or qualifications of those who will be instructing the child(ren), as they relate to the instructional program described in section B.

D. Check the method of assessment to be used followed by a brief description.

- Daily logs, journals, progress reports, portfolios or dated work samples
- An independent report made by someone acceptable to both Superintendent and parent(s) or guardian(s)

- Standardized test results
- Consultation with the Superintendent or appropriate school principal
- Any other method agreed to by both Superintendent and home educator(s)

E. A sample daily schedule.

The following signature confirms the intent to provide a minimum of 900 hours (elementary) 990 hours (secondary) 180 days of instruction.

Signature of Parent or Guardian

Date Submitted

The signature of the school official indicates final approval of this plan. A parent/administrative conference may be scheduled.

Signature of Superintendent or Designee

Date of Response

Attached to this application is a packet that includes the following materials:

- Gardner Public Schools Home Education Policy

Failure of a home educator to abide in good faith by the procedures outlined above may result in the School Committee taking action under Massachusetts General Law Chapter 76, sections 2 and/or 4, upon the recommendation of the Superintendent. Child Requiring Assistance (CRA) proceedings pursuant to Massachusetts General Law Chapter 119, Section 39E, will not be invoked for any child pursuing a home education program.

[Reference: Legal Ref: M.G.L. Chapter 76, Sections 1, 2, and 4 Charles Decision]

[Reviewed: September 2003]

[Revised: November 2016]

[Revised: May 2020]

[Revised: 2024]



March 1, 2024

Data Driven Instruction:

As part of implementing the Multi-Tiered System of Supports (MTSS) model throughout the district, we have continued to utilize the Linkit Benchmark assessment tool in the Linkit Data System to administer assessments, progress monitor, and adjust instructional practices to better prepare for spring MCAS assessments. Below, you will see the aggregate results of the “Linkit” benchmark assessments for reading and mathematics.

Linkit benchmark assessments are designed to measure growth in the acquisition and mastery of foundational literacy and mathematic standards. Results measure conceptual understanding, procedural fluency, and capacity, identifying specific skill strengths and deficiencies unique to each grade level. The assessments are also predictive of MCAS success, however, we have found the prediction algorithm, so far, to be on the conservative end with our students performing higher than the predicted success rate.

Linkit Math Benchmark Assessment Data

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data
	Percent of Students Meeting Expected Benchmark							
Actual Results 2023-2024	55%	30%	22%	20%	30%	23%	28%	12%
Actual Results 2022-2023	52%	40%	21%	15%	30%	44%	13%	10%
Actual Results 2021-2022	57%	31%	1%	2%	10%	22%	11%	9%

Linkit ELA Benchmark Assessment Data

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data
	Percent of Students Meeting Expected Benchmark							
Actual Results 2023-2024	46%	21%	31%	19%	26%	23%	33%	32%
Actual Results 2022-2023	55%	49%	19%*	15%*	35%	34%	12%	34%
Actual Results 2021-2022	41%	14%	37%	24%	36%	26%	25%	36%

*Testing in grades 3 & 4 was administered five weeks earlier winter than in typical years.

The Linkit Data results indicate the percent of students at each grade level who are meeting expected benchmark achievement for the time of year that the assessment is administered as well as color coded cohorts of student data. For both math and reading, the District is currently monitoring the percentage of students who fall into three categories of achievement and need of support. Those categories are:

1. Students performing within expected levels of achievement and needing little to no additional support
2. Students approaching expected levels of achievement (“on the bubble”) and needing some additional support
3. Students performing significantly below expected levels of achievement and needing more frequent and intensive supports/interventions.

Principals, Instructional Coaches, and other staff members are utilizing this information to determine specific areas of challenge for each grade level and each student. Supports, interventions, and groupings are planned during common planning times, and implemented with checks for progress every two weeks.



Gardner Public Schools

Courtney Dunn, *Grants & Communications Manager*

www.gardnerk12.org

160 Elm Street, Gardner, MA 01440

(978) 632-1000

Grants & Communications Update to School Committee – March 11, 2024

Grants

FY24 Grants

The district has been awarded additional funding for the following grants, for School Committee Approval:

- FC332 – SEL & Mental Health Grant - \$14,374: This additional funding will help the district continue the partnership with the May Institute to build capacity of staff in implementation of PBIS/MTSS.
- FC205/217 ESL Certification Grant - \$8,283: This additional funding will increase participation from 3 to 6 current educators.

