

## Agenda School Committee Meeting 1.7.25

### 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

**Tuesday, January 7, 2025, 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 – John & Abigail Adams Recipients Class of 2025**
- D. **Introduction of School Committee Members**
- E. **Reorganization of School Committee – Officers**
  - Vice Chair
  - Finance Officer
  - Alternate Finance Officers (2)
  - Secretary
- F. **Consent Agenda**
  - a. Approval of Minutes: November 12, 2024
  - b. Accept Grant Funds on Grant listing dated December 9, 2024 in the amount of \$943,000.00
  - c. Warrant # 25-19, dated November 7, 2024, in the amount of \$925,724.36
  - d. Warrant # 25-20, dated November 14, 2024, in the amount of \$123,380.84
  - e. Warrant # 25-21, dated November 21, 2024, in the amount of \$218,906.44

RECEIVED  
2024 DEC 30 AM 8:19  
CITY CLERK'S OFFICE  
GARDNER, MA

## Agenda School Committee Meeting 1.7.25

- f. Warrant # 25-22, dated November 27, 2024, in the amount of \$502,077.73
- g. Warrant # 25-23, dated December 5, 2024, in the amount of \$344,275.45
- h. Warrant # 25-24, dated December 12, 2024, in the amount of \$197,013.28
- i. Warrant # 25-25, dated December 19, 2024, in the amount of \$145,543.65
- j. Warrant # 25-26, dated December 26, 2024, in the amount of \$581,103.97
- k. Donations –
  - Rollstone Charitable Foundation / Noah Gray Football donation. \$1,250.00
  - Shun Fa Lian, Inc. (DBA Yen Yen) \$2,500.00

### G. Subcommittee Report

Facilities Subcommittee  
Finance Subcommittee  
Policy Subcommittee

### H. Student Advisory Board – Nora Morris

### I. Discussion Items:

#### New Business

#### Item #3658 First Reading of Policies (Information)

JLC – Student Health Services and Requirements

JLCA – Physical Exams of Students

JLCB – Immunization of Students

JLCC – Communicable Diseases

JLCD – Administering Medication to Students

JLCE – Food Allergies

JRD – Student Photographs

KBBA – Non-Custodial Parents Right

KCDA – Computer Donation Policy

○ KCDA – combine with KCD – Public Gifts to the Schools

KDB – Public’s Right to Know

KHA – Public Solicitations in the School

KHB – Advertising in the Schools

JQ – Student Fees, Fines, and Charges (For Adoption)

KDC – Community Use of Digital Resources (For Adoption)

The Policy Subcommittee recommends acceptance of the above policies

#### JLCA-E –Position Description School Physician (For Removal - Vote Required)

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

**Item #3659** Support appropriation for MSBA GMS FS roof (Vote Required)

**Item #3660** Easement for Safe Route to School grant (160 Elm Street) Elm Street School parcel (Vote Required)

**Item #3661** School Improvement Plans (GHS & GA) (Presentation)

**Item #3662** College & Career Readiness Coordinator (Information)

## **Agenda School Committee Meeting 1.7.25**

**Item #3663 Curriculum Coordinator Update (Information)**

**Item #3664 Grants Administrator Update (Information)**

**Item #3665 Special Education Update (Information)**

**J. Communications**

**K. Final Comments of School Committee**

**L. Executive Session**

**M. Next Meetings:**

**Meeting dates for the future S.C. meetings;**

Monday, February 10, 2025 @6:30PM

**N. Adjournment**





**Briefing  
School Committee Meeting 1.7.2025**

**GARDNER PUBLIC SCHOOLS**

**BRIEFING**

**REGULAR MEETING OF THE SCHOOL COMMITTEE**

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Subcommittee recommends ratification of Warrant #25-19.
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## Briefing

### School Committee Meeting 1.7.2025

#### G. Subcommittee Report

Facilities Subcommittee  
Finance Subcommittee  
Policy Subcommittee

#### H. Student Advisory Board - Nora Morris

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Item #3664 Grants Administrator Update (Information)

Item #3665 Special Education Update (Information)

#### J. Communication

#### K. Final Comments of School Committee

#### L. Executive Session

#### M. Next Meetings:

Meeting date for next School Committee meeting;

**Briefing**  
**School Committee Meeting 1.7.2025**

Tuesday, February 10, 2025 @6:30PM (Organizational Meeting)

**N. Adjournment**

**Gardner School Committee**

**City Council Chambers, 95 Pleasant Street, Gardner, Massachusetts**

**Regular Meeting – November 12, 2024**

Members present: Mayor Michael Nicholson

Rachel Cormier  
Anne Hurst  
John LaFreniere  
Jennifer Pelavin  
Robert Swartz

Member absent: Shannon Ward-Leighton

School Personnel Present: Dr. Mark Pellegrino, Superintendent  
Terri Hillman, Recording Secretary  
Dr. Catherine Goguen, Chief Academic Officer  
Joyce West, Director of Pupil Personnel Services

Student Advisor Absent: Nora Morris

**Call to Order**

Mayor Nicholson, Chairperson, called the meeting to order at 6:30 pm. The meeting opened with a roll call and the Pledge of Allegiance. The meeting was broadcast live on Channel 8 (Gardner Educational Television Station).

**Open Time for the General Public**

No one from the General Public requested to speak.

**Recognitions by the Superintendent**

Dr. Pellegrino introduced Ms. Cherie McComb who spoke about the work the Gardner Immigrant Circle, a community group dedicated to supporting and empowering immigrants in Gardner and the surrounding areas. The work began in November 2023 and has grown since then. The program now includes Egyptian immigrants. The core group of dedicated volunteers were recognized tonight: John Bernard, Carla Roy, Robert Fairchild, Norah Dooley, Eileen Goguen, Nellie Langlois, Dave Couture, Ava Jason, Maureen Biasco, Patti Stanko and Cherie McComb.

Mayor Nicholson declared a recess at 6:41 pm for a photo opportunity. The meeting resumed at 6:44 pm.

**Consent Agenda**

**Mrs. Pelavin moved to accept the Consent Agenda as presented:**

- **Acceptance of Minutes, October 15, 2024**
- **Acceptance of Grant Funds on Grant listing dated November 12, 2024 in the amount of \$150,00.00**
- **Ratification of the following Warrants as recommended by the Finance Subcommittee:**
  - **Warrant #25-14 dated 10/03/24 in the amount of \$917,440.55**
  - **Warrant #25-16 dated 10/17/24 in the amount of \$219,680.61**
  - **Warrant #25-17 dated 10/24/24 in the amount of \$616,786.82**
  - **Warrant #25-18 dated 10/31/24 in the amount of \$425,383.28**

**Donations**

**GHS Class of 1974 in the amount of \$1,048.14**

**Jersey Mike's in the amount of \$2,214.94**

**Seconded by Mrs. Cormier.  
voted.**

**Vote - so**

**Mayor Nicholson abstained from voting.**

**SUBCOMMITTEE REPORTS**

**Finance Subcommittee**

Mr. LaFreniere, Chairperson, reported that the Finance Subcommittee met on November 7, 2024. Minutes of the meeting were presented.

The Subcommittee reviewed the Expense Report. Mr. Hawke noted that GALT Building Maintenance and District Building Maintenance (GALT and District split ESS 50-50) had to pay out for a water heater replacement. This was unexpected. Other accounts were discussed. Mr. Hawke reported that the "salt barn" is up and ready for the winter season.

Two donations were accepted and were referred to the full School Committee for approval - GHS Class of 1974 - \$1,048.14; and Jersey Mike's \$2,214.93.

**Student Advisory Board**

Ms. Nora Morris was not present this evening and there was no report.

**NEW BUSINESS**

**Item #3651 – Second Reading of Policies**

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

- JICA Student Dress Code
- JJD Athletic Policy
- JJF Student Activity Accounts
- JHF Head Injuries and Concussions in Extracurricular Athletic Activities
- JK Student Conduct
- JKAA Physical Restraint Policy and Procedures

Seconded by Mrs. Cormier.

Vote - so voted.

Mayor Nicholson abstained from voting.

**Item #3652 - Contract Amendments to Unit A and B Contracts**

Dr. Pellegrino explained that an update in the language in the new contracts between the Gardner School Committee and the Gardner Education Association was missed by both parties. It was agreed that an amendment would be sufficient to correct this.

Mrs. Pelavin moved that the District School Committee vote to approve Contract Amendments between the Gardner School Committee and the Gardner Education Association Collective Bargaining Agreement for Unit A and Unit B members:

Unit A - Article XIV - Safe Workplace

Unit B - Article XXXIV - Safe Workplace

Seconded by Mr. Swartz.

Vote – so voted.

Mayor Nicholson abstained from voting.

**Item #3653 – Curriculum Coordinator’s Update**

Dr. Goguen, Chief Academic Officer, presented a PowerPoint on MCAS 2024. A copy was included in members' packets.

The District's Accountability Status is "Not requiring assistance or intervention", however: Gardner Elementary School's, Gardner Middle School's and Gardner Academy's accountability status is "Requiring assistance or intervention". Dr. Goguen provided charts showing Trends in ELA, Math, and Science. She outlined Action Steps that will be taken.

**Item #3654 – Director of School Health Services Update**

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

**Item #3655 - Grants Administrator Update**

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

**Item #3656 - Special Education Update**

The Special Education Update Report was included in the members' packets. Ms. Joyce West, Director of Pupil Personnel Services, was present this evening.

**Item #3657– SEPAC Report**

The SEPAC Report was included in the Special Education Update. The first SEPAC Meeting was held virtually on October 17, 2024. It was a positive, well received meeting and those in attendance offered ideas and suggestions to further the efforts of the council. Parent and Student Basic Rights, a required annual presentation for the SEPAC, will be presented and other area schools will be joining Gardner for the presentation.

**COMMUNICATIONS**

Dr. Pellegrino spoke about the State vote on MCAS testing and said further information will be coming from DESE. He will be doing a residency at the Middle School and will spend five days working at the school.

**FINAL COMMENTS**

Mrs. Hurst presented information regarding suicide prevention support groups and especially where to look for help during the holiday season. She thanked Dr. Goguen for the MCAS presentation.

Mrs. Pelavin thanked all Veterans for their service. She wished everyone a Happy Thanksgiving.

Mr. Swartz attended the great band concert program. He is looking forward to attending upcoming school productions.

Mr. LaFreniere thanked the volunteers who were recognized tonight for their work helping the immigrants in Gardner and the surrounding areas.

Mayor Nicholson congratulated the sports teams on a successful fall season. Several teams are playoff bound. He also congratulated the bands for placing well in MICCA events. A student in Carpentry made a flag for Veterans Day which was very much admired.

**ADJOURNMENT**

**Mr. LaFreniere moved to adjourn.**

**Seconded by Mr. Swartz.**

**voted.**

**Mayor Nicholson abstained from voting.**

**Vote – so**

The meeting adjourned at 7:10 pm

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**Rachel Cormier**

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 – December 9, 2024

Grant Title	Amount	Grant Period	Use of Funds
FY25 Fund Code 348: Multilingual Newcomer and Homeless Support Grant	\$18,000	Approval-6/30/2025	To support multilingual newcomer students who are also homeless.
FY25-FY27 Barr Foundation Improving School Leadership Grant (in partnership with Leominster and Winchendon)	\$925,0000	12/5/2024-6/30/2027	Continuing the work of leadership pipeline development in the North Central MA region.

Community • Appreciation • Responsibility • Excellence

**GARDNER PUBLIC SCHOOLS  
SYNOPSIS OF WARRANT**

WARRANT #: 25-19

WARRANT DATE: 11/07/24

Location	Office / General / Custodial Supplies	MTSS/PBIS	Athletics	IT	Student Act	Utilities	Facilities	Dues & Mem	TOTAL
High School			\$32,989.36	\$2,701.22	\$1,925.00	\$5,951.86	\$30,771.91	\$ 1,300.00	\$75,639.35
Middle School		\$1,999.00	\$1,201.75	\$1,443.03		\$2,994.17	\$23,178.34		\$30,816.29
Gardner Elementary School		\$710.00		\$2,722.32		\$3,052.27	\$46,374.75		\$52,859.34
GALT	\$588.61					\$1,221.37	\$3,578.14		\$5,388.12
<b>Sub-Total</b>	<b>\$588.61</b>	<b>\$2,709.00</b>	<b>\$34,191.11</b>	<b>\$6,866.57</b>	<b>\$1,925.00</b>	<b>\$13,219.67</b>	<b>\$103,903.14</b>	<b>\$1,300.00</b>	\$164,703.10

Location	Office Supplies	Transport	IT	Prof. Services	Tuition	Legal	Prof Dev	Facilities	Utilities	TOTAL
Special Education		#####	\$992.07	\$10,781.40	#####	\$2,813.00				\$398,266.60
Administration	\$90.22	\$81,000.00	\$2,359.47				\$845.33	\$6,173.10	\$1,221.36	\$91,689.48
<b>Sub-Total</b>	<b>\$90.22</b>	<b>#####</b>	<b>\$3,351.54</b>	<b>\$10,781.40</b>	<b>#####</b>	<b>\$2,813.00</b>	<b>\$845.33</b>	<b>\$6,173.10</b>	<b>\$1,221.36</b>	\$489,956.08

Revolving	\$90,740.55
Grants	\$179,961.63
School Choice	
Student Activity Acct	\$363.00
<b>Sub-Total</b>	<b>\$271,065.18</b>

<b>GRAND TOTAL</b>	<b>\$925,724.36</b>
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**GARDNER PUBLIC SCHOOLS  
SYNOPSIS OF WARRANT**

WARRANT #: 25-20

WARRANT DAT 11/14/24

Location	Office / General / Custodial Supplies	Curriculum	Athletics	IT	Student Act	Utilities	Facilities	TOTAL
High School	\$3,750.62				\$2,075.00	\$2,013.63	\$300.00	\$8,139.25
Middle School						\$1,404.88	\$262.85	\$1,667.73
Gardner Elementary School	\$399.90						\$85.00	\$484.90
GALT	\$214.47					\$587.23		\$801.70
<b>Sub-Total</b>	<b>\$4,150.52</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,075.00</b>	<b>\$4,005.74</b>	<b>\$647.85</b>	<b>\$11,093.58</b>

Location	Office Supplies	Transport	IT	Med Exams	Tuition	Prof. Services	Prof Dev	Facilities	Utilities	Carry over	TOTAL
Special Education		\$45,450.00			\$13,683.42	\$619.72					\$59,753.14
Administration	\$30.56		\$2,620.00					\$56.50	\$587.22	\$22,513.00	\$25,807.28
<b>Sub-Total</b>	<b>\$30.56</b>	<b>\$45,450.00</b>	<b>\$2,620.00</b>	<b>\$0.00</b>	<b>\$13,683.42</b>	<b>\$619.72</b>	<b>\$0.00</b>	<b>\$56.50</b>	<b>\$587.22</b>	<b>\$22,513.00</b>	<b>\$85,560.42</b>

Revolving	
Grants	\$26,726.84
School Choice	
Student Activity Acct	
<b>Sub-Total</b>	<b>\$26,726.84</b>

<b>GRAND TOTAL</b>	<b>\$123,380.84</b>
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**GARDNER PUBLIC SCHOOLS  
SYNOPSIS OF WARRANT**

WARRANT #: 25-21

WARRANT DAT 11/21/24

Location	Office / General / Custodial Supplies	Curriculum	Athletics	IT	Student Act	Utilities	Facilities	TOTAL
High School	\$149.75	\$275.98	\$25.00	\$750.00	\$250.00		\$1,402.46	\$2,853.19
Middle School							\$834.85	\$834.85
Gardner Elementary School							\$17.42	\$17.42
GALT							\$1,684.50	\$1,684.50
<b>Sub-Total</b>	<b>\$149.75</b>	<b>\$275.98</b>	<b>\$25.00</b>	<b>\$750.00</b>	<b>\$250.00</b>	<b>\$0.00</b>	<b>\$3,939.23</b>	<b>\$5,389.96</b>

Location	Office Supplies	Transport	IT	Med Exams	Tuition	Prof. Services	Prof Dev	Facilities	Carry over	TOTAL
Special Education		\$15,550.00	\$696.34		\$90,025.74	\$20,220.80				\$126,492.88
Administration			\$16,052.59					\$1,868.36	\$35,137.45	\$53,058.40
<b>Sub-Total</b>	<b>\$0.00</b>	<b>\$15,550.00</b>	<b>\$16,748.93</b>	<b>\$0.00</b>	<b>\$90,025.74</b>	<b>\$20,220.80</b>	<b>\$0.00</b>	<b>\$1,868.36</b>	<b>\$35,137.45</b>	<b>\$179,551.28</b>

Revolving	\$3,750.95
Grants	\$30,214.25
School Choice	
Student Activity Acct	
<b>Sub-Total</b>	<b>\$33,965.20</b>

<b>GRAND TOTAL</b>	<b>\$218,906.44</b>
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**GARDNER PUBLIC SCHOOLS  
SYNOPSIS OF WARRANT**

WARRANT #: 25-22

WARRANT DAT 11/27/24

Location	Office / General / Custodial Supplies	Curriculum	Athletics	IT	Student Act	Utilities	Facilities	TOTAL
High School		\$24.30	\$8,180.43					\$8,204.73
Middle School	\$463.88	-\$89.40	\$778.02				\$142.98	\$1,295.48
Gardner Elementary School	\$1,348.91						\$2,181.40	\$3,530.31
GALT								\$0.00
<b>Sub-Total</b>	<b>\$1,812.79</b>	<b>-\$65.10</b>	<b>\$8,958.45</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,324.38</b>	<b>\$13,030.52</b>

Location	Office Supplies	Transport	IT	Med Exams	Tuition	Prof. Services	Legal	Facilities	Carry over	TOTAL
Special Education		\$85,268.82			\$54,107.71	\$1,518.00	\$2,808.00			\$143,702.53
Administration			\$2,438.35	\$672.00			\$1,950.00	\$198.00	\$904.23	\$6,162.58
<b>Sub-Total</b>	<b>\$0.00</b>	<b>\$85,268.82</b>	<b>\$2,438.35</b>	<b>\$672.00</b>	<b>\$54,107.71</b>	<b>\$1,518.00</b>	<b>\$4,758.00</b>	<b>\$198.00</b>	<b>\$904.23</b>	<b>\$149,865.11</b>

Revolving	\$205,738.31
Grants	\$11,549.86
School Choice	\$121,893.93
Student Activity Acct	
<b>Sub-Total</b>	<b>\$339,182.10</b>

<b>GRAND TOTAL</b>	<b>\$502,077.73</b>
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**GARDNER PUBLIC SCHOOLS  
SYNOPSIS OF WARRANT**

WARRANT #: 25-23

WARRANT DAT 12/05/24

Location	Office / General / Custodial Supplies	Curriculum	Athletics	IT	Assessment	Nurse	Facilities	TOTAL
High School			\$3,322.00	\$2,701.22	\$4,356.00		\$32,945.19	\$43,324.41
Middle School	\$44.95	\$380.50		\$1,443.03			\$24,624.46	\$26,492.94
Gardner Elementary School				\$2,722.32		\$133.87	\$45,493.70	\$48,349.89
GALT							\$3,573.02	\$3,573.02
<b>Sub-Total</b>	<b>\$44.95</b>	<b>\$380.50</b>	<b>\$3,322.00</b>	<b>\$6,866.57</b>	<b>\$4,356.00</b>	<b>\$133.87</b>	<b>\$106,636.37</b>	<b>\$121,740.26</b>

Location	Equipment	Transport	IT	Nurse	Tuition	Prof. Services	Dues	Facilities	Carry over	TOTAL
Special Education		\$56,940.50	\$992.07		\$15,843.96	\$3,975.00				\$77,751.53
Administration	\$8,236.80		\$15,282.94	\$138.00			\$300.00	\$3,573.42	\$680.00	\$28,211.16
<b>Sub-Total</b>	<b>\$8,236.80</b>	<b>\$56,940.50</b>	<b>\$16,275.01</b>	<b>\$138.00</b>	<b>\$15,843.96</b>	<b>\$3,975.00</b>	<b>\$300.00</b>	<b>\$3,573.42</b>	<b>\$680.00</b>	<b>\$105,962.69</b>

Revolving	\$90.00
Grants	\$94,302.50
School Choice	\$22,180.00
Student Activity Acct	
<b>Sub-Total</b>	<b>\$116,572.50</b>

<b>GRAND TOTAL</b>	<b>\$344,275.45</b>
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**GARDNER PUBLIC SCHOOLS  
SYNOPSIS OF WARRANT**

WARRANT #: 25-24

WARRANT DAT 12/12/24

Location	Office / General / Custodial Supplies	Dues & Mem	Athletics	IT	Utilities	Nurse	Facilities	TOTAL
High School	\$832.90	\$225.00	\$6,416.26		\$8,685.24		\$5,074.10	\$21,233.50
Middle School					\$4,908.98		\$2,264.92	\$7,173.90
Gardner Elementary School					\$4,916.62	\$73.14	\$5,275.16	\$10,264.92
GALT					\$1,997.99		\$1,997.18	\$3,995.17
<b>Sub-Total</b>	<b>\$832.90</b>	<b>\$225.00</b>	<b>\$6,416.26</b>	<b>\$0.00</b>	<b>\$20,508.83</b>	<b>\$73.14</b>	<b>\$14,611.36</b>	<b>\$42,667.49</b>

Location	Dues & Mem	Transport	IT	Utilities	Tuition	Prof. Services	Travel	Facilities	Carry over	TOTAL
Special Education		\$46,151.63			\$8,580.00	\$1,020.62				\$55,752.25
Administration	\$659.00	\$81,000.00	\$1,100.95	\$1,998.01			\$103.00	\$3,222.52	\$150.00	\$88,233.48
<b>Sub-Total</b>	<b>\$659.00</b>	<b>#####</b>	<b>\$1,100.95</b>	<b>\$1,998.01</b>	<b>\$8,580.00</b>	<b>\$1,020.62</b>	<b>\$103.00</b>	<b>\$3,222.52</b>	<b>\$150.00</b>	<b>\$143,985.73</b>

Revolving	
Grants	\$10,360.06
School Choice	
Student Activity Acct	
<b>Sub-Total</b>	<b>\$10,360.06</b>

<b>GRAND TOTAL</b>	<b>\$197,013.28</b>
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**GARDNER PUBLIC SCHOOLS  
SYNOPSIS OF WARRANT**

WARRANT #: 25-25

WARRANT DAT 12/19/24

Location	Office / General / Custodial Supplies	Curriculum	Athletics	Nurse	Utilities	MTSS/PBIS	Facilities	TOTAL
High School		\$819.72	\$1,281.91		\$4,305.87		\$1,690.58	\$8,098.08
Middle School	\$246.93	\$40.49		\$139.75	\$4,052.63	\$469.17	\$946.21	\$5,895.18
Gardner Elementary School					\$2,670.48		\$2,688.66	\$5,359.14
GALT					\$1,237.77	\$197.42	\$445.31	\$1,880.50
<b>Sub-Total</b>	<b>\$246.93</b>	<b>\$860.21</b>	<b>\$1,281.91</b>	<b>\$139.75</b>	<b>\$12,266.75</b>	<b>\$666.59</b>	<b>\$5,770.76</b>	<b>\$21,232.90</b>

Location	Curriculum	Transport	IT	Utilities	Tuition	Prof. Dev.	Advertising	Facilities	Carry over	TOTAL
Special Education	\$908.70	\$6,750.00			\$24,781.14		\$168.32			\$32,608.16
Administration			\$4,271.34	\$1,237.78		\$3,847.50		\$1,555.31		\$10,911.93
<b>Sub-Total</b>	<b>\$908.70</b>	<b>\$6,750.00</b>	<b>\$4,271.34</b>	<b>\$1,237.78</b>	<b>\$24,781.14</b>	<b>\$3,847.50</b>	<b>\$168.32</b>	<b>\$1,555.31</b>	<b>\$0.00</b>	<b>\$43,520.09</b>

Revolving	\$11,843.00
Grants	\$62,254.44
School Choice	
Student Activity Acct	\$6,693.22
<b>Sub-Total</b>	<b>\$80,790.66</b>

<b>GRAND TOTAL</b>	<b>\$145,543.65</b>
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**GARDNER PUBLIC SCHOOLS  
SYNOPSIS OF WARRANT**

WARRANT #: 25-26

WARRANT DAT 12/26/24

Location	Office / General / Custodial Supplies	MTSS/PBIS	Athletics	Prof. Dev.	Utilities	MTSS/PBIS	Facilities	TOTAL
High School	\$799.80	\$110.00	\$502.50				\$325.28	\$1,737.58
Middle School	\$38.99							\$38.99
Gardner Elementary School				\$205.00			\$288.49	\$493.49
GALT							\$1,546.45	\$1,546.45
<b>Sub-Total</b>	<b>\$838.79</b>	<b>\$110.00</b>	<b>\$502.50</b>	<b>\$205.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,160.22</b>	<b>\$3,816.51</b>

Location	Office Supplies	Assessment	IT	Prof Ser	Tuition	Prof. Dev.	Legal	Facilities	Carry over	TOTAL
Special Education		\$1,124.50	\$538.08	#####	\$26,798.25		\$1,008.00			\$261,472.13
Administration	\$38.19		\$1,904.82			\$2,650.00	\$288.00	\$7,960.95		\$12,841.96
<b>Sub-Total</b>	<b>\$38.19</b>	<b>\$1,124.50</b>	<b>\$2,442.90</b>	<b>#####</b>	<b>\$26,798.25</b>	<b>\$2,650.00</b>	<b>\$1,296.00</b>	<b>\$7,960.95</b>	<b>\$0.00</b>	<b>\$274,314.09</b>

Revolving	\$160,096.36
Grants	\$142,877.01
School Choice	
Student Activity Acct	
<b>Sub-Total</b>	<b>\$302,973.37</b>

<b>GRAND TOTAL</b>	<b>\$581,103.97</b>
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# GARDNER PUBLIC SCHOOLS

130 Elm Street

Gardner, MA 01440

December 4, 2024

Facilities Sub-Committee Meeting

Minutes

Members' Present: Mr. Swartz (Chair), Mr. LaFreniere, Mrs. Plavin

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

At 6:10 pm, the meeting was called to order by Mr. Swartz, the Chair.

A motion was made by Mr. Lafreniere and seconded by Mrs. Pelavin to accept the September 4, 2024, meeting minutes. The motion passed.

## High School

A review of the maintenance facilities project list was conducted.

What was noticed was that the Landry auditorium at the High School is still not ready for use. The HVAC upgrades are about 80% complete and the theatrical upgrades hopefully will be completed sometime in January.

The kitchen has scheduled a dishwasher replacement and a compliance requirement for the hood exhaust. These are scheduled for completion during a school break.

## Middle School

Replacement of front exterior doors and walk off grille scheduled for a school break.

Dishwasher replacement scheduled for school break.

The replacement of two hot water system pumps and the non-potable water heater is scheduled for a school break.

See attached pictures. Several trees were cut down around GMD and athletic fields.

The MSBA has approved our request for roof replacement, gutters and down spouts, scheduled for summer 2026.

Elm Street

The doors to the auditorium and gym were scheduled for replacement but the maintenance dept. rehung the doors and door alarms were installed at a cost of \$2500.

There are several other projects scheduled for all schools that specifications are yet to be determined and yet to be submitted for the bidding process.

#### Adjournment

With no further discussion, Mr. LaFreniere motioned to adjourn the meeting at 6:40pm, seconded by Mrs. Pelavin.

Attachment: photos









# GARDNER PUBLIC SCHOOLS

Elm Street School  
160 Elm Street, Gardner, MA 01440  
Finance Sub-Committee Meeting  
Wednesday, December 4, 2024 at 6:00pm

## Minutes

Members Present: Mrs. Pelavin, Mr. LaFreniere

Members Absent: Mr. Swartz

Others Present: Mr. Mark Hawke, Director of Finance & Operations; Dr. Mark J. Pellegrino, Superintendent; Mr. Wayne Anderson, Facilities Director

Mr. LaFreniere called the meeting to order at 6:00 p.m.

A motion was made by Ms. Pelavin and seconded by Mr. Lafreniere to approve the minutes of the November 7, 2024 Finance Subcommittee meeting. So voted.

### **Expense Report Review:**

The committee asked questions regarding the report and Mr. Hawke answered them. There were no new negative line items.

The committee reviewed the Revolving Funds. All the funds are healthy and performing appropriately.

### **Projects Update:**

None.

### **Gifts & Donations:**

A donation of \$1,250 from Rollstone Charitable Trust in partnership with the Noah Gray Football Camp was received. A motion was made by J. Pelavin and seconded by R. Swartz to accept the donation. So Voted.

A donation of \$2,500 from Shun Fa Lan Inc, dba Yen Yen was received. A motion was made by R. Swartz and seconded by J. Pelavin to accept the donation.

### **New Business:**

The easements for the Safe Routes to School project on Elm Street were reviewed and discussed. A motion was made by J. Pelavin and seconded by R. Swartz to donate the easements for the project. So Voted.

Motion to adjourn 6:15pm, So Voted.

# GARDNER PUBLIC SCHOOLS

Policy  
Subcommittee  
Meeting Minutes  
Wednesday, November 20, 2024  
4:30 PM  
Professional Development Room  
160 Elm Street, Gardner, MA  
01440

In Attendance: Mrs. Rachel Cormier, Member; Ms. Shannon Ward-Leighton, Member

Absent: Mrs. Anne Hurst, Chair;

Also in Attendance: Dr. Catherine Goguen, Chief Academic Officer; Ms. Rebecca McCaffrey, Director of School Services

Mrs. Cormier called the meeting to order at 5:07 p.m.

A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to approve the minutes of the September 11, 2024 Policy Meeting. So Moved.

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

- JL – Student Welfare
- JRA – Student Records

Policy JQ – Student Fees, Fines, and Charges was tabled to the December Subcommittee Meeting for further review and discussion.

Policy JLC – Student Health Services and Requirements was reviewed and discussed. Ms. McCaffrey recommended changes regarding procedural updates for emergency transportation in alignment with statutory regulations. A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to send the policy with the recommended changes to the December full School Committee Meeting for a first read. So moved.

Policy JLCA – Physical Examinations of Students was reviewed and discussed. Ms. McCaffrey recommended minor grammatical and formatting changes. A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to send the policy with the recommended changes to the December full School Committee Meeting for a first read. So moved.

Policy JLCA-E – Position Description – School Physician was reviewed and discussed. Ms. McCaffrey stated that this policy is a job description, not a policy and recommended removal of this document from the policy manual. It would be kept, instead, with all other district-wide job descriptions moving forward. A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to send the policy with the recommended changes to the December full School Committee Meeting for a vote for removal. So moved.

Policy JLCB – Immunizations of Students was reviewed and discussed. Ms. McCaffrey recommended language updates that align with the Massachusetts Association of School Committees (MASC) Policy JLCB and statutory requirements. A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to send the policy with the recommended changes to the December full School Committee Meeting for a first read. So moved.

Policy JLCC – Communicable Diseases was reviewed and discussed. Ms. McCaffrey recommended the addition of language that would require the decision of when and how to communicate a student’s condition to be determined by the Director of School Health Service’s and the Superintendent. A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to send the policy with the recommended changes to the December full School Committee Meeting for a first read. So moved.

Policy JLCD – Administering Medication to Students was reviewed and discussed. Ms. McCaffrey recommended language updates that align with MASC Policy JLCD and statutory requirements. A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to send the policy with the recommended changes to the December full School Committee Meeting for a first read. So moved.

Policy JLCE – Life Threatening Food Allergies was reviewed and discussed. Ms. McCaffrey, in collaboration with the food services director, Thomas Crocker, recommended language updates that align with statutory food service and food allergy requirements. A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to send the policy with the recommended changes to the December full School Committee Meeting for a first read. So moved.

Policy JRD – Student Photographs was reviewed and discussed. Dr. Goguen recommended minor formatting changes and to update the MASC source reference. A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to send the policy with the recommended changes to the December full School Committee Meeting for a first read. So moved.

Policy KDC – Community Use of Digital Resources was reviewed and discussed. Dr. Goguen stated that the District does not currently have this policy. She explained that the Director for Technology, Casey Chisholm, and Superintendent Pellegrino recommend adoption of this policy, and that the district is currently in compliance with this policy already. A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to



send the policy to the December full School Committee Meeting for a first read for adoption. So moved.

The next Policy Subcommittee meeting will occur in the Central Office Professional Development Room as follows:

- Wednesday, December 18, 2024 at 5:00 p.m.

A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to adjourn the meeting. So moved.

The meeting adjourned at 5:31 p.m.

# GARDNER PUBLIC SCHOOLS

Policy  
Subcommittee  
Meeting Minutes  
Wednesday, December 18, 2024  
5:00 PM  
Professional Development Room  
160 Elm Street, Gardner, MA  
01440

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

Absent:

Also in Attendance: Dr. Catherine Goguen, Chief Academic Officer

Mrs. Hurst called the meeting to order at 5:05 p.m.

A motion was made by Mrs. Cormier and seconded by Ms. Ward-Leighton to approve the minutes of the November 20, 2024 Policy Meeting. The vote passed unanimously.

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

- KA – School/Community Relations
- KE – Public Complaints

The following policies were reviewed and deemed be redundant to other District Policies and/or state/federal regulations. Therefore, they were not recommended to be sent to the full School Committee for adoption.

- Policy KBA – School-Parent/Guardian Relations Goals
- Policy KBE - .Relations with Parent/Booster Organizations

Policy JF – School Admissions was tabled to the next Subcommittee Meeting for further review and discussion.

Policy JQ – Student Fees, Fines, and Charges was reviewed and discussed. Dr. Goguen stated that the District does not currently have this policy. She presented an adapted version of the Massachusetts Association of School Committees (MASC) model Policy JQ as recommended by the Subcommittee at the November meeting. A motion was made by Mrs. Cormier and seconded by Ms. Ward-Leighton to send the policy with the recommended changes to the January full School Committee Meeting for a first read for

adoption. The motion passed unanimously.

Policy KBBA – Non-Custodial Parents Rights was reviewed and discussed. Dr. Goguen presented changes that updated the legal references. A motion was made by Mrs. Cormier and seconded by Ms. Ward-Leighton to send the policy with the recommended changes to the January full School Committee Meeting for a first read. The motion passed unanimously.

Policy KBD-R – Guidelines for Release of Public Records was reviewed and discussed. Dr. Goguen stated that this document is a procedure and will be moved to the District procedure manual as previously voted upon by the School Committee to move all procedure documents from the District Policy Manual to the District Procedures Manual.

Policy KCDA – Computer Donation Policy was reviewed and discussed. Dr. Goguen stated that this policy was redundant to Policy KCD – Public Gifts to the Schools. She presented changes to Policy KCD to include language from Policy KCDA. A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to send Policy KCD with the recommended changes to the January full School Committee Meeting for a first read. The motion passed unanimously.

Policy KDB – Public’s Right to Know was reviewed and discussed. Dr. Goguen presented changes that updated the legal references. A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to send the policy with the recommended changes to the January full School Committee Meeting for a first read. The motion passed unanimously.

Policy KHA – Public Solicitation in the Schools was reviewed and discussed. Dr. Goguen presented changes that updated the source date and removed the “Note”. A motion was made by Mr. Cormier and seconded by Ms. Ward-Leighton to send the policy with the recommended changes to the January full School Committee Meeting for a first read. The motion passed unanimously.

Policy KHB – Advertising in the Schools was reviewed and discussed. Dr. Goguen presented changes that updated the Source date. A motion was made by Ms. Ward-Leighton and seconded by Mrs. Cormier to send the policy with the recommended changes to the January full School Committee Meeting for a first read. The motion passed unanimously.

The next Policy Subcommittee meeting is to be determined

A motion was made by Mrs. Cormier and seconded by Ms. Ward-Leighton to adjourn the meeting. The motion passed unanimously.

The meeting adjourned at 5:39 p.m.

## STUDENT HEALTH SERVICES AND REQUIREMENTS

Health service related activities may include identification of student health needs, health screenings, communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parents/guardians have the primary responsibility for the health of their children. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a physician/consultant who shall render medical and administrative consultation to personnel responsible for school health and athletics.

### Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

~~Each year, p~~Parents/guardians shall provide current information including the name, address, and phone number of another responsible adult to be contacted in case they are not available and their child is ill or injured; ~~and. Parents/guardians shall also provide information on~~ any allergies, medication needs, disabilities, or diseases the student might have.

The District shall maintain a Medical Behavioral Emergency Response Plan, as required by law, for each building; ~~that The plan~~ shall be used by district personnel for handling emergencies. ~~The plan is revised every 3 years and submitted to the Department of Elementary and Secondary Education.~~ The plan includes a protocol for handling medical emergencies as well as a list of staff that are trained in CPR/AED and/or mental health/behavioral health crisis management. Any medical or mental behavioral health emergencies are reported by the school nurse to the Principal. ~~The Principal then~~ The Principal reports serious injury or illness requiring emergency transportation to the Superintendent.

### Student Illness or Injury

In case of illness or injury that is not emergent, the parent or guardian will be contacted and asked to pick up the student or provide transportation home. Transportation of an ill or injured student is not normally provided by the school. Transportation of a student by school personnel will be done only in an emergency and by an individual designated by the school administrator. If a student sustains a head injury, the guidelines for the management of head injuries that have been published by the National Association of Sports Medicine will be followed.

In the event of a medical emergency, 911 will be called. Expense incurred as a result of emergency ambulance use will be the sole responsibility of the parent or guardian.

[Reference: M.G.L. 71:53;54;54A;54B 55;55A;55B;56;57; EBB, First Aid]

[Adopted: December 1998]

[Revised: June 2001]

[Revised: September 2003]

[Revised: February 2015]

[Revised: March 2020]

[Revised: 2024]

## PHYSICAL EXAMINATIONS OF STUDENTS

Every student shall be-screened in accordance with MGL 71 for vision, hearing, postural, body mass index (BMI), and substance use disorders. Parents will be informed of abnormal screening results in accordance with the law and a record of the results shall be kept by the school nurse.

Every student shall provide evidence of a general physical examination four times: upon entering school, upon admittance to the fourth, seventh and tenth grades. The results of examinations shall be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations shall be kept by the school nurse.

Every candidate for a school athletic team shall present the signed consent form from a parent or guardian and a physical examination form signed by a physician, physician's assistant, or a nurse practitioner, in order to participate on a team. The physical exam form must state that the student may participate fully in the school program, including physical education and competitive sports and must be current, within 12 mos., at all times when a student is participating on school athletic teams. All students should have a physical examination completed by their own Primary Care Provider. When a student does not have a Primary Care Provider, attempts will be made to ~~link~~ connect them to one. In special circumstances, the school physician shall conduct a physical examination on athletes with documented consent from the parent.

The school physician shall make a prompt examination of all children referred to him/her by the school nurse. The school physician shall examine school employees when, in their opinion, the protection of the student's health may require it. Except in an emergency, the school physician shall not prescribe for, or treat **(make or treat unbold)**, any student.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation shall be reported to the parent or guardian in writing or verbally (take out underline) if remedial treatment is recommended. Documentation of this shall be kept in the student's electronic health record.

The school nurse manager, by request shall provide a report to the superintendent of the number of students examined by the school nurse; the number sent home sick; and the number recommended for treatment. In cases of exclusion or recommendations for treatment, reasons and referrals shall be documented in the student's health record.

[Reference: M.G.L. 71:53, 54, 56, 57; JF, School Admissions]

[Adopted: December 1998]

[Revised: March 2001]

[Revised: June 2001]

[Revised: September 2003]

[Revised: June 2015]

[Revised: April 2020]

[Revised: 2024]

## IMMUNIZATION OF STUDENTS

~~No child shall be admitted to school except upon presentation of a physician's certificate that the child has been successfully immunized against diphtheria, pertussis, tetanus, measles, mumps, rubella, hepatitis B, varicella, and poliomyelitis in accordance with the most recent childhood immunization schedule and requirements for school entry via the DPH website (-).~~

Students registering in the district, will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health.

The only exception to these requirements will be made upon receipt of a written statement from a doctor that immunization would be medically contraindicated, upon receipt of a written statement from the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent, or the child is homeless.

In the case of a homeless child, according to the federal McKinney-Vento Homeless Assistance Act of 2001, the child cannot be denied entry to school for non-possession of immunization records. In this case, the nurse will work with the parent/guardian and physician to obtain records as soon as possible.

When a vaccine-preventable disease emerges, susceptible individuals ~~(including those with medical and religious exemptions)~~ who are not vaccinated will need to be excluded for the appropriate time periods as outlined in Reportable Diseases, Surveillance and Isolation & Quarantine Requirements (105 CMR 300.00)

Established by law.

[Reference: M.G.L. 76:15; JF, School Admissions]

[Adopted: December 1998]

[Revised: June 2003]

[Revised: October 2015]

[Revised: October 2024]

## COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to students with disabilities under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a handicapped child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Director of School Health Services and Superintendent.