The district has applied for, and is waiting for approval of, the following grants:

- FY24 FC213 Strategies to Reduce or Eliminate the Use of Time-Out Rooms

The district has been exploring applying for the following grants:

- FY24 FC542: Summer Food Service Program: Expansion, Access, Training and Start-Up (SFSP EATS) Grant for New and Existing Sponsors
- FY24 FC726 Early Literacy Consortium Grant

Community • Appreciation • Responsibility • Excellence



Gardner Public Schools

Joyce West, Director of Pupil Personnel Services

www.gardnerk12.org

130 Elm Street, Gardner MA 01440

(978) 630-4076

March 3, 2024

Report to the School Committee Special Education Updates

Special Education Parent Advisory Council (SEPAC):

The SEPAC met in February and voted in another officer to assist with chairing the council. Newly voted in officer, Katie Donovan, will assist Laurie Davis in co-chairing the council. Ms. Donovan is also a member of the District SEL Committee.

District SEL and Mental Health:

The District has been monitoring the use of Care Solace, our online resource for students, families, district staff and their families to connect with community based mental health resources and providers. Care Solace provides 24/7 care coordination to assist any individual in finding support with mental health needs and counseling services. Parents and the community are issued monthly notifications about Care Solace. Parents and staff are able to confidentially access this resource for themselves or family members. In addition, staff can use this resource to refer students and families to mental health supports. The District began using Care Solace towards the end of 2022-23 SY.

Care Solace is hoping to add Applied Behavior Analysis (ABA) to the insurance funded services offered. ABA is a scientific and evidenced based therapy that is impactful with students with Autism. Autism disability is the second highest disability category in the District for students identified with disabilities. On March 5, 2024 there will be a brief professional development/refresher for all mental health staff and nursing.

The District is monitoring the usage of this resource as there is an annual cost based on student enrollment. The District wants to ensure that the value of the resource is cost effective. The ease of access and support offered assists in mitigating the need for the hiring of staff for care coordination. The District social worker coordinates with the mental health teams to use the resource directly and for cases that require more intensive monitoring the social worker assists with the parent/family communication as needed.

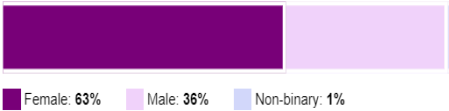
Data from the 2023-24 school year to date shows that 69 cases were picked up through Care Solace and an additional 26 anonymous researches were recorded. The number of man hours required to make multiple calls to parents and providers takes numerous hours.

Current data the usage reports shows who has accessed the system and for what reasons. This information assists the District in gaining insight into reasons for the access to mental health supports which in turn assists in identifying preventative measures.

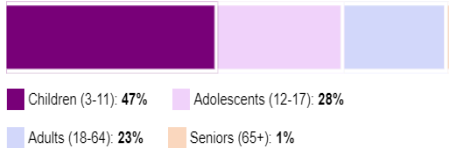
Current usage report data:

Demographics

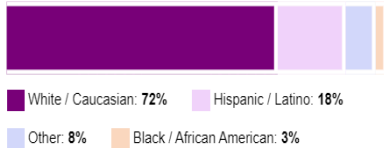
Gender



Age

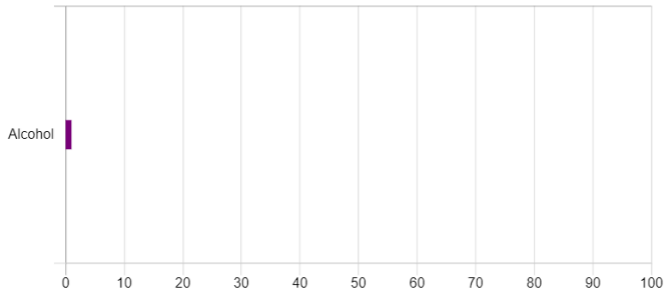


Ethnicity



Community Needs

Substance Use



Mental Health