SOURCE: MASC February 2019

[Reference: M.G.L. 71:55]

[Adopted: December 1998]

[Revised: September 2003]

[Revised: June 2015]

[Revised: April 2020]



| [Revised: 2024]

## ADMINISTERING MEDICATION TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written order of a licensed prescriber. (see below for exceptions). When appropriate, the school nurse may, with parent and student consent, develop a medication administration plan that allows the student to self-administer prescription medication. The school nurse will follow the Self Administration of Prescription Medications guidelines from the MA Department of Public Health in determining if this is appropriate.

### Exceptions:

The school district shall, through the District Nurse Leader, register with the Department of Public Health to obtain a Massachusetts Controlled Substance Registration (MCSR), delegate the administration of medications to unlicensed personnel, and train unlicensed staff in the administration of Epinephrine in the case of a known allergen exposure. Training of unlicensed staff is done by the school nurse in accordance with Department of Public Health guidelines.

The school district, in conjunction with the School Physician and the Director of School Health Services, stock nasal naloxone (Narcan) and epinephrine. Only trained medical personnel may administer stock nasal naloxone and stock epinephrine to individuals. Unlicensed personnel may be trained by the school nurse to administer naloxone and epinephrine that is prescribed to a particular student after being trained by the school nurse.

-In the event such as a field trip where the school nurse is not available, a trained staff member may administer a scheduled dose of medicine to a student as long as the parent consents. This provision only applies when the correct dosage of the medication to be administered by the staff has been placed in an individual pharmacy labeled container clearly marked with the student's name, the dosage to be administered, and the time which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction may give any medication to any student.

~~The school district shall, through the District Nurse Leader, register with the Department of Public Health and train personnel in the use of Epinephrine auto injectors. Staff trained by the school nurse may administer a dose of Epinephrine in the case of a known allergen exposure. Training is done by the school nurse in accordance with Department of Public Health guidelines.~~

~~When appropriate, the school nurse may, with parent and student consent, develop a medication administration plan that allows the student to self-administer prescription medication. The school nurse will follow the Self Administration of Prescription Medications guidelines from the MA Department of Public Health in determining if this is appropriate.~~ All prescription medications are kept locked up in the health office with the following exceptions:

Following consultation with the school nurse, students with the following medical conditions may possess on themselves and self-administer the following medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring equipment, insulin and diabetic supplies.
4. Students with life-threatening allergies may possess and administer epinephrine.

[Reference: M.G.L. 54B Dept. of Public Health Regulations: 105 CMR 210.00]

[Adopted: November 1998]

[Reviewed: September 2003]

[Revised: June 2008]

[Revised: October 2015]

[Revised: April 2020]

[Revised: October 2024]

## LIFE THREATENING FOOD ALLERGIES

Food Allergies currently affect an estimated 8% of school-age children and present a substantial and growing challenge for schools. This policy is in effect to help us address food allergies and the potential for anaphylaxis, a life-threatening allergic reaction.

Peanuts and tree nuts (such as walnuts and almonds) are responsible for 92% of severe and fatal reactions. For this reason, Gardner Public School is a “nut aware” school district. All Gardner schools strongly discourage students and staff from bringing any nuts and/or nut products into the school building OR to any school activities, including field trips.

In the event that a child brings nuts and/or nut products to school, the item is disposed of and/or sent home and a substitute will be offered free of charge. The parent and child will be reminded that nuts and/or nut products should not be brought to school and a copy of the policy will be provided at the request of the parent. The cafeteria offers a peanut butter substitute at lunchtime. Allergy information is presented to the school in written format from the parent and/or medical provider to the school nurse. When the school nurse obtains information that a student has a food allergy or intolerance, the information is communicated to the food service workers in the cafeteria as well as the Food Service Director as soon as possible. The food service provider is responsible to ensure that the student is not served the item. The school nurse also shares food allergy information with the student’s teacher.

The school nurse will request documentation from the student’s medical provider on any food allergies. If there is no medical documentation of the food allergy, the food service provider will still refrain from serving the student the food in question.

Student’s that have significant food allergies that require changes to the USDA meal pattern for regular breakfast/lunch program must have medical documentation. The student’s provider will need to complete a Medical Statement to Request Child Nutrition Programs Special Meals And/Or Accomodations Form which specifies what foods to omit and what can be served in place of the omitted foods. ~~or he/she will not be allowed to participate in the school lunch program.~~ This is for the safety of the student.

~~Student’s that have food allergies that require changes to the regular breakfast/lunch program will be offered alternatives to school lunch items that they are restricted from. Alternatives should consist of food that is similar in nutritional content and quality. If a student is unhappy with the alternative option that is presented, the food service department will work with the student and/or family quickly to come up with an acceptable alternative.~~

In the case that information on food allergies needs to be clarified in order for the Food Service Director to provide food to the student, the Food Service Director will contact the parent/guardian of the student directly to get clarification. If clarification of medical documentation needs to occur, the school nurse will contact the medical provider and request clarification.

The Food Service Director is responsible for training Food Service Staff.

When a food allergy is life-threatening, the School Nurse will require notification in writing from the child's physician as well as a current medication order for the use of an EpiPen. EpiPens that are prescribed for a particular student are kept in the School Nurse's office *unlocked* where they are accessible to other staff in the case of an anaphylactic reaction. GPS School Nurses will also keep *stock* EpiPens in the case that there is an anaphylactic reaction in a child who has not been diagnosed with a life-threatening food allergy. Middle School and High School students using EpiPens while attending school activities should keep an EpiPen with them during these activities and let their coach or supervising adult know where it can be located in the case of an emergency.

Trained Educational Staff may administer an EpiPen in the case of an anaphylactic reaction provided they have completed the bi annual Epi-Pen Administration training and the School Nurse has deemed them competent to do so. Staff may only administer an EpiPen to a student that has a child's name on it. Stock EpiPens in the case of an undiagnosed anaphylactic reaction are only to be administered by the School Nurse who has been trained to assess and treat an undiagnosed anaphylactic reaction.

The School Nurse will:

- Develop an Individualized Health Care Plan (IHCP) that includes an Emergency Medical Plan (EMP) addressing the management of anaphylaxis for any student with known food allergies that are considered potentially life-threatening either prior to the student's entry into school or immediately after the diagnosis of the condition.
- Organize and conduct a meeting as needed to plan for the care of the student, making sure to include the student's parents/guardians, the student (if appropriate), the classroom teacher, the food service manager, and other personnel.
- Provide bi-annual basic education concerning food allergies, prevention of exposure, and emergency response procedures to follow if an anaphylactic event occurs, including the administration of EpiPen, to all school staff entrusted with the care of students.
- Maintain records of any life-threatening allergic reaction, the use of an EpiPen, and the call for medical assistance by calling 911. School Nurses will report all life-threatening reactions to the School Nurse Leader, who will notify the Massachusetts Department of Public Health (DPH), according to department regulations and protocol.
- Because of the confidentiality of medical records, a student's parent/guardian will be responsible for notifying school bus drivers directly of any life threatening allergies of which the bus driver should be aware.

The Food Service Director will:

- Contact parents to set up a meeting between the Food Service Director, parents, student, and Principal or designee, whenever accommodations to the regular school breakfast/lunch menu need to happen. Accommodations to the regular school breakfast /lunch menu will be agreed upon by the food service manager and the student/parent/guardian to ensure that the student being nourished throughout the school day.
- Provide education to food service personnel on food allergies.
- Ensure the food service personnel are trained in safety as required by the Board of Health as well as CPR (Cardio Pulmonary Resuscitation.)

- Update the ~~Nutri-Kids~~ Point of Sale,(POS), system and food service personnel on student allergies.
- The following rules shall be adhered to in school:
- Children are not allowed to trade or share food with other children.
- Celebrations and/or rewards should not be limited to food. Other options are encouraged.
- Baked Goods are not allowed to be brought in from home and distributed in classes.
- Fundraisers during school for school programs should be done with non-food items. However, please note that Massachusetts School Nutrition Regulations effective as of August 1, 2012 do not apply to food and beverages served prior to 30 minutes before the start of the school day or following 30 minutes after the close of the school day or to fund-raising activities.
- The use of food for curriculum instruction or special occasions during the school day will be restricted to those with prior approval by the School Principal and Nurse. This may only be done by submitting a Food in School Approval Form to the School Nurse.
- All foods that are offered during the school day will meet the Massachusetts School Nutrition Regulations.

Note: Programs that use the building during non-school hours need to have their own food allergy awareness protocols.

Principals are responsible for the enforcement of this policy at the building level.

[Reference: Healthy Students, Healthy Schools: Revised Guidance for Implementing the Massachusetts School Nutrition Standards for Competitive Foods and Beverages]

[Adopted: November 2004]

[Reviewed: January 2006]

[Revised: December 2012]

[Revised: October 2015]

[Revised: June 2016]

[Revised: May 2019]

[Revised: October 2024]

FOOD IN SCHOOL-APPROVAL FORM

Food that is served during the school day requires the approval of the School Nurse. However, Food Service personnel are responsible for complying with Massachusetts School Nutrition Regulations for food served in school cafeterias, (including a la carte items) and vending machines). All other food served in classrooms, hallways, snack bars, school stores, during school sponsored activities and field trips require use of this form. Massachusetts School Nutrition Regulations effective August 1, 2012 regulate any food or beverages served 30 minutes before through 30 minutes after the school day.

Today's date: \_\_\_\_\_  
Date(s) food will be distributed: \_\_\_\_\_  
Type of food that will be distributed: \_\_\_\_\_  
Portion size of food that will be distributed: \_\_\_\_\_  
Will you be offering this food more than once? \_\_\_\_\_  
If so, how often? \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Classroom: \_\_\_\_\_  
Occasion \_\_\_\_\_  
Is this food part of an academic lesson? \_\_\_\_\_  
Are you aware of food allergies in the group of students that will be involved? \_\_\_\_\_

Please be aware that our Life-Threatening Food Allergies Policy encourages non-food items in Birthday Parties, celebrations, and as rewards. However, the use of food for curriculum instruction or special occasions during the school day will be allowed based on prior approval by the School Nurse. Due to potential allergies, NO BAKED GOODS may be brought in.

The following resource may be used to guide you in selecting healthy food choices:

[www.johnstalkerinstitute.org/alist](http://www.johnstalkerinstitute.org/alist)

\_\_\_\_\_ Approved                      \_\_\_\_\_ Not Approved

The nurse will review for allergy concerns

Comments: \_\_\_\_\_

Nurse's Signature: \_\_\_\_\_

## **STUDENT PHOTOGRAPHS**

Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents/guardians on a voluntary basis. The building Principal or their designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

- Enhance the safety of students through visual identification in an emergency situation.
- Facilitate the social, educational, and administrative activities conducted in the school.
- Provide a service to parents/guardians and students.
- Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

LEGAL REF.: M.G.L. [30B:1\(b\)\(31\)](#)

SOURCE: MASC ~~February 2019~~[2021](#)

[Adopted: October 2020]

[\[Revised: 2024\]](#)



**NON-CUSTODIAL PARENTS RIGHTS**  
(General Laws Chapter 71, Section 34H)

As required by MGL, Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children (“non-custodial parents”).

As required by M.G.L. C. 71, §34H, a non-custodial parent may have access to the student record in accordance with the following provisions:

- (a) A non-custodial parent is eligible to obtain access to the student record unless the school or district has been given documentation that:
  - 1. The parent has been denied legal custody or has been ordered to supervised visitation based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
  - 2. The parent has been denied visitation, or
  - 3. The parent’s access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
  - 4. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
  
- (b) The school shall place in the student’s record documents indicating that a non-custodial parent’s access to the student’s records is limited or restricted pursuant to 603 CMR 23.07(5)(a).
  
- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
  
- (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
  
- (e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

- (f) Upon receipt of a court order, which prohibits the distribution of information pursuant to G.L. C. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LegalReferences: MGL 71:34D; 71:34H; 603 CMR 23.07(5) Access Procedures for Non-Custodial Parents; 20 USC § 1232g Family Education Rights and Privacy Act (FERPA)~~603 SMR23.07: Access to Student Records~~

[Adopted: March 2003]

[Revised: May 2006]

[Revised: May 2008]

[Reviewed: May 2016]

[Reviewed: May 2020]

[Revised: 2025]

## COMPUTER DONATION POLICY

### **Policy Statement**

Gardner Public School District welcomes and appreciates technology equipment donations from individuals, organizations, and corporations. The purpose of this policy is to provide guidelines insuring that donations are of sufficient capability to support the educational goals and needs of the district.

### **Donation Guidelines**

**Equipment Condition:** All technology equipment accepted shall be safe and in good working order.

**Costs:** Implementation of donated equipment shall not impose unreasonable costs or dedication of resources. Additional costs to be considered may include repairs, materials, software, or staff time.

**Computer Specifications:** Careful consideration will be given to each proposed donation. Final approval of donations is dependent upon the ability of the equipment to meet the current needs of the district. Priority for acceptance will be given to computers that meet the minimum specifications to run the most current version of Microsoft Windows.

**Software Licenses:** Gardner Public School District makes every effort to comply with software copyright and license laws. Owners donating software are required to provide the school with the following documentation for legal transfer of license rights of operating systems or other software; 1) Copies of software on original disks/CDs, 2) End-User License Agreements, 3) Certificate(s) of Authority, and 4) Manuals and printed materials (optional).<sup>2</sup> In the event that the above materials are unavailable, the owner must provide a signed letter of verification stating they purchased the software licenses and are unable to locate the original paperwork or software.

### **Procedure**

All prospective donors are required to submit the Technology Equipment Donation Form to the Director of Technology for final approval.

Upon acceptance of equipment, the Gardner Public Schools School Committee will provide the donor with a written letter of appreciation and a receipt of donation if required.

[Adopted: June 2006]

[Revised: March 2020]

## PUBLIC GIFTS TO THE SCHOOLS

In accordance with state law, all grants and gifts to the District shall be reviewed and accepted by the School Committee before expenditure or use. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.

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

As provided by law, any gift of cash shall be accepted by vote of the school committee and be handled as a separate account, which is expended at the discretion of the committee.

Careful consideration will be given to each proposed donation of equipment or supplies of any kind. All items accepted by the schools shall be safe, be in good working order, and support the educational goals of the district. To this end, implementation of donated items shall not impose unreasonable costs or dedication of resources.

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

[Reference: M.G.L. 44:53A, 71:37A;] [Adopted: 3/8/99]

[Reviewed: September 2003]

[Reviewed: May 2016]

[Reviewed: June 2020]

[Revised: October 2023]

[Revised: December 2024]

CROSS REFS.: [DD](#), Grants, Proposals, and Special Projects  
[GBEBD](#), Online Fundraising and Solicitation--Crowdfunding

## PUBLIC'S RIGHT TO KNOW

The School Committee is a public servant, and its meetings and records will be a matter of public information except as such meetings and records pertain to individual personnel and other classified matters.

The School Committee supports the right of the people to know about the programs and services of their schools and will make every effort to disseminate information. All requests for information will be acted on fairly, completely and expeditiously.

All commonly available public record documents of the School District shall be posted on the district's website. The length of time such records shall remain posted on the district website shall be in accordance with the Municipal Record Retention Manual. In addition, the official minutes of the Committee, its written policies and regulations, and its financial records will be open for inspection at the office of the Superintendent by any citizen desiring to examine them during hours when the office is open. No records pertaining to individual students or staff members will be released for inspection by the public or any unauthorized persons by the Superintendent or other persons responsible for the custody of confidential files. The exception to this will be information about an individual employee (or student) that has been authorized in writing for release by the employee (or student, or student's parent/guardian).

Each building administrator is authorized to use all means available to keep parents/guardians and others in the particular school's community informed about the school's program and activities.

Source: MASC – Updated 2022

Reference: M.G.L. 4:7; 66:10; 30A:18-25

[Adopted: March 2019]

[Revised: December 2020]

[Revised: 2025]

## PUBLIC SOLICITATIONS IN THE SCHOOLS

The School Committee will place limits on commercial activities and fund-raising activities in the schools for the following reasons:

1. The school district should provide students, parents/guardians, and employees some measure of protection from exploitation by commercial and charitable fund-raising organizations.
2. The school district should not give the public the impression of generally endorsing or sanctioning commercial and fund-raising activities.
3. Commercial and fund-raising activities may disrupt school routine and cause loss of instructional time.

Following these guiding statements, the Superintendent and Principals may permit occasional commercial or fund-raising activities related to the objectives of the schools with the following exceptions:

1. No direct solicitation of students or employees may take place without School Committee permission.
2. No general or class distribution of commercial or fund-raising literature may take place without School Committee permission.

For the purposes of this policy, local PTA and PTO groups and groups representing school district employees will be considered "school groups" and will be governed by the Committee's policy on staff solicitations.

SOURCE: MASC [Reviewed 2022](#)

LEGAL REF.: M.G.L. [44:53A](#)

CROSS REFS.: [GBEBC](#), Staff Gifts and Solicitations

[JJE](#), Student Fund-Raising Activities

[KHB](#), Advertising in the Schools

~~**NOTE: The cross references are to related categories in the NEPN classification system.**~~

[Adopted: April 2020]

[\[Revised: 2025\]](#)

## ADVERTISING IN THE SCHOOLS

The School Committee may grant permission for advertising of commercial products or services in school buildings or on school property under guidelines or regulations it may approve. Otherwise, no advertising of commercial products or services will be permitted in school buildings or on school property. Publications of the school district will not contain any advertising. However, this will not prevent advertising in student publications that are published by student organizations, subject to administration controls, or the use of commercially-sponsored, free teaching aids if the content is approved by the administration.

Solicitation of sales or use of the name of the school district to promote any product will not be permitted by the Committee.

SOURCE: MASC [Reviewed 2022](#)

CROSS REF.: [KHA](#), Public Solicitations in the Schools

[Adopted: April 2020]

[\[Revised: 2025\]](#)

## STUDENT FEES, FINES, AND CHARGES

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. While no student will be denied access due to an inability to pay fees, all students will be required to remit charges and fines.

A school may exact a fee or charge only upon Committee approval. The schools, however, may: charge for lost and damaged books, materials, supplies, and equipment.

- ~~• Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.~~
- ~~• Charge for lost and damaged books, materials, supplies, and equipment.~~

~~Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.~~

All student fees and charges ~~, both optional and required,~~ will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. ~~The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the denial of participation in extra class activities and graduation exercises and activities while the student is enrolled in this District.~~

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

SOURCE: MASC - Updated 2021

[Adopted 2025]



## **COMMUNITY USE OF DIGITAL RESOURCES**

On recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which computer equipment, software, and information access, including the use of wireless internet access, systems will be available to the community.

Those using the district systems as a member of the community must abide by the district's procedures regarding responsible use.

All guests will be prompted to, and must accept the district's digital use form before accessing the district network.

The Superintendent or designee may revoke such access at any time.

SOURCE: MASC 2023

CROSS REF: [INJD](#) ACCESS TO DIGITAL RESOURCES

[INJDC](#) ACCEPTABLE USE OF DIGITAL RESOURCES

## POSITION DESCRIPTION—SCHOOL PHYSICIAN

~~The Gardner School Committee develops a contract with the school physician/physician consultant, which includes the employment terms, as well as the specific responsibilities. This contract shall be reviewed and/or updated at least every two years.~~

### Scope of Responsibilities

~~The school physician/physician consultant contracts with the Gardner Public Schools to provide medical expertise and consultation in the development and implementation of the comprehensive school health program. The school nurse may request consultation on individual students or groups of students with specific health issues at any time. The school physician acts as a resource.~~

### Qualifications

- ~~● Must have a valid license to practice medicine in the Commonwealth of Massachusetts (M.G.L. c.71, s. 53)~~
- ~~● Knowledgeable about the health needs of children and adolescents.~~

### Additional Suggested Qualifications

~~The school physician/physician consultant should, in addition, be board certified or board eligible in pediatrics or family practice. When the primary student population includes adolescents, the medical consultant or school physician should have additional education in the subspecialty of adolescent medicine.~~

### Responsibilities

#### *Consultation to the Comprehensive School Health Program*

- ~~● Provides general consultation to school nurse and to the school district on matters relating to the health of the school population;~~
- ~~● Collaborates with the school nurses in identifying the need for and developing policies and procedures governing school health services for individuals or groups of students, which are then shared with the School Committee for adoption;~~
- ~~● Participates as a member of the School Health Advisory Committee;~~
- ~~● Provides consultation on the development of policies pertinent to the health and safety of the school, e.g., emergency care plan, first aid program, bee sting protocol, HIV/AIDS, environmental safety, athletic safety;~~
- ~~● Collaborates with the school nurse, school administrators and other pertinent school personnel, as well as the Department of Public Health, to develop and implement a program for immunization against communicable diseases and control of other infectious illnesses, e.g., blood borne illnesses, parasitic diseases, and tuberculosis; assists in developing policies on exclusion and readmission of students based on the aforementioned conditions;~~
- ~~● Collaborates with the interdisciplinary comprehensive school health education staff to develop educational programs specific to the current needs of student, faculty and parent groups on topics such as nutrition, child development, family life, sexuality, HIV/AIDS prevention, etc.;~~
- ~~● Collaborates with the school nurses, teachers, support staff, and parents on specific health issues of individual students as they relate to the school setting, including classroom management of the child with physical or emotional problems;~~

- ~~When indicated or requested by the school nurse, communicates with the child's primary physician on medical issues pertinent to the school setting;~~
- ~~When indicated or requested by the school nurse, reviews the reports of physical examinations performed by the student's primary care provider.~~

#### *Physical Assessment*

- ~~Completes the health assessments on such children who do not have this service performed by a primary care provider;~~
- ~~Provides the physical examination of children applying for health certificates in order to obtain employment permits under M.G.L. c. 149, s. 87 and students participating in competitive or contact sports, prior to that participation (for students who do not have this service performed by a primary care provider);~~
- ~~Examines students referred by the school nurse or other personnel because of health issues identified during screening and/or frequent school absences (if this service is not provided by a primary care provider);~~
- ~~Conducts physical examinations on children as needed for special education assessment.~~

#### *Health Education*

~~In collaboration with the comprehensive health education staff, assists in presenting educational programs as needed by faculty, parents and students.~~

#### *Coordination with Community Providers*

~~In collaboration with the school nurse, interprets the needs and responsibilities of the school.~~

[Reference: M.G.L. Ch. 71, Section 53; Ch. 71, Section 54A]

[Adopted: June 2003]

[Reviewed: April 2016]

[Revised: March 2021]



# Gardner Public Schools

Mark Hawke, *Director of Finance & Operations*

www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

P: (978) 632-1000

F: (978) 632-1164

December 18, 2024

Mayor Michael J. Nicholson, Chairman  
and Gardner School Committee  
95 Pleasant Street  
Gardner, MA 01440

RE: MSBA Accelerated Repair Program (GMS Roof)

Dear Mayor Nicholson and School Committee Members,

As you are aware, the Gardner Middle School (GMS) has been accepted into the Massachusetts School Building Authority's (MSBA) Accelerated Repair Program (ARP) in order to have its roof replaced. The commencement date for this project is December 2, 2024. The first step in the project is to have the funds appropriated to pay for a Feasibility Study within ninety (90) days of commencement.

The vote to appropriate funds must be completed prior to March 3, 2025. Once funds have been appropriated, the MSBA will assign the project to an Owners Project Manager (OPM) and Designer to perform the study. The OPM will assist the district in contract negotiations with the Designer. Yes, we must vote the funds before we know the actual cost. The MSBA has provided a list of projects and costs from prior years upon which the dollar amount in the appropriation language is based.

The vote language is still considered in draft form until the MSBA and City Bond Counsel approve the language. However, historically, the City Council has looked to the School Committee for support of such a project. Therefore, I am asking you to vote to support the GMS Roof Repair Project and the Appropriation for a Feasibility Study.

I have attached the draft language that will be sent to the City Council once finalized.

All the best,

Mark Hawke  
Director of Finance & Operations  
Gardner Public Schools

## VOTE

That the City of Gardner (City) appropriate the amount of one-hundred thousand (\$100,000) Dollars for the purpose of paying costs associated with a feasibility study and schematic design of a Roof Replacement Project at the Gardner Middle School, located at 297 Catherine Street, Gardner, MA 01440, including the payment of all costs incidental or related thereto, and for which City may be eligible for a grant from the Massachusetts School Building Authority (“MSBA”), said amount to be expended under the direction of the School Committee. To meet this appropriation, the City Council, with the approval of the Mayor, is authorized to borrow said amount under and pursuant to M.G.L. Chapter 44, or pursuant to any other enabling authority. The City acknowledges that the MSBA’s grant program is a non-entitlement, discretionary program based on need, as determined by the MSBA, and any project costs the City incurs in excess of any grant approved by and received from the MSBA shall be the sole responsibility of the City, and that the amount of borrowing authorized pursuant to this vote shall be reduced by any grant amount set forth in the Project Funding Agreement that may be executed between the City and the MSBA; and that this vote be adopted as read.

**PROPOSAL:**

The proposed project includes the resurfacing of Elm Street in the City of Gardner from Cross Street to Temple Street, approximately 1,340 feet. The project involves the alteration of roadway geometry including the implementation of a road diet. Safety improvements, the formalization of the pick-up / drop-off area for the Elm Street School, and bicycle accommodations have been provided in accordance with applicable design guides. Improvements also include the reconstruction of ADA compliant pedestrian facilities (sidewalks, pedestrian curb ramps), and Rectangular Rapid Flashing Beacons (RRFB's) at the school driveways for increased safety. A secure right-of-way is necessary for this project.

# CERTIFICATE OF DONATION

Owner(s) of Record: <u>City of Gardner - School Department</u>	
City/Town: <u>Gardner</u>	Fed Aid Number: <u>TAP-0035(670)X</u>
Project: <u>Elm Street - Resurfacing &amp; Repavement</u>	
Parcel Number (ROW Plans) & Square Footage(s):	<u>PUE-7, SW-3</u>
In Fee: <u>\$10,500.00</u>	Permanent Easement(s): <u>SW-1, SW-2, <del>SW-3</del></u>
Temporary Easement(s): <u>TE-1, TE-22, TE-23</u>	
Temporary Easement Term(s): (minimum of three years from recording At the Registry of Deeds): _____ <u>Years</u>	

This is to certify that the above referenced parcel(s) were donated by the owner(s) as provided for in the provisions of Title III, Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, as amended.

The conveyance of these parcels will be accomplished by deed or Order of Taking and recorded in the Registry of Deeds.

**This donation is made of my/our free will. I/we waive my/our right(s) to an appraisal and compensation. I/we have been given the Federal Aid Acquisition Guide for Property Owners and have reviewed it.**

\_\_\_\_\_

\_\_\_\_\_

Owner(s)/ Authorized Representative  
**\*\*All Owners of Records must sign\*\***

Date

\_\_\_\_\_

Authorized City/Town Official - Title

\_\_\_\_\_

Date

**Note:** If the subject parcel(s) is/are owned by a corporation, estate, trust, etc., then an appropriate document, authorizing this donation must be attached to this document.

**Note:** An executed Affidavit from the municipality must be attached for this document to be valid for ROW Certification.



# MASSACHUSETTS DEPARTMENT OF TRANSPORTATION HIGHWAY DIVISION

## PLAN AND PROFILE OF ELM STREET

### IN THE CITY OF GARDNER WORCESTER COUNTY

## PRELIMINARY RIGHT OF WAY PLANS

FEDERAL AID PROJECT NO. TAP-003S(670)X

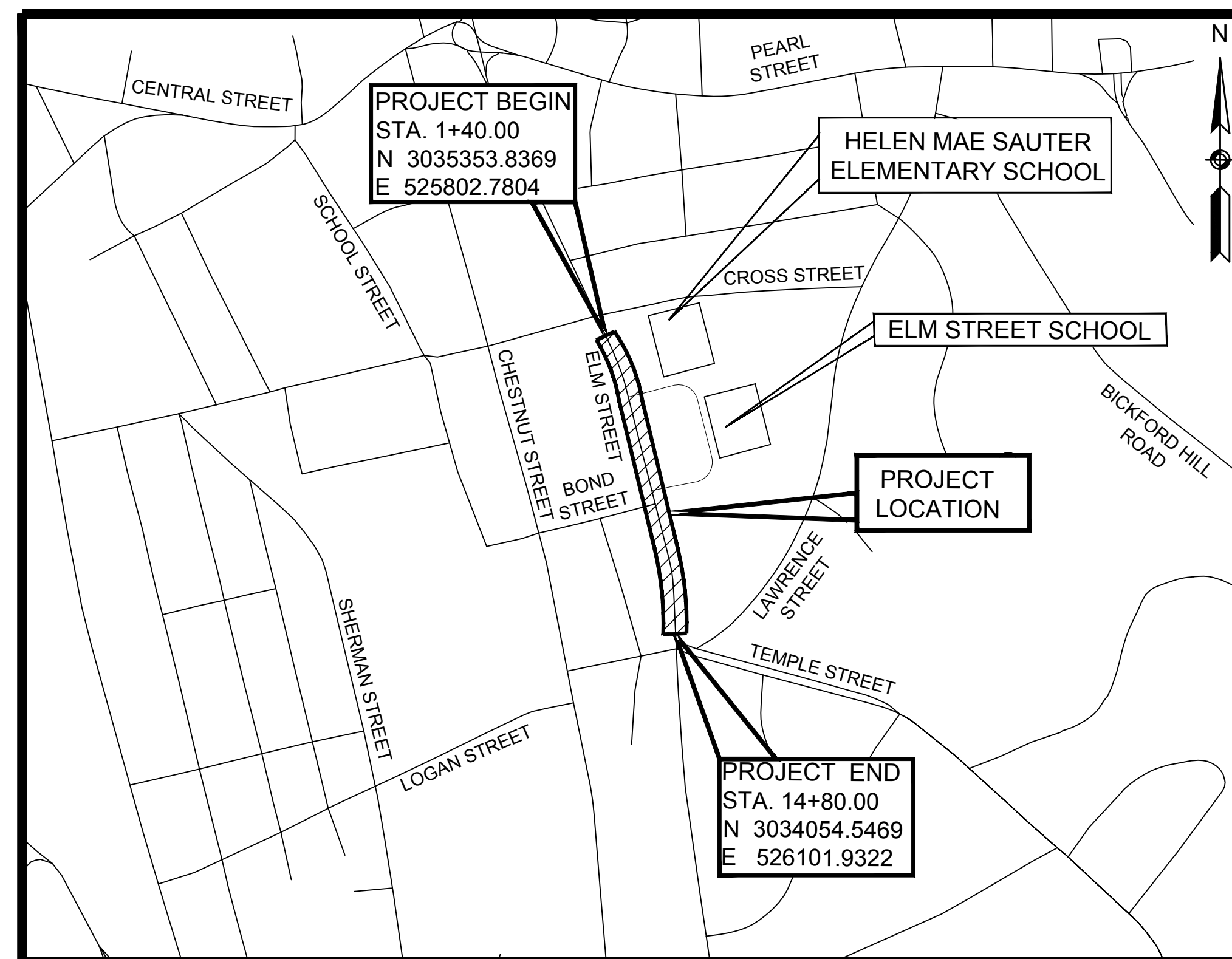
GARDNER ELM STREET			
STATE	FED. AID PROJ. NO.	SHEET NO.	TOTAL SHEETS
MA	TAP-003S(670)X	1	15
PROJECT FILE NO.		610672	

PRELIMINARY RIGHT OF WAY  
TITLE SHEET & INDEX

THESE PLANS ARE SUPPLEMENTED BY THE OCTOBER 2017 CONSTRUCTION STANDARD DETAILS, THE 2015 OVERHEAD SIGNAL STRUCTURE AND FOUNDATION STANDARD DRAWINGS, MASSDOT TRAFFIC MANAGEMENT PLANS AND DETAIL DRAWINGS, THE 2023 EDITION OF THE MASSACHUSETTS STANDARD SPECIFICATIONS FOR HIGHWAYS AND BRIDGES, THE 1990 STANDARD DRAWINGS FOR SIGNS AND SUPPORTS, THE 1968 STANDARD DRAWINGS FOR TRAFFIC SIGNALS AND HIGHWAY LIGHTING, AND THE LATEST EDITION OF THE AMERICAN STANDARD FOR NURSERY STOCK.

### INDEX

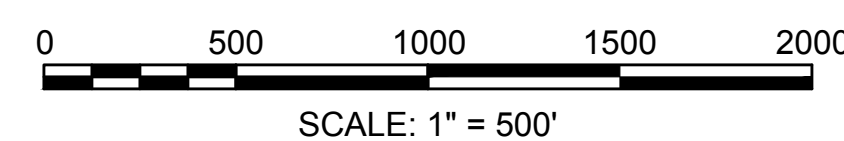
SHEET NO.	DESCRIPTION
1	TITLE SHEET & INDEX
2	LEGEND, ABBREVIATIONS, & PROJECT DESCRIPTION
3 - 4	TYPICAL SECTIONS
5 - 7	CRITICAL PROFILES
8 - 9	PARCEL SUMMARY SHEETS
10 - 12	LOCATION PLANS
13 - 15	PROPERTY PLANS



DATE	DESCRIPTION	REV #
04-05-2024	PS&E DESIGN [REV 1] NEW PARCELS: SW-4 ALTERED PARCELS: PUE-2, TE-2, TE-13 DELETED PARCELS:	7
12-20-2023	PS&E DESIGN NEW PARCELS: PUE-7, PUE-8, PUE-9, TE-22, TE-23 ALTERED PARCELS: TE-1, TE-5, TE-7, TE-8 DELETED PARCELS: PUE-4, PUE-5	6
06-09-2023	POST-75%/100% DESIGN NEW PARCELS: ALTERED PARCELS: TE-4	5
03-24-2023	POST-75%/100% DESIGN NEW PARCELS: ALTERED PARCELS:	4
01-10-2023	POST-75%/100% DESIGN NEW PARCELS: ALTERED PARCELS: TE-5, TE-6, TE-11	3
11-10-2022	POST-75%/100% DESIGN NEW PARCELS: PUE-6 ALTERED PARCELS: TE-12	2
09-23-2022	75%/100% DESIGN NEW PARCELS: PUE-4, PUE-5, PUE-8, E-1, TE-104, TE-105 ALTERED PARCELS: PUE-1, PUE-2, PUE-3, TE-1, TE-5, TE-17, TE-18, TE-16, TE-33, TE-68, TE-70, TE-71, TE-80, TE-94, PUE-4 DELETED PARCELS: TE-15, TE-100, TE-103, PUE-3, PUE-5	1
03-05-2021	INITIAL SUBMISSION	0

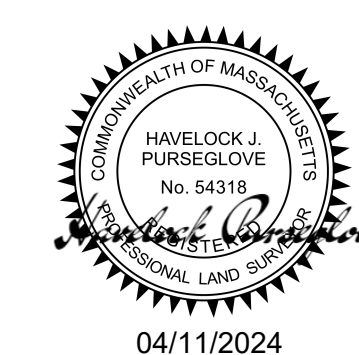
### BASE MAP NOTES

- THE SURVEY BASE PLAN WAS PREPARED BY GCG ASSOCIATES BETWEEN JULY 10, 2020 AND JULY 17, 2020. HORIZONTAL DATUM IS BASED ON MASS GRID SYSTEM NAD 1983. VERTICAL DATUM IS BASED ON THE NAVD 1988.
- THE MOST RECENT SITE VISIT WAS COMPLETED IN MARCH 2024 TO VERIFY THAT THE EXISTING CONDITIONS SHOWN ON THE PLAN ARE THE CURRENT CONDITIONS IN THE FIELD.
- THE LAYOUT SIDELINES SUBMITTED ON THE PLAN WERE CONSTRUCTED BY RECORD PLANS AND POSITIONED BY MONUMENTATION THAT WAS RECOVERED DURING AN ON THE GROUND INSTRUMENT SURVEY. PROPERTY LINES WERE COMPILED FROM DEEDS AND PLANS OF RECORD AND ARE APPROXIMATELY PLACED BY RECORD DIMENSIONS AND BY FIELD EVIDENCE WHERE THE RECORD WAS INCONCLUSIVE. THE SURVEY WAS CERTIFIED BY HAVELOCK J. PURSEGLOVE, A PLS IN DIRECT CHARGE AND SUPERVISION OF THE SURVEY BASEMAP.
- THE OWNERS HAVE BEEN CHECKED AND UPDATED AS OF MARCH 2023.
- THE PREQUALIFIED SURVEYOR UNDER THE S3 CATEGORY IS PARTICIPATING IN THE DEVELOPMENT OF THE ROW PLANS GCG ASSOCIATES HAS VERIFIED HIGHWAY LAYOUT BASELINES AND SIDELINES, VERIFIED MUNICIPAL LAYOUTS, VERIFIED THAT THE ABUTTERS PROPERTY LINES ARE CREATED BASED ON RECORD DEEDS AND PLANS, VERIFIED CURRENT ABUTTERS OWNERSHIP INFORMATION, VERIFIED EXISTING PERMANENT EASEMENTS, AND VERIFIED ANY OTHER ELEMENTS IN THE SURVEY BASE PLAN THAT AFFECTS DISPOSITIONS AND LAND ACQUISITIONS.



LENGTH OF PROJECT = 1,340.00 FEET = 0.254 MILES

THE LAYOUT LINES, AS REPRESENTED ON THE PRELIMINARY RIGHT OF WAY PLANS, ARE BASED UPON AN INSTRUMENT SURVEY THAT MEETS 250 CMR 6.02 AND ARE SUITABLE TO BE USED FOR A RECORDABLE PLAN.



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APPROVED

CHIEF ENGINEER \_\_\_\_\_ DATE \_\_\_\_\_



GENERAL SYMBOLS

EXISTING	PROPOSED	DESCRIPTION
		JERSEY BARRIER
		CATCH BASIN
		CATCH BASIN CURB INLET
		FLAG POLE
		GAS PUMP
		MAIL BOX
		POST SQUARE
		POST CIRCULAR
		WELL
		ELECTRIC HANDHOLE
		FENCE GATE POST
		GAS GATE
		BORING HOLE
		MONITORING WELL
		TEST PIT
		HYDRANT
		LIGHT POLE
		COUNTY BOUND
		GPS POINT
		CABLE MANHOLE
		DRAINAGE MANHOLE
		ELECTRIC MANHOLE
		GAS MANHOLE
		MISC MANHOLE
		SEWER MANHOLE
		TELEPHONE MANHOLE
		WATER MANHOLE
		MASSACHUSETTS HIGHWAY BOUND
		MONUMENT
		STONE BOUND
		TOWN OR CITY BOUND
		TRAVERSE OR TRIANGULATION STATION
		TROLLEY POLE OR GUY POLE
		TRANSMISSION POLE
		UTILITY POLE W/ FIREBOX
		UTILITY POLE WITH DOUBLE LIGHT
		UTILITY POLE W / 1 LIGHT
		UTILITY POLE
		BUSH
		TREE
		STUMP
		SWAMP / MARSH
		WATER GATE
		PARKING METER
		OVERHEAD CABLE/WIRE
		CURBING
		CONTOURS (ON-THE-GROUND SURVEY DATA)
		CONTOURS (PHOTOGRAMMETRIC DATA)
		UNDERGROUND DRAIN PIPE (DOUBLE LINE 24 INCH AND OVER)
		UNDERGROUND ELECTRIC DUCT (DOUBLE LINE 24 INCH AND OVER)
		UNDERGROUND GAS MAIN (DOUBLE LINE 24 INCH AND OVER)
		UNDERGROUND SEWER MAIN (DOUBLE LINE 24 INCH AND OVER)
		UNDERGROUND TELEPHONE DUCT (DOUBLE LINE 24 INCH AND OVER)
		UNDERGROUND WATER MAIN (DOUBLE LINE 24 INCH AND OVER)
		BALANCED STONE WALL
		GUARD RAIL - STEEL POSTS
		GUARD RAIL - WOOD POSTS
		CHAIN LINK OR METAL FENCE
		WOOD FENCE
		SEDIMENT CONTROL BARRIER
		TREE LINE
		SAWCUT LINE
		TOP OR BOTTOM OF SLOPE
		EDGE OF PAVEMENT
		LIMIT OF MILLING AND OVERLAY
		BANK OF RIVER OR STREAM
		BORDER OF WETLAND
		100 FT WETLAND BUFFER
		200 FT RIVERFRONT BUFFER
		STATE HIGHWAY LAYOUT
		TOWN OR CITY LAYOUT
		COUNTY LAYOUT
		RAILROAD SIDELINE
		TOWN OR CITY BOUNDARY LINE
		PROPERTY LINE OR APPROXIMATE PROPERTY LINE
		EASEMENT
		TREE PROTECTION - ARMORING & PRUNING > 4"
		TREE AND PLANT PROTECTION FENCE

TRAFFIC SYMBOLS

EXISTING	PROPOSED	DESCRIPTION
		CONTROLLER PHASE ACTUATED
		TRAFFIC SIGNAL HEAD (SIZE AS NOTED)
		WIRE LOOP DETECTOR (6' x 6' TYP UNLESS OTHERWISE SPECIFIED)
		VIDEO DETECTION CAMERA
		MICROWAVE DETECTOR
		PEDESTRIAN PUSH BUTTON, SIGN (DIRECTIONAL ARROW AS SHOWN) AND SADDLE
		EMERGENCY PREEMPTION CONFIRMATION STROBE LIGHT
		VEHICULAR SIGNAL HEAD
		VEHICULAR SIGNAL HEAD, OPTICALLY PROGRAMMED
		FLASHING BEACON
		PEDESTRIAN SIGNAL HEAD, (TYPE AS NOTED OR AS SPECIFIED)
		RAILROAD SIGNAL
		SIGNAL POST AND BASE (ALPHA-NUMERIC DESIGNATION NOTED)
		MAST ARM, SHAFT AND BASE (ARM LENGTH AS NOTED)
		HIGH MAST POLE OR TOWER
		SIGN AND POST
		SIGN AND POST (2 POSTS)
		MAST ARM WITH LUMINAIRE
		OPTICAL PRE-EMPTION DETECTOR
		CONTROL CABINET, GROUND MOUNTED
		CONTROL CABINET, POLE MOUNTED
		FLASHING BEACON CONTROL AND METER PEDESTAL
		LOAD CENTER ASSEMBLY
		PULL BOX 12"x12" (OR AS NOTED)
		ELECTRIC HANDHOLE 12"x24" (OR AS NOTED)
		TRAFFIC SIGNAL CONDUIT

PROJECT DESCRIPTION:

THE PROJECT INVOLVES THE RESURFACING OF PAVEMENT VIA MILLING AND OVERLAY AND SIDEWALK RECONSTRUCTION ALONG ELM STREET BETWEEN CROSS STREET AND TEMPLE STREET. THE ROADWAY CROSS-SECTION CONSISTS OF AN 11-FOOT TRAVEL LANE IN EACH DIRECTION AND A 5-FOOT PAINTED BIKE LANE. THE OFF-STREET IMPROVEMENTS INCORPORATE A RAISED BUFFERED HMA BIKE LANE BETWEEN THE SCHOOL DRIVEWAYS, AND A GRASS STRIP BUFFER BETWEEN THE ROADWAY AND CEMENT CONCRETE SIDEWALK WHERE WIDTH ALLOWS. AS PART OF THE ROADWAY RESURFACING, ADA-COMPLIANT PEDESTRIAN CURB RAMP AND SIDEWALKS WILL BE RECONSTRUCTED WITHIN THE PROJECT LIMITS ALONG WITH A DEDICATED PICK-UP AND DROP-OFF PARKING LANE IN FRONT OF THE SCHOOL. SAFETY AND OPERATIONAL IMPROVEMENTS WILL BE PROVIDED ALONG THE CORRIDOR, INCLUDING PAINTED BIKE LANES, AND RECTANGULAR RAPID FLASHING BEACONS (RRFB'S) AT THE CROSSWALKS BY BOTH ENTRANCES TO THE ELM STREET SCHOOL CROSSWALKS AT EACH SCHOOL DRIVEWAY. STORMWATER IMPROVEMENTS, INCLUDING NEW CATCH BASINS, MANHOLES, AND DRAINAGE PIPE WILL ALSO BE ADDED TO SUPPLEMENT THE EXISTING SYSTEM.

ABBREVIATIONS

GENERAL	DESCRIPTION
AADT	ANNUAL AVERAGE DAILY TRAFFIC
ABAN	ABANDON
ADJ	ADJUST
APPROX.	APPROXIMATE
A.C.	ASPHALT CONCRETE
ACCM PIPE	ASPHALT COATED CORRUGATED METAL PIPE
BIT.	BITUMINOUS
BC	BOTTOM OF CURB
BD.	BOUND
BL	BASELINE
BLDG	BUILDING
BM	BENCHMARK
BO	BY OTHERS
BOS	BOTTOM OF SLOPE
BR.	BRIDGE
CB	CATCH BASIN
CBFC	CATCH BASIN WITH FRAME AND COVER
CC	CEMENT CONCRETE
CCM	CEMENT CONCRETE MASONRY
CEM	CEMENT
CI	CURB INLET
CIP	CAST IRON PIPE
CLF	CHAIN LINK FENCE
CL	CENTERLINE
CMP	CORRUGATED METAL PIPE
CSP	CORRUGATED STEEL PIPE
CO.	COUNTY
CONC	CONCRETE
CONT	CONTINUOUS
CONST	CONSTRUCTION
CR GR	CROWN GRADE
DHV	DESIGN HOURLY VOLUME
DI	DROP INLET
DIA	DIAMETER
DIP	DUCTILE IRON PIPE
DW	STEADY DON'T WALK - PORTLAND ORANGE
DWY	DRIVEWAY
ELEV (or EL.)	ELEVATION
EMB	EMBANKMENT
EOP	EDGE OF PAVEMENT
EXIST (or EX)	EXISTING
EXC	EXCAVATION
F&C	FRAME AND COVER
F&G	FRAME AND GRATE
FDN.	FOUNDATION
FLDSTN	FIELDSTONE
GAR	GARAGE
GD	GROUND
GG	GAS GATE
GI	GUTTER INLET
GIP	GALVANIZED IRON PIPE
GRAN	GRANITE
GRAV	GRAVEL
GRD	GUARD
HDW	HEADWALL
HMA	HOT MIX ASPHALT
HOR	HORIZONTAL
HYD	HYDRANT
INV	INVERT
JCT	JUNCTION
L	LENGTH OF CURVE
LB	LEACH BASIN
LP	LIGHT POLE
LT	LEFT
MAX	MAXIMUM
MB	MAILBOX
MH	MANHOLE
MHB	MASSACHUSETTS HIGHWAY BOUND
MIN	MINIMUM
NIC	NOT IN CONTRACT
NO.	NUMBER
PC	POINT OF CURVATURE
PCC	POINT OF COMPOUND CURVATURE
P.G.L.	PROFILE GRADE LINE
PI	POINT OF INTERSECTION
POC	POINT ON CURVE
POT	POINT ON TANGENT
PRC	POINT OF REVERSE CURVATURE
PROJ	PROJECT
PROP	PROPOSED
PSB	PLANTABLE SOIL BORROW
PT	POINT OF TANGENCY
PVC	POINT OF VERTICAL CURVATURE
PVI	POINT OF VERTICAL INTERSECTION
PVT	POINT OF VERTICAL TANGENCY
PVMT	PAVEMENT
PWW	PAVED WATER WAY

ABBREVIATIONS (cont.)

GENERAL	DESCRIPTION
R	RADIUS OF CURVATURE
R&D	REMOVE AND DISPOSE
RCP	REINFORCED CONCRETE PIPE
RD	ROAD
RDWY	ROADWAY
REM	REMOVE
RET	RETAIN
RET WALL	RETAINING WALL
ROW	RIGHT OF WAY
RR	RAILROAD
RRFB	RECTANGULAR RAPID FLASHING BEACON
R&R	REMOVE AND RESET
R&S	REMOVE AND STACK
RT	RIGHT
SB	STONE BOUND
SHLD	SHOULDER
SMH	SEWER MANHOLE
ST	STREET
STA	STATION
SSD	STOPPING SIGHT DISTANCE
SHLO	STATE HIGHWAY LAYOUT LINE
SW	SIDEWALK
T	TANGENT DISTANCE OF CURVE/TRUCK %
TAN	TANGENT
TEMP	TEMPORARY
TC	TOP OF CURB
TOS	TOP OF SLOPE
TYP	TYPICAL
UP	UTILITY POLE
VAR	VARIES
VERT	VERTICAL
VC	VERTICAL CURVE
WCR	WHEEL CHAIR RAMP
WG	WATER GATE
WIP	WROUGHT IRON PIPE
WM	WATER METER/WATER MAIN
X-SECT	CROSS SECTION

TRAFFIC SIGNAL ABBREVIATIONS

CAB	CABINET
CCVE	CLOSED CIRCUIT VIDEO EQUIPMENT
DW	STEADY UPRAISED HAND
FDW	FLASHING UPRAISED HAND
FR	FLASHING CIRCULAR RED
FRL	FLASHING RED LEFT ARROW
FRR	FLASHING RED RIGHT ARROW
FY	FLASHING CIRCULAR YELLOW
FYL	FLASHING YELLOW LEFT ARROW
FYR	FLASHING YELLOW RIGHT ARROW
G	STEADY CIRCULAR GREEN
GL	STEADY GREEN LEFT ARROW
GR	STEADY GREEN RIGHT ARROW
GSL	STEADY GREEN SLASH LEFT ARROW
GSR	STEADY GREEN SLASH RIGHT ARROW
GV	STEADY GREEN VERTICAL ARROW
OL	OVERLAP
PED	PEDESTRIAN
PTZ	PAN, TILT, ZOOM
R	STEADY CIRCULAR RED
RL	STEADY RED LEFT ARROW
RR	STEADY RED RIGHT ARROW
TR SIG	TRAFFIC SIGNAL
TSC	TRAFFIC SIGNAL CONDUIT
W	STEADY WALKING PERSON
Y	STEADY CIRCULAR YELLOW
YL	STEADY YELLOW LEFT ARROW

GARDNER ELM STREET

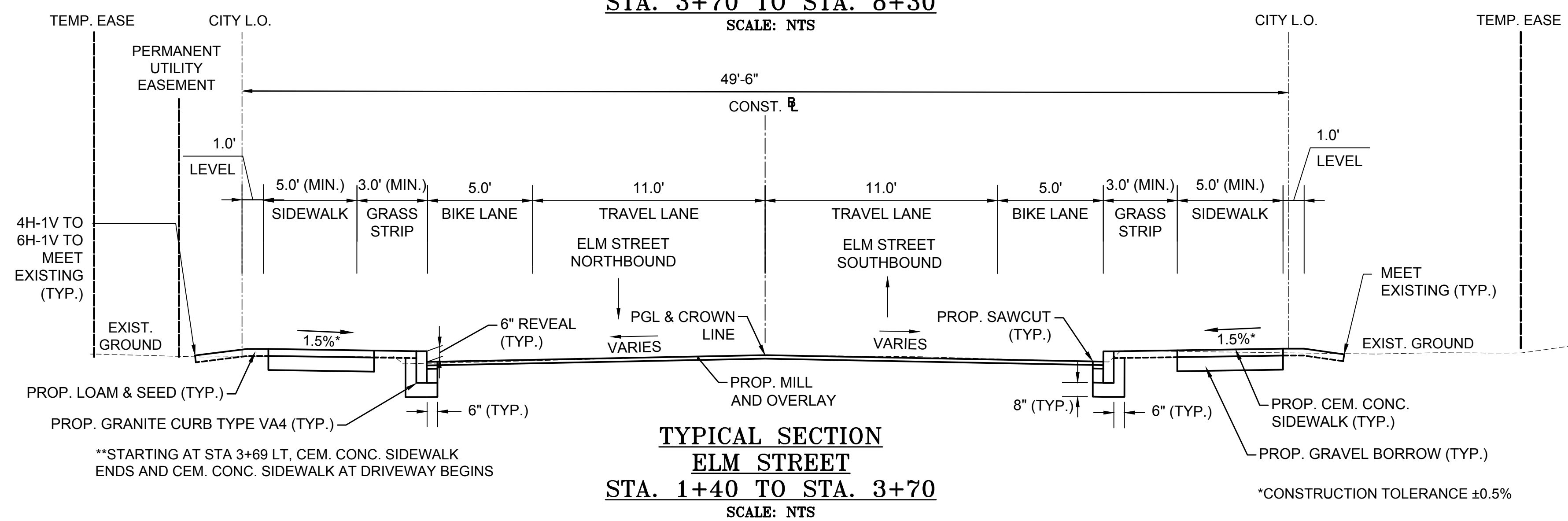
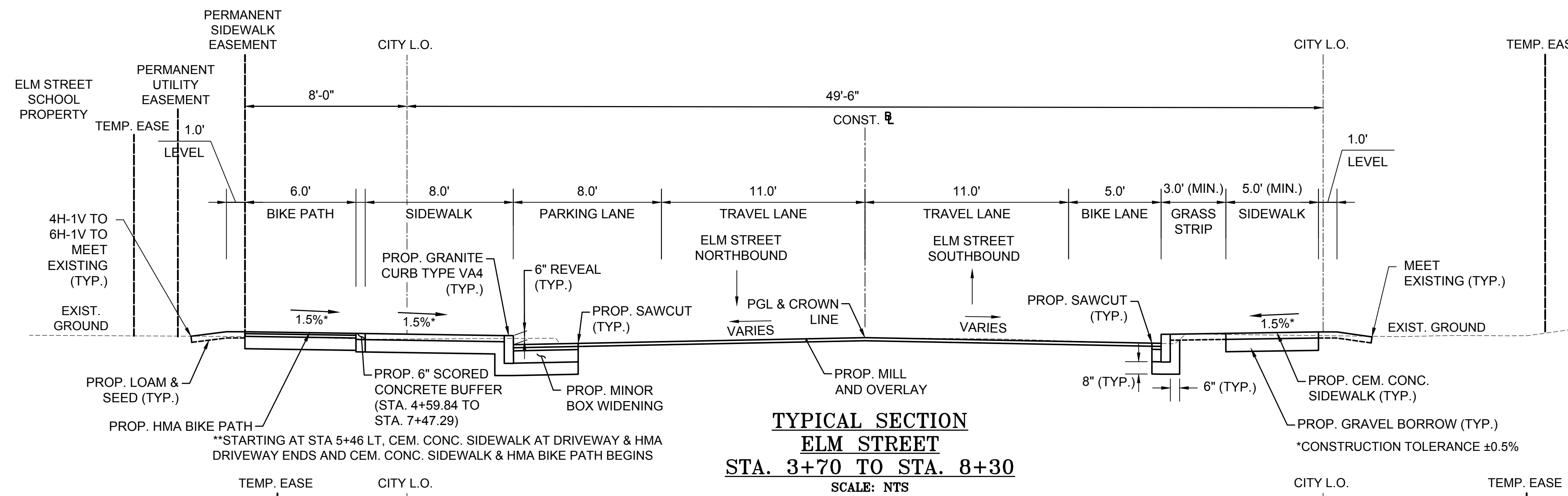
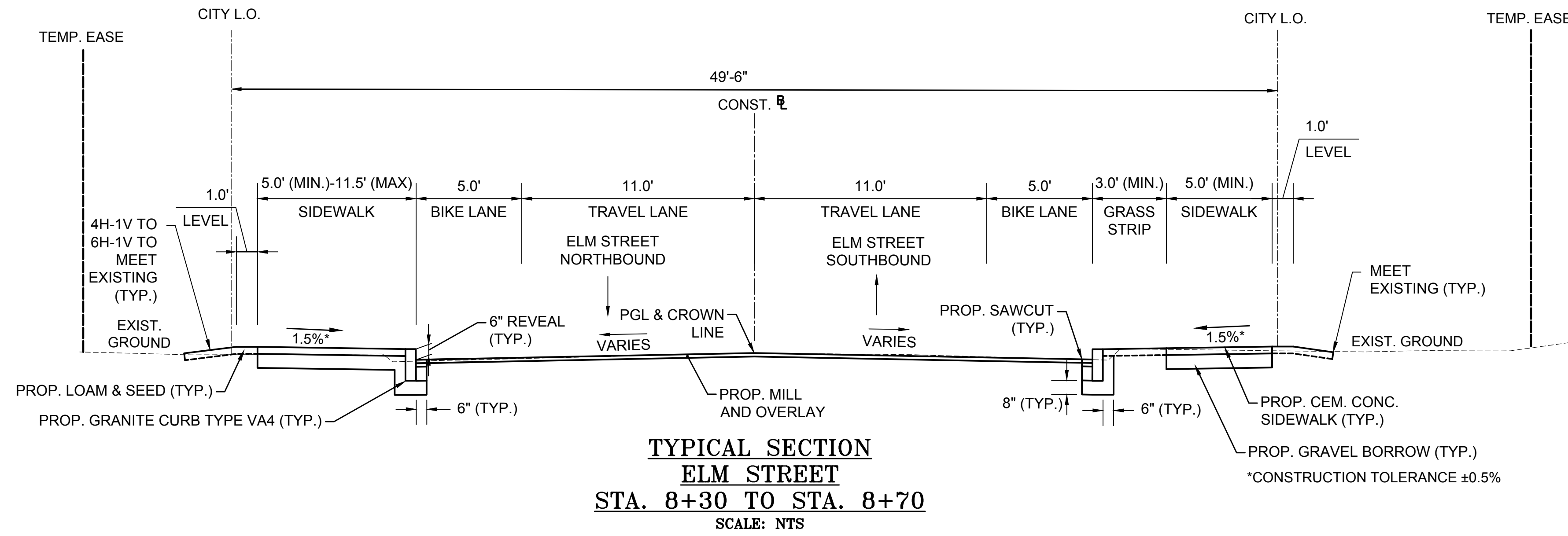
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MA	TAP-003S(670)X	2	15

PRELIMINARY RIGHT OF WAY LEGEND, ABBREVIATIONS, & PROJECT DESCRIPTION

**GARDNER  
ELM STREET**

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PROJECT FILE NO.		610672	

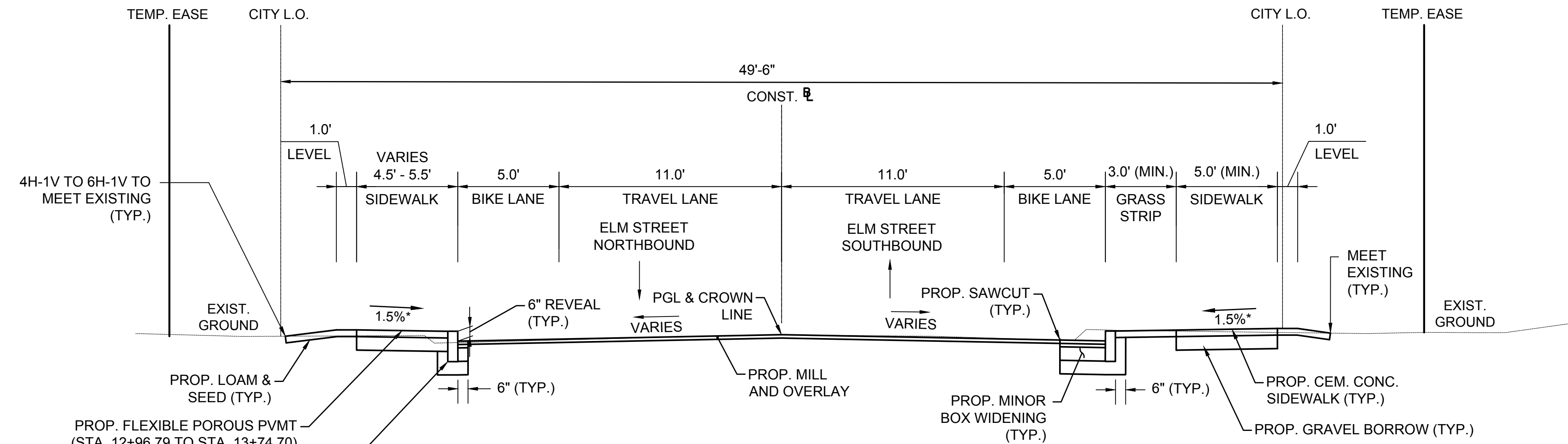
**PRELIMINARY RIGHT OF WAY  
TYPICAL SECTIONS  
SHEET 1 OF 2**



**GARDNER  
ELM STREET**

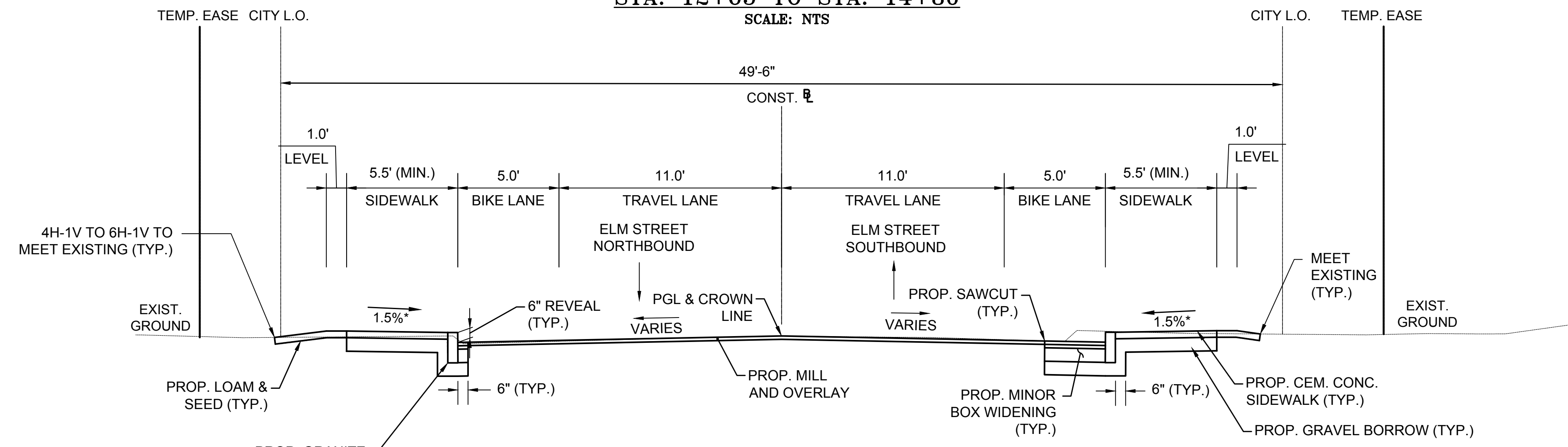
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PROJECT FILE NO. 610672			

**PRELIMINARY RIGHT OF WAY  
TYPICAL SECTIONS  
SHEET 2 OF 2**



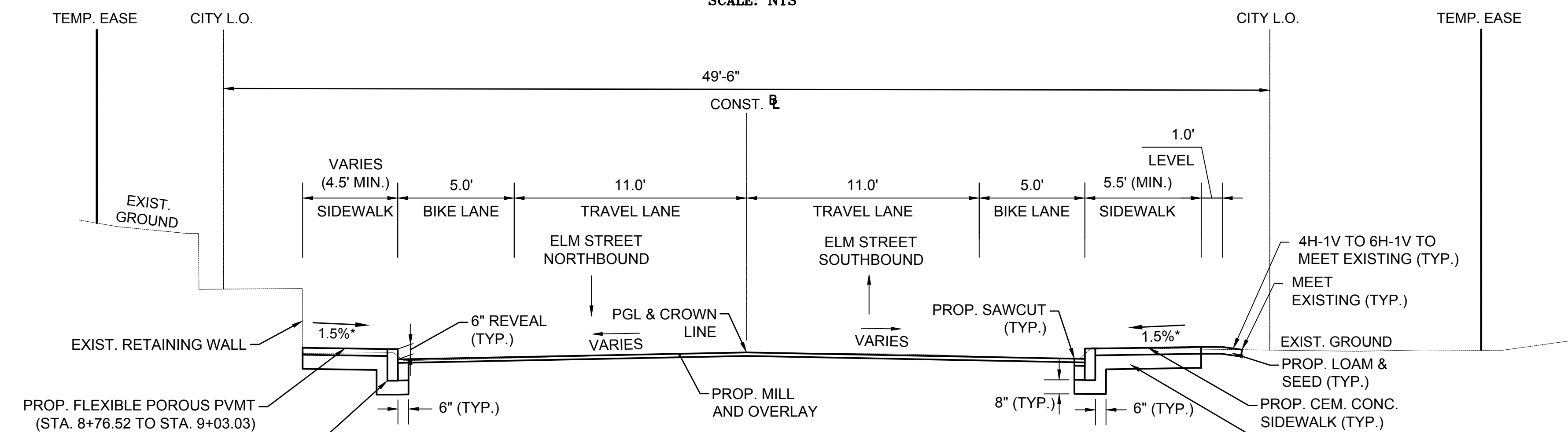
**TYPICAL SECTION  
ELM STREET  
STA. 12+65 TO STA. 14+80**  
SCALE: NTS

NOTE:  
MINOR BOX WIDENING ENDS AT STA. 14+05  
\*CONSTRUCTION TOLERANCE ±0.5%



**TYPICAL SECTION  
ELM STREET  
STA. 10+16 TO STA. 12+65**  
SCALE: NTS

\*CONSTRUCTION TOLERANCE ±0.5%



**TYPICAL SECTION  
ELM STREET  
STA. 8+70 TO STA. 10+16**  
SCALE: NTS

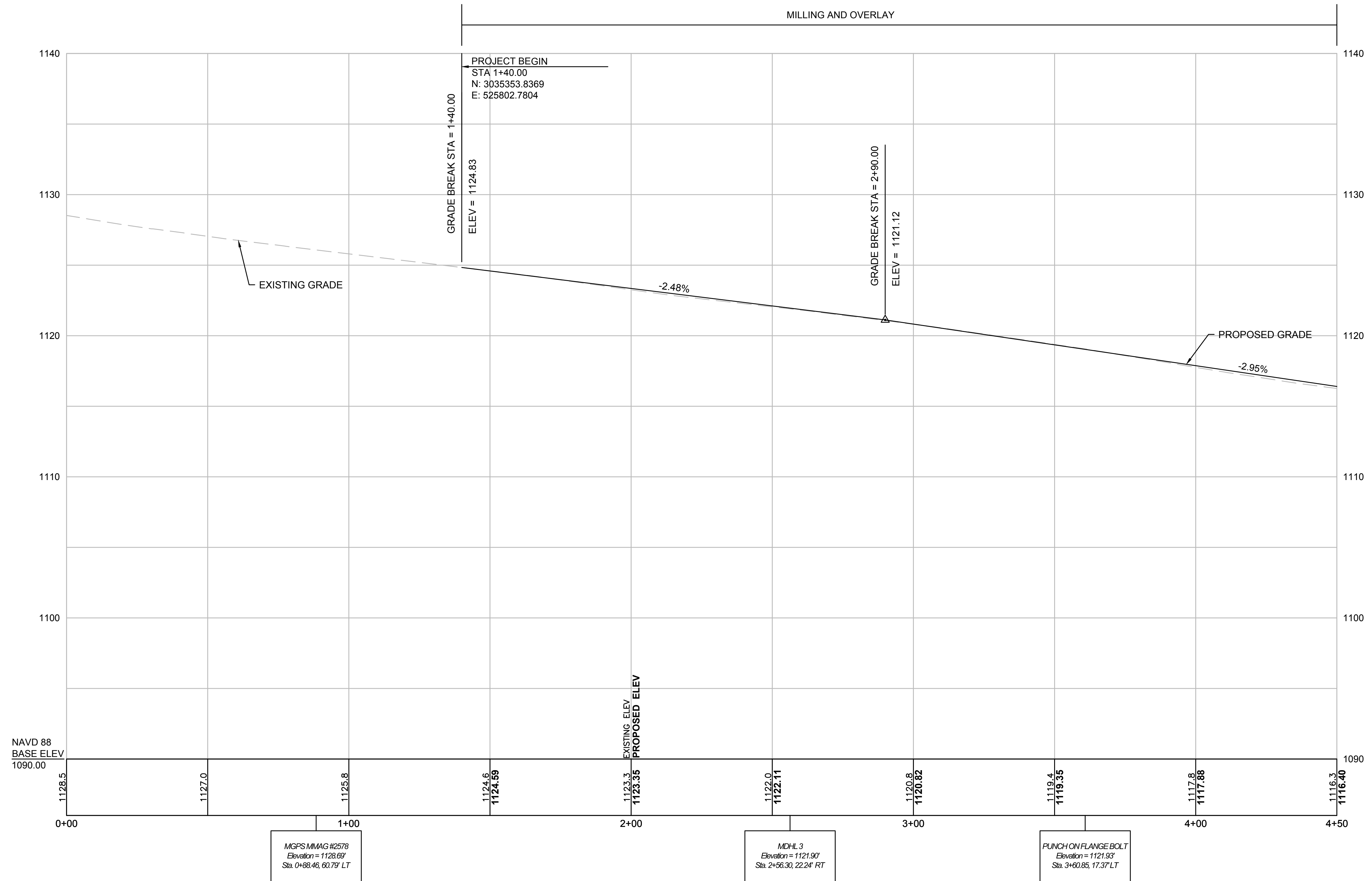
\*CONSTRUCTION TOLERANCE ±0.5%

**GARDNER  
ELM STREET**

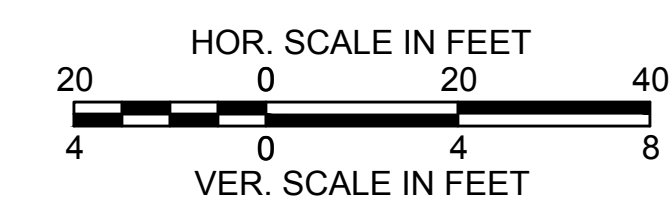
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MA	TAP-003S(670)X	5	15
PROJECT FILE NO.		610672	

**PRELIMINARY RIGHT OF WAY  
CRITICAL PROFILES  
SHEET 1 OF 3**

**ELM STREET**



CONTINUED ON  
SHEET NO. 6



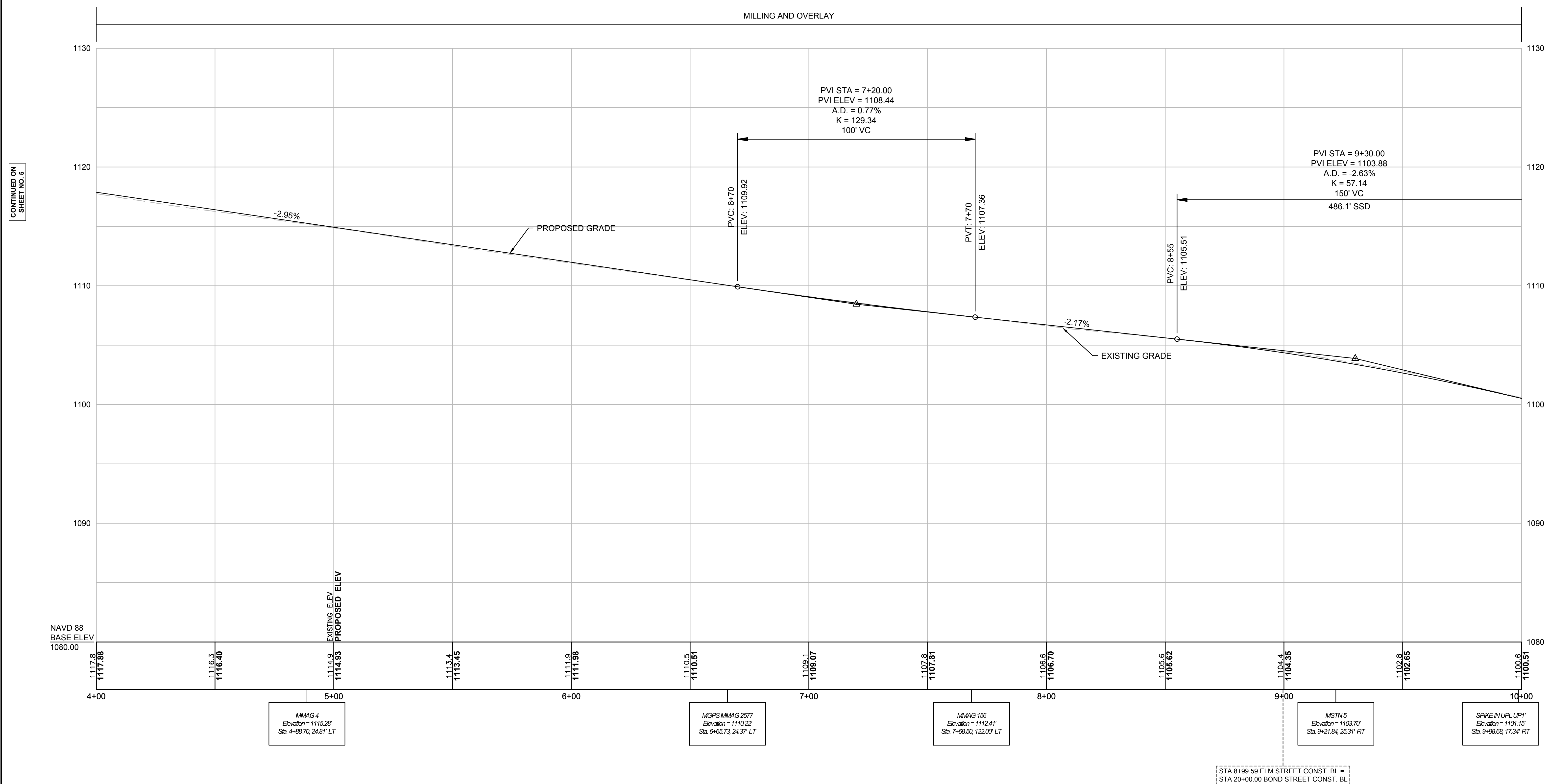
# ELM STREET

## GARDNER ELM STREET

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MA	TAP-003S(670)X	6	15

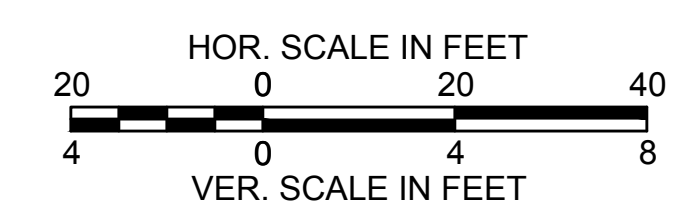
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PRELIMINARY RIGHT OF WAY  
CRITICAL PROFILES  
SHEET 2 OF 3

MILLING AND OVERLAY



CONTINUED ON  
SHEET NO. 5

CONTINUED ON  
SHEET NO. 7

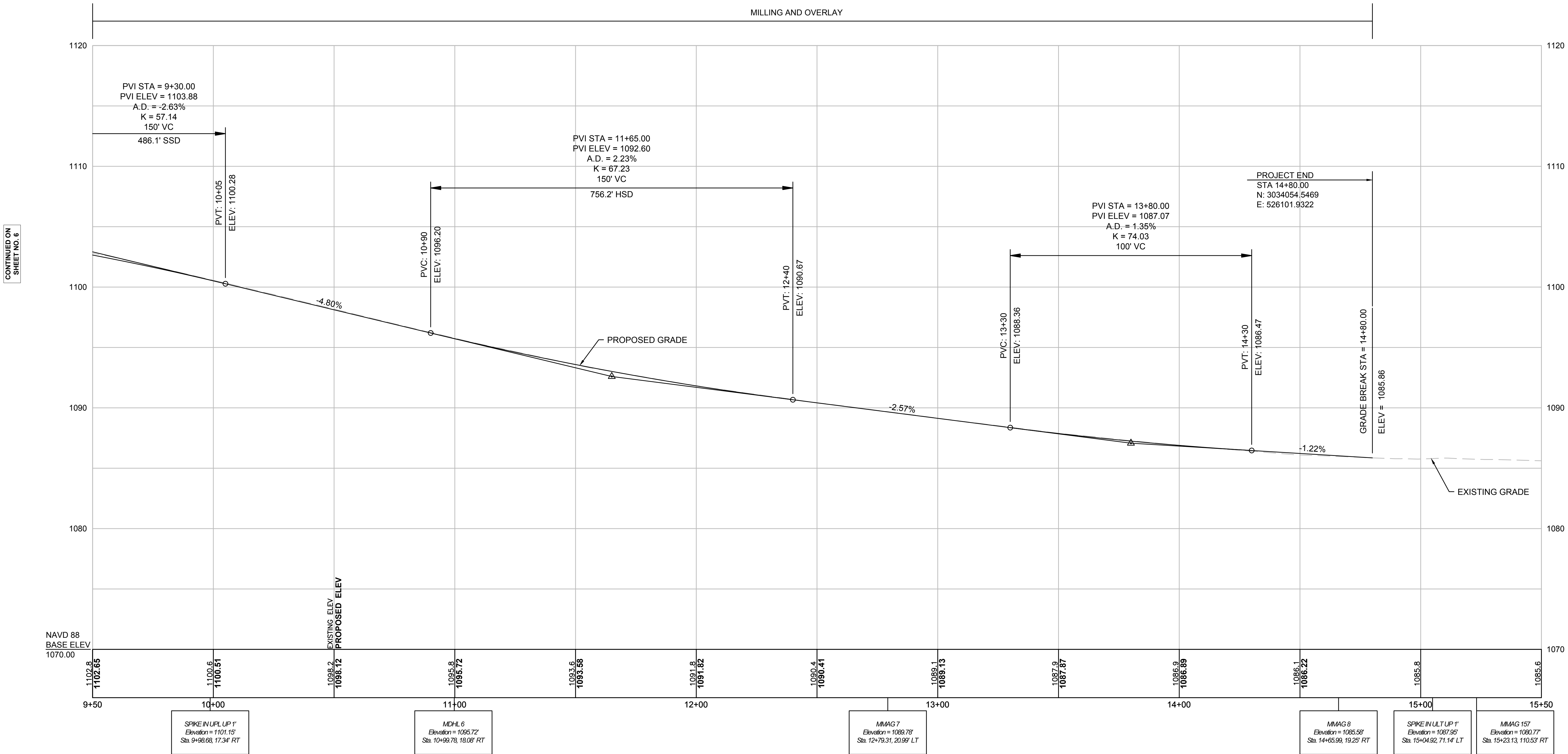


# ELM STREET

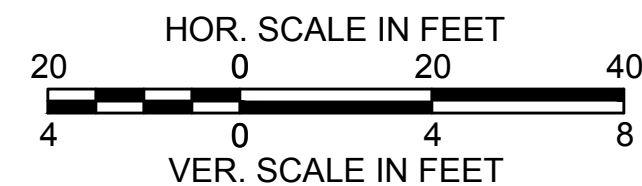
GARDNER ELM STREET			
STATE	FED. AID PROJ. NO.	SHEET NO.	TOTAL SHEETS
MA	TAP-003S(670)X	7	15
PROJECT FILE NO. 610672			

**PRELIMINARY RIGHT OF WAY  
CRITICAL PROFILES  
SHEET 3 OF 3**

MILLING AND OVERLAY



CONTINUED ON  
SHEET NO. 6



PROJECT TOTALS			
AFFECTED PROPERTIES	FEE TAKINGS	PERMANENT EASEMENTS	TEMPORARY EASEMENTS
20	0	11	23

GARDNER ELM STREET			
STATE	FED. AID PROJ. NO.	SHEET NO.	TOTAL SHEETS
MA	TAP-003S(670)X	8	15
PROJECT FILE NO.		610672	

**PRELIMINARY RIGHT OF WAY  
PARCEL SUMMARY SHEETS  
SHEET 1 OF 2**

PARCEL NO.	PLAN SHEET NO.	TITLEHOLDER	TITLE REFERENCE				AREA (S.F. +/-)				TOTAL PROPERTY AREA (S.F.)	FRONTAGE ON ROW PLAN (FT.)	PROPERTY ADDRESS	REMARKS	LAND RESTRICTION FROM THE DEED		
			DEED BOOK	PAGE NO.	LCC NO.	CERT NO.	TAKEN		EASEMENT							TOTAL TAKEN	REMAINING
							CITY	STATE	TYPE	AREA							
SW-1	13 - 14	CITY OF GARDNER - SCHOOL DEPARTMENT	1550	431					PERM.	224		492,391	1,601	160 ELM STREET	PEDESTRIAN CURB RAMP ENCROACHMENT, BICYCLE RAMP ENCROACHMENT, SIDEWALK RECONSTRUCTION		
SW-2	14	CITY OF GARDNER - SCHOOL DEPARTMENT	1550	431					PERM.	3,012				160 ELM STREET	BIKE RAMP INSTALLATION, WALKWAY RECONSTRUCTION		
SW-3	14	CITY OF GARDNER - SCHOOL DEPARTMENT	1550	431					PERM.	151				160 ELM STREET	PEDESTRIAN CURB RAMP ENCROACHMENT, BICYCLE RAMP ENCROACHMENT, SIDEWALK RECONSTRUCTION		
PUE-7	14	CITY OF GARDNER - SCHOOL DEPARTMENT	1550	431					PERM.	1,220				160 ELM STREET	PRIMARY OVERHEAD WIRE RELOCATION, SIDEWALK GUY WIRE INSTALLATION, LOAM & SEED, GRADING (MAX 3:1)		
TE-1	13 - 14	CITY OF GARDNER - SCHOOL DEPARTMENT	1550	431					TEMP.	1,342				160 ELM STREET	WALKWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1), INSTALLATION OF TREE PROTECTION		
TE-22	13 - 14	CITY OF GARDNER - SCHOOL DEPARTMENT	1550	431					TEMP.	822				160 ELM STREET	DRIVEWAY RECONSTRUCTION, WALKWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1), INSTALLATION OF TREE PROTECTION		
TE-23	14	CITY OF GARDNER - SCHOOL DEPARTMENT	1550	431					TEMP.	4,402				160 ELM STREET	DRIVEWAY RECONSTRUCTION, WALKWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1), INSTALLATION OF TREE PROTECTION		
TE-2	13	DRISS MAECHAOU	58246	101					TEMP.	235			222	76 CROSS STREET	DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1)		
TE-3	13	SIMON C. STEELY JR	22113	66					TEMP.	1,266			132	129 ELM STREET	WALKWAY RECONSTRUCTION, DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1)		
TE-5	13	ALBERT L. MAXIM, BARBARA A. MAXIM, KEVIN D. SABOURIN, DIANE L. SABOURIN	8022 / 68839	5 / 224					TEMP.	1,180				137 ELM STREET	WALKWAY RECONSTRUCTION, DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1), INSTALLATION OF TREE PROTECTION		
PUE-6	15	GENBAR REALTY TRUST	47078	385					PERM.	198		149,904	364	186 ELM STREET	SECONDARY OVERHEAD WIRE RELOCATION		
TE-4	14	GENBAR REALTY TRUST	47078	385					TEMP.	425				186 ELM STREET	DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1), INSTALLATION OF TREE PROTECTION		
TE-12	15	GENBAR REALTY TRUST	47078	385					TEMP.	588				186 ELM STREET	DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1), INSTALLATION OF TREE PROTECTION		
TE-6	14	CALVIN D. BROOKS	44752	284					TEMP.	1,487			120	147 ELM STREET	WALKWAY RECONSTRUCTION, DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1), INSTALLATION OF TREE PROTECTION		
PUE-8	14	WILLIAM & PAULINE LAMPA	59141	19					PERM.	22		19,603	65	153 ELM STREET	SIDEWALK GUY WIRE INSTALLATION		
TE-7	14	WILLIAM & PAULINE LAMPA	59141	19					TEMP.	786				153 ELM STREET	WALKWAY RECONSTRUCTION, DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1)		
PUE-9	14	ANDREA G. CAMAS & JEAN C. SANTIAGO	51046	143					PERM.	33		20,460	74	159 ELM STREET	SIDEWALK GUY WIRE INSTALLATION		
TE-8	14	ANDREA G. CAMAS & JEAN C. SANTIAGO	51046	143					TEMP.	877				159 ELM STREET	WALKWAY RECONSTRUCTION, DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1), INSTALLATION OF TREE PROTECTION		

610672\_EW(R)(PARCEL SUMMARY SHEETS).DWG Plotted on 11-Apr-2024 7:19 AM



**GARDNER  
ELM STREET**

STATE	FED. AID PROJ. NO.	SHEET NO.	TOTAL SHEETS
MA	TAP-003S(670)X	9	15
PROJECT FILE NO.		610672	

**PRELIMINARY RIGHT OF WAY  
PARCEL SUMMARY SHEETS  
SHEET 2 OF 2**

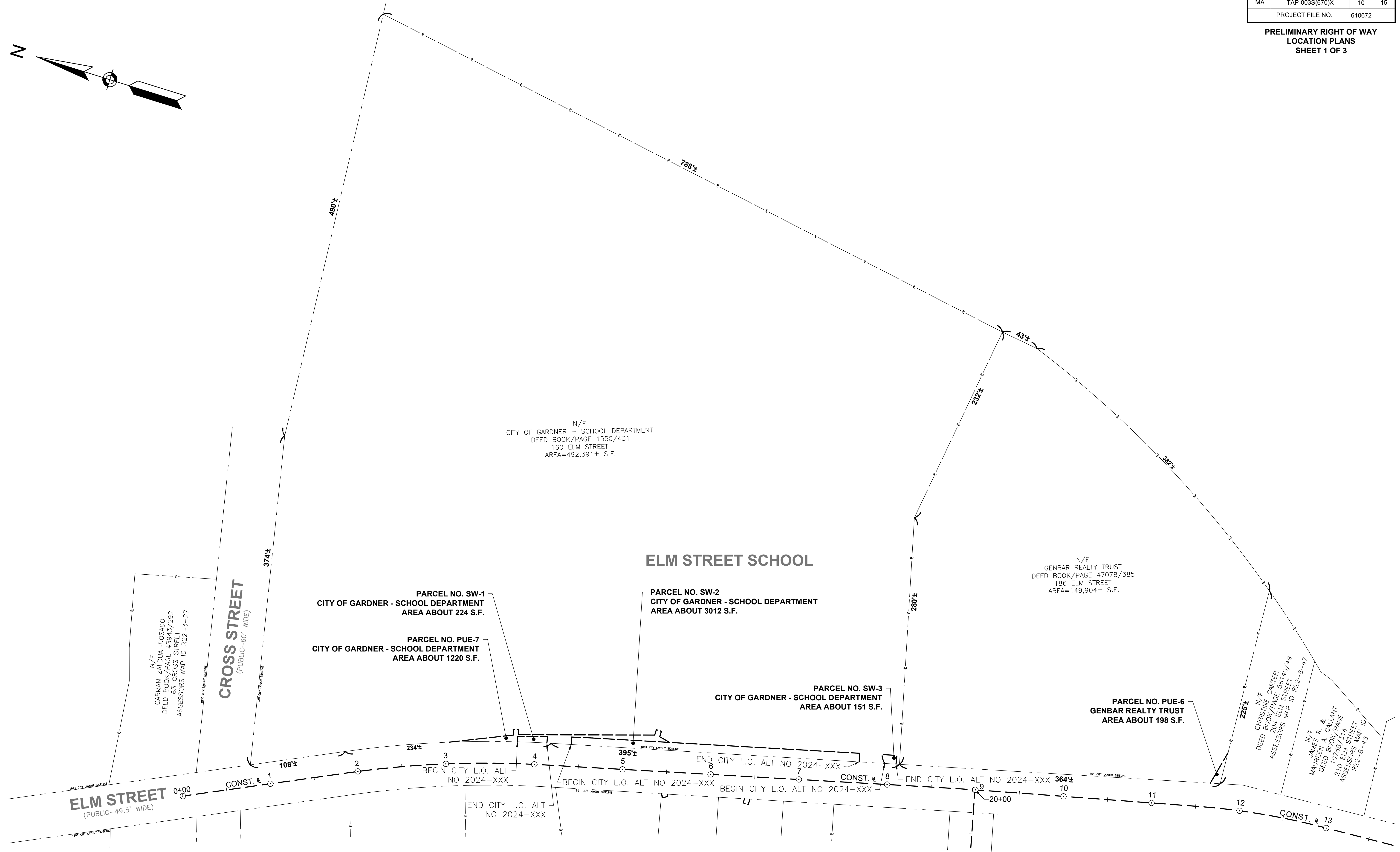
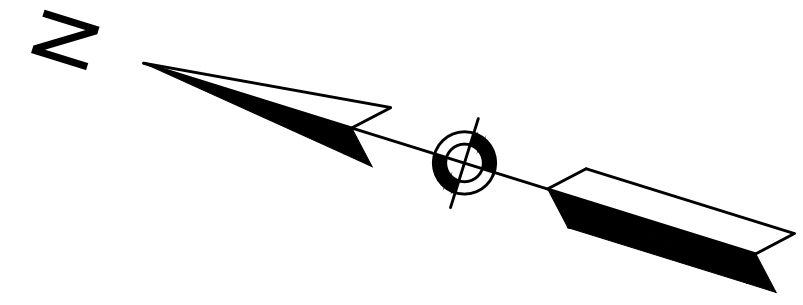
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			DEED BOOK	PAGE NO.	LCC NO.	CERT NO.	TAKEN		EASEMENT		TOTAL TAKEN	REMAINING					
							CITY	STATE	TYPE	AREA							
TE-9	14	WILLIAM E. WHEELER	56605	215										57	163 ELM STREET	WALKWAY RECONSTRUCTION, DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1)	
TE-10	14	ELIZABETH CRAFT & BENJAMIN LYON	60205	378										252	177 ELM STREET	WALKWAY RECONSTRUCTION, DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1), INSTALLATION OF TREE PROTECTION	
TE-11	14 - 15	SHAYLA M. BOYCE	62970	191										202	61 BOND STREET	LOAM & SEED, GRADING (MAX 3:1), INSTALLATION OF TREE PROTECTION	
TE-13	15	CHRISTINE CARTER	56140	49										70	204 ELM STREET	DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1), INSTALLATION OF TREE PROTECTION	
TE-14	15	JAMES R. & MAUREEN A. GALLANT	10788	314										97	210 ELM STREET	WALKWAY RECONSTRUCTION, DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1), INSTALLATION OF TREE PROTECTION	
TE-15	15	NORTH SHORE RECEIVERSHIP & DEVELOPMENT LLC	58500	112										488	209 LAWRENCE STREET	LOAM & SEED, INSTALLATION OF TREE PROTECTION, GRADING (MAX 3:1)	
TE-16	15	TERRY N. MAGANDA & CYNTHIA SIDI VUKO KAFWIHI	67506	355										75	191 ELM STREET	WALKWAY RECONSTRUCTION, DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1), TREE PROTECTION	
PUE-1	15	KINGSLEY D. & BEVERLY A. LOCKE	6892	30								7,172	78	197 ELM STREET	OHW RELOCATION, LOAM & SEED, GRADING (MAX 3:1)		
TE-17	15	KINGSLEY D. & BEVERLY A. LOCKE	6892	30											197 ELM STREET	WALKWAY RECONSTRUCTION, DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1)	
SW-4	15	MARGARET C. SHEPARDSON-LEGERE & JAMES T. LEGERE	15227	219								6,853	78	203 ELM STREET	SIDEWALK RECONSTRUCTION, , GRADING (MAX 3:1)		
PUE-2	15	MARGARET C. SHEPARDSON-LEGERE & JAMES T. LEGERE	15227	219											203 ELM STREET	OHW RELOCATION, LOAM & SEED, GRADING (MAX 3:1)	
TE-18	15	MARGARET C. SHEPARDSON-LEGERE & JAMES T. LEGERE	15227	219											203 ELM STREET	WALKWAY RECONSTRUCTION, DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1)	
PUE-3	15	DIANNE M. LEBLANC, CHARLOTTE M. JOHNSON & CELESTE J. LEBLANC	25461	342								5,446	66	209 ELM STREET	OHW RELOCATION, LOAM & SEED, GRADING (MAX 3:1)		
TE-19	15	DIANNE M. LEBLANC, CHARLOTTE M. JOHNSON & CELESTE J. LEBLANC	25461	342											209 ELM STREET	DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1)	
TE-20	15	KAREN M. JOSEPH	64974	180										105	215 ELM STREET	WALKWAY RECONSTRUCTION, DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1)	
TE-21	15	JEFFREY A. LANDRY JR	51943	338										144	28-30 TEMPLE STREET	DRIVEWAY RECONSTRUCTION, LOAM & SEED, GRADING (MAX 3:1)	



**GARDNER  
ELM STREET**

STATE	FED. AID PROJ. NO.	SHEET NO.	TOTAL SHEETS
MA	TAP-003S(670)X	10	15
PROJECT FILE NO.		610672	

**PRELIMINARY RIGHT OF WAY  
LOCATION PLANS  
SHEET 1 OF 3**



N/F  
CITY OF GARDNER - SCHOOL DEPARTMENT  
DEED BOOK/PAGE 1550/431  
160 ELM STREET  
AREA=492,391± S.F.

**ELM STREET SCHOOL**

N/F  
GENBAR REALTY TRUST  
DEED BOOK/PAGE 47078/385  
186 ELM STREET  
AREA=149,904± S.F.

PARCEL NO. SW-1  
CITY OF GARDNER - SCHOOL DEPARTMENT  
AREA ABOUT 224 S.F.

PARCEL NO. SW-2  
CITY OF GARDNER - SCHOOL DEPARTMENT  
AREA ABOUT 3012 S.F.

PARCEL NO. PUE-7  
CITY OF GARDNER - SCHOOL DEPARTMENT  
AREA ABOUT 1220 S.F.

PARCEL NO. SW-3  
CITY OF GARDNER - SCHOOL DEPARTMENT  
AREA ABOUT 151 S.F.

PARCEL NO. PUE-6  
GENBAR REALTY TRUST  
AREA ABOUT 198 S.F.

N/F  
CARMAN ZALDUA-ROSADO  
DEED BOOK/PAGE 43843/292  
CROSS STREET  
ASSESSORS MAP ID R22-3-27

**CROSS STREET**  
(PUBLIC-60' WIDE)

**ELM STREET**  
(PUBLIC-49.5' WIDE)



SCALE: 1" = 50'

**GARDNER  
ELM STREET**

STATE	FED. AID PROJ. NO.	SHEET NO.	TOTAL SHEETS
MA	TAP-003S(670)X	11	15
PROJECT FILE NO.		610672	

**PRELIMINARY RIGHT OF WAY  
LOCATION PLANS  
SHEET 2 OF 3**

**ELM STREET**  
(PUBLIC-49.5' WIDE)

1891 CITY LAYOUT SIDELINE

1891 CITY LAYOUT SIDELINE

65'±

74'±

**PARCEL NO. PUE-8  
WILLIAM & PAULINE LAMPA  
AREA ABOUT 22 S.F.**

**PARCEL NO. PUE-9  
ANDREA G. CAMAS &  
JEAN C. SANTIAGO  
AREA ABOUT 33 S.F.**

N/F  
WILLIAM E. WHEELER  
DEED BOOK/PAGE 56605/215  
163 ELM STREET  
ASSESSORS MAP ID R22-8-45

N/F  
WILLIAM & PAULINE LAMPA  
DEED BOOK/PAGE 59141/19  
153 ELM STREET  
ASSESSORS MAP ID R22-3-2  
AREA=19,603± S.F.

N/F  
ANDREA G. CAMAS &  
JEAN C. SANTIAGO  
DEED BOOK/PAGE 51046/143  
159 ELM STREET  
ASSESSORS MAP ID R22-8-51  
AREA=20,460± S.F.

N/F  
CALVIN D. BROOKS  
DEED BOOK/PAGE 44752/284  
147 ELM STREET  
ASSESSORS MAP ID R22-3-3

N/F  
ALBERT L. MAXIM,  
BARBARA A. MAXIM,  
KEVIN D. SABOURIN  
DEED BOOK/PAGE 8022/5  
DEED BOOK/PAGE 68839/224  
137 ELM STREET  
ASSESSORS MAP  
ID R22-3-4  
AREA=35,800± S.F.

N/F  
DRISS MAECHAOU  
DEED BOOK/PAGE 58246/101  
76 CROSS STREET  
ASSESSORS MAP ID R22-3-6

N/F  
SIMON C. STEELY JR  
DEED BOOK/PAGE 22113/66  
129 ELM STREET  
ASSESSORS MAP ID R22-3-5

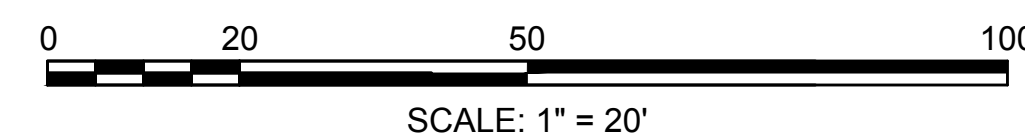
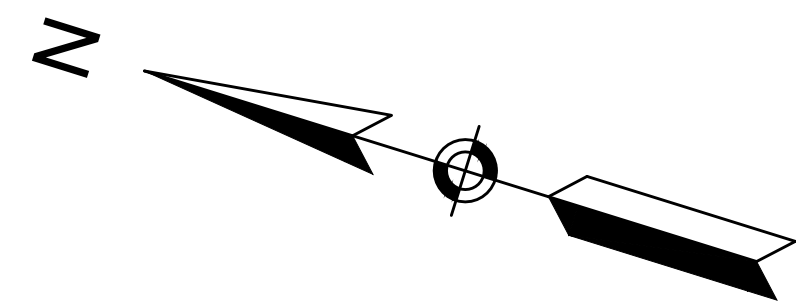
296'±

205'±

273'±

71'±

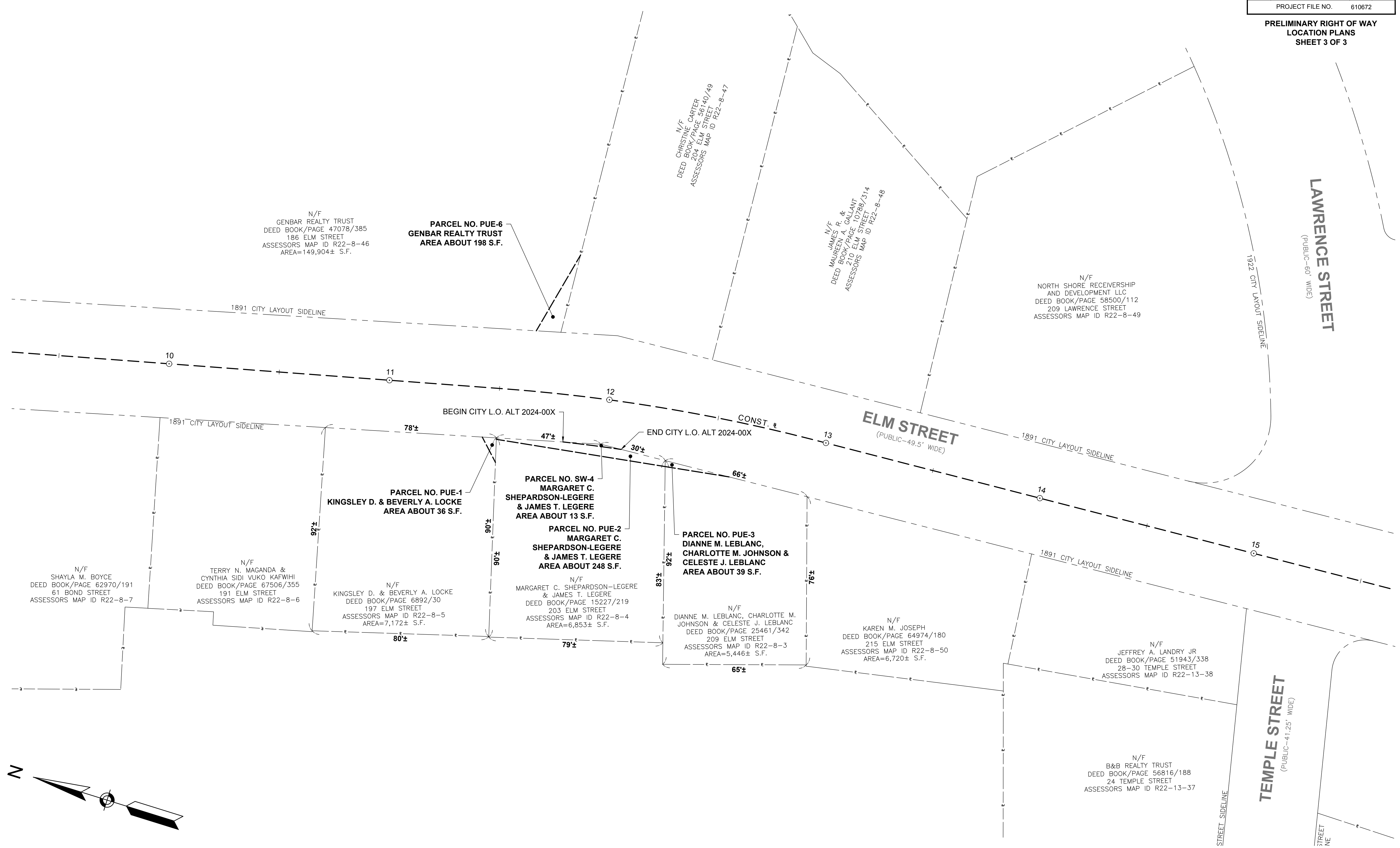
74'±



**GARDNER  
ELM STREET**

STATE	FED. AID PROJ. NO.	SHEET NO.	TOTAL SHEETS
MA	TAP-003S(670)X	12	15
PROJECT FILE NO.		610672	

**PRELIMINARY RIGHT OF WAY  
LOCATION PLANS  
SHEET 3 OF 3**



N/F  
GENBAR REALTY TRUST  
DEED BOOK/PAGE 47078/385  
186 ELM STREET  
ASSESSORS MAP ID R22-8-46  
AREA=149,904± S.F.

**PARCEL NO. PUE-6  
GENBAR REALTY TRUST  
AREA ABOUT 198 S.F.**

N/F  
CHRISTINE CARTER  
DEED BOOK/PAGE 50140/49  
ASSESSORS MAP ID R22-8-47

N/F  
JAMES R. &  
MAUSEN R. &  
GALANT  
DEED BOOK/PAGE 10788/314  
ASSESSORS MAP ID R22-8-48

N/F  
NORTH SHORE RECEIVERSHIP  
AND DEVELOPMENT LLC  
DEED BOOK/PAGE 58500/112  
209 LAWRENCE STREET  
ASSESSORS MAP ID R22-8-49

**PARCEL NO. PUE-1  
KINGSLEY D. & BEVERLY A. LOCKE  
AREA ABOUT 36 S.F.**

**PARCEL NO. SW-4  
MARGARET C.  
SHEPARDSON-LEGERE  
& JAMES T. LEGERE  
AREA ABOUT 13 S.F.**

**PARCEL NO. PUE-2  
MARGARET C.  
SHEPARDSON-LEGERE  
& JAMES T. LEGERE  
AREA ABOUT 248 S.F.**

**PARCEL NO. PUE-3  
DIANNE M. LEBLANC,  
CHARLOTTE M. JOHNSON &  
CELESTE J. LEBLANC  
AREA ABOUT 39 S.F.**

N/F  
SHAYLA M. BOYCE  
DEED BOOK/PAGE 62970/191  
61 BOND STREET  
ASSESSORS MAP ID R22-8-7

N/F  
TERRY N. MAGANDA &  
CYNTHIA SIDI VUKO KAFWIHI  
DEED BOOK/PAGE 67506/355  
191 ELM STREET  
ASSESSORS MAP ID R22-8-6

N/F  
KINGSLEY D. & BEVERLY A. LOCKE  
DEED BOOK/PAGE 6892/30  
197 ELM STREET  
ASSESSORS MAP ID R22-8-5  
AREA=7,172± S.F.

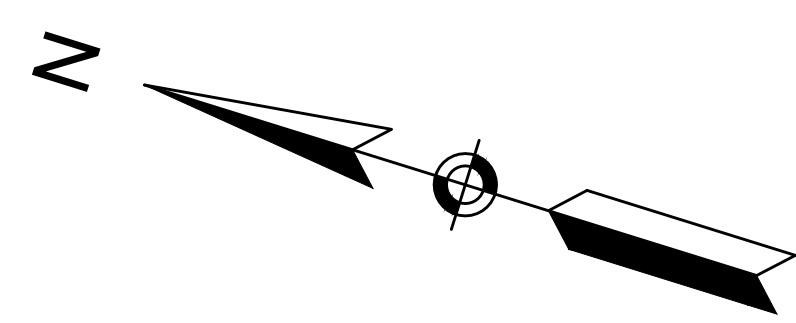
N/F  
MARGARET C. SHEPARDSON-LEGERE  
& JAMES T. LEGERE  
DEED BOOK/PAGE 15227/219  
203 ELM STREET  
ASSESSORS MAP ID R22-8-4  
AREA=6,853± S.F.

N/F  
DIANNE M. LEBLANC, CHARLOTTE M.  
JOHNSON & CELESTE J. LEBLANC  
DEED BOOK/PAGE 25461/342  
209 ELM STREET  
ASSESSORS MAP ID R22-8-3  
AREA=5,446± S.F.

N/F  
KAREN M. JOSEPH  
DEED BOOK/PAGE 64974/180  
215 ELM STREET  
ASSESSORS MAP ID R22-8-50  
AREA=6,720± S.F.

N/F  
JEFFREY A. LANDRY JR  
DEED BOOK/PAGE 51943/338  
28-30 TEMPLE STREET  
ASSESSORS MAP ID R22-13-38

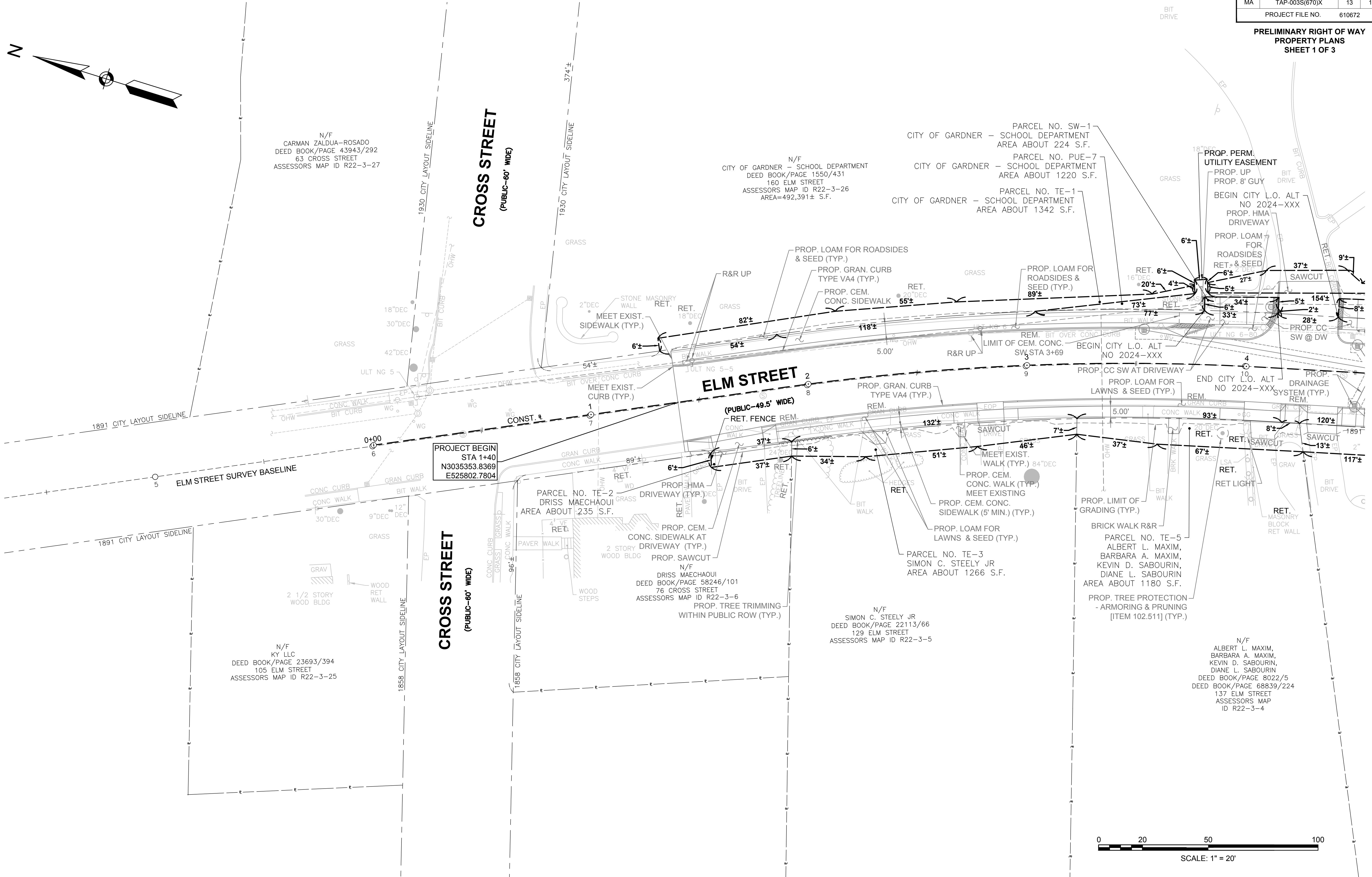
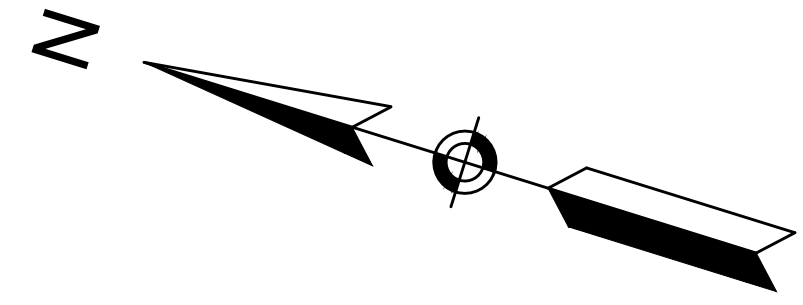
N/F  
B&B REALTY TRUST  
DEED BOOK/PAGE 56816/188  
24 TEMPLE STREET  
ASSESSORS MAP ID R22-13-37



**GARDNER  
ELM STREET**

STATE	FED. AID PROJ. NO.	SHEET NO.	TOTAL SHEETS
MA	TAP-003S(670)X	13	15
PROJECT FILE NO.		610672	

**PRELIMINARY RIGHT OF WAY  
PROPERTY PLANS  
SHEET 1 OF 3**



PROJECT BEGIN  
STA 1+40  
N3035353.8369  
E525802.7804



CONTINUED ON  
SHEET NO. 14

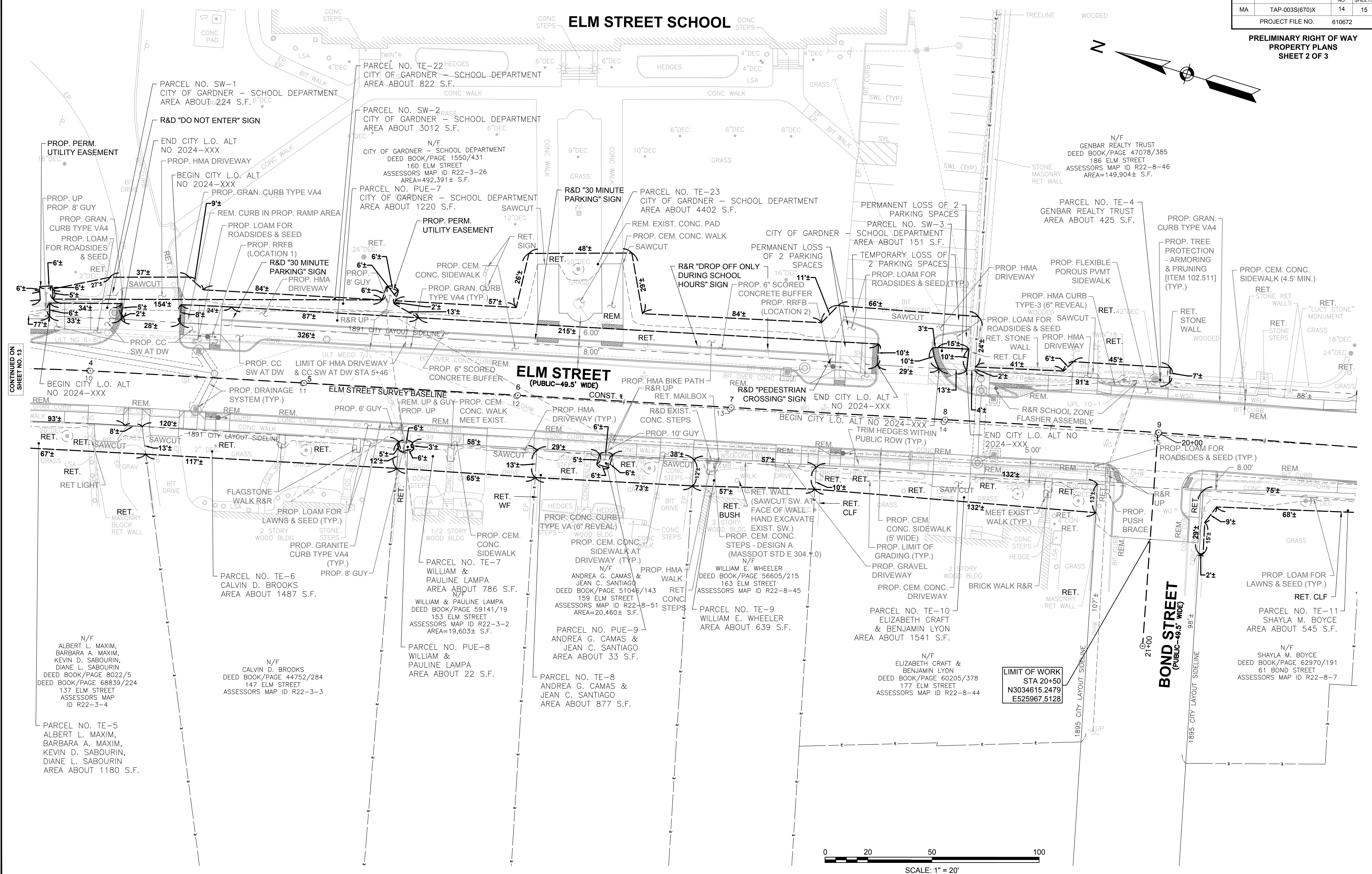
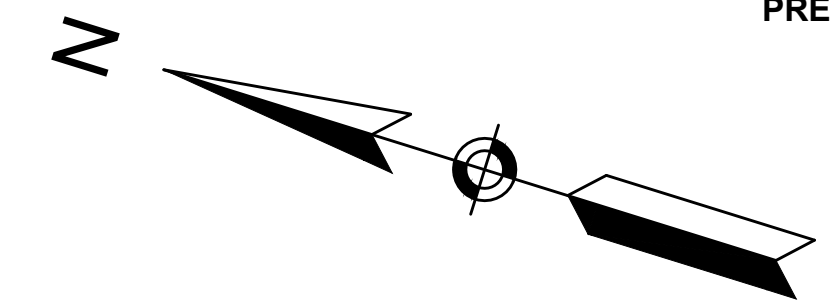
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**GARDNER  
ELM STREET**

STATE	FED. AID PROJ. NO.	SHEET NO.	TOTAL SHEETS
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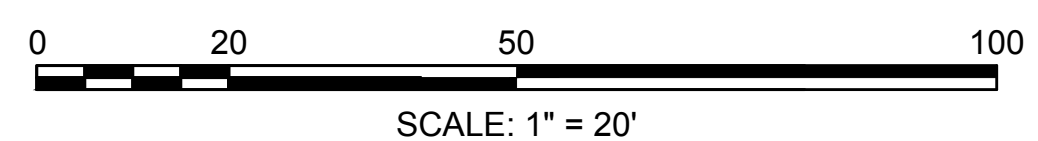
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**PRELIMINARY RIGHT OF WAY  
PROPERTY PLANS  
SHEET 2 OF 3**



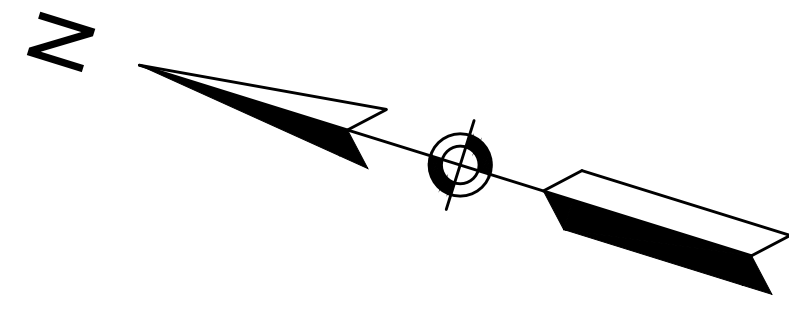
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SHEET NO. 13

CONTINUED ON  
SHEET NO. 15

LIMIT OF WORK  
STA 20+50  
N3034615 2479  
E525967.5128



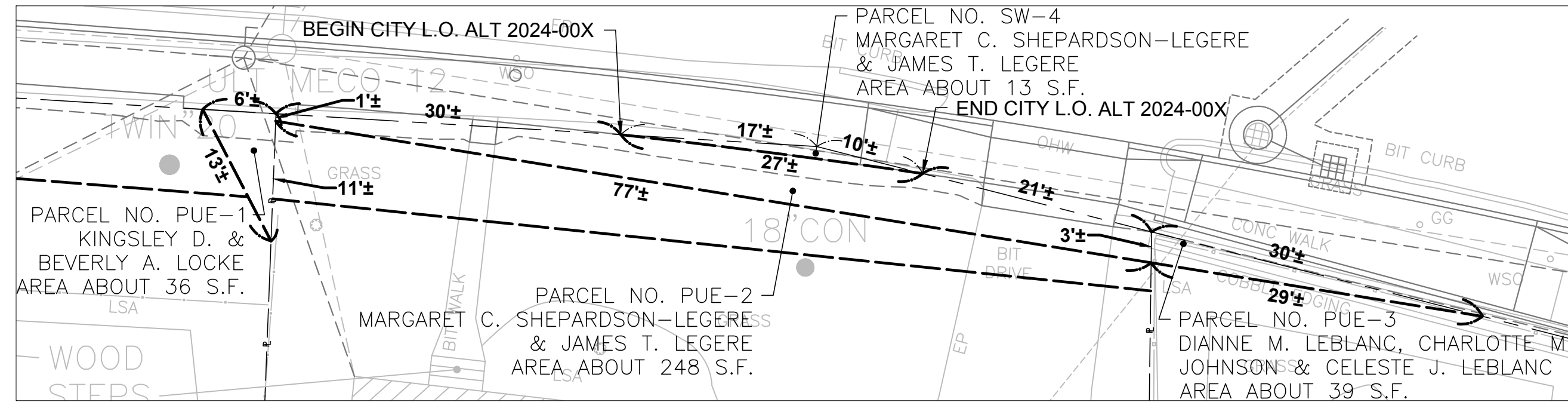




**GARDNER  
ELM STREET**

STATE	FED. AID PROJ. NO.	SHEET NO.	TOTAL SHEETS
MA	TAP-003S(670)X	15	15
PROJECT FILE NO.		610672	

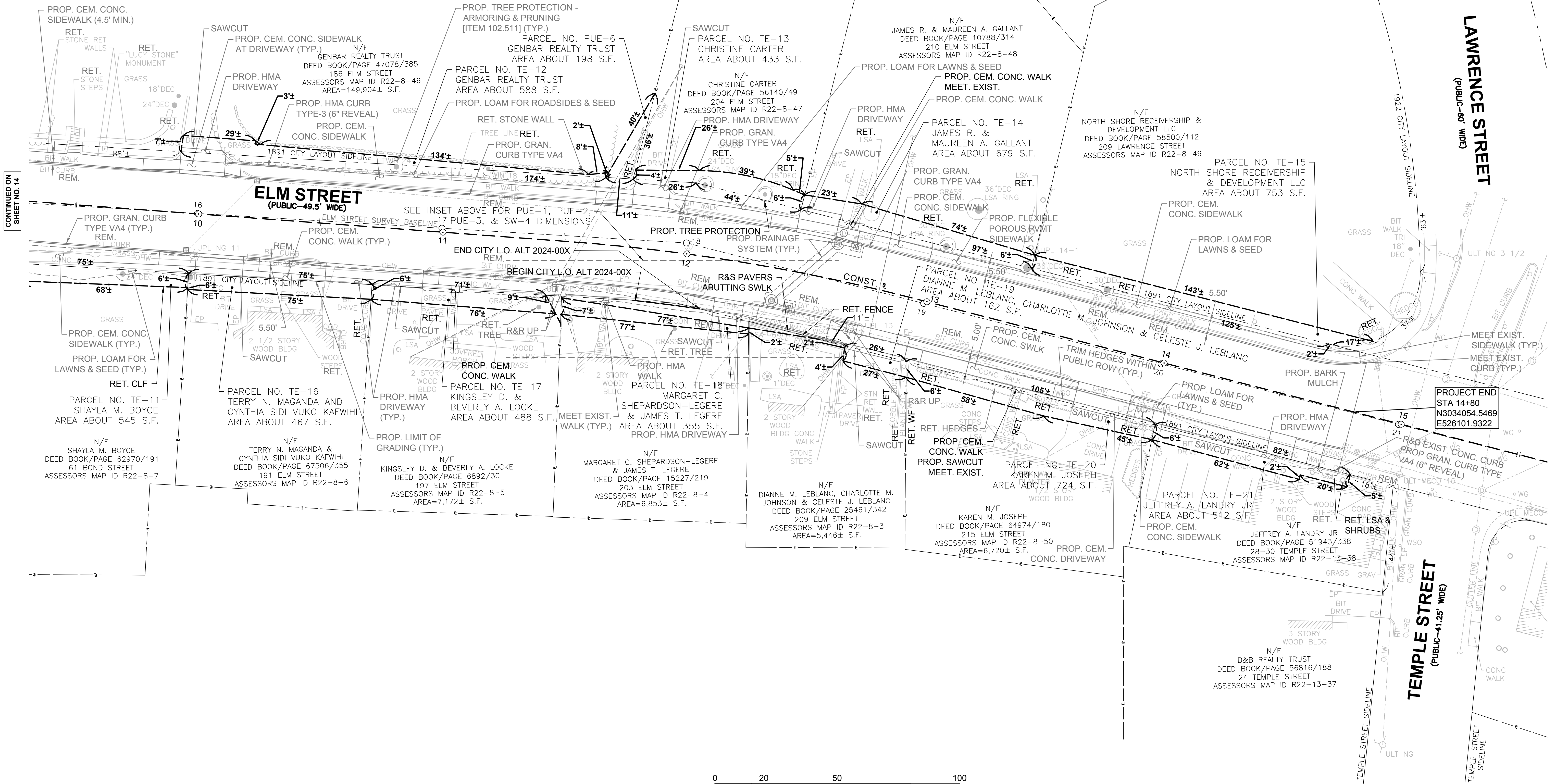
**PRELIMINARY RIGHT OF WAY  
PROPERTY PLANS  
SHEET 3 OF 3**



**INSET FOR PUE-1**  
197 ELM STREET  
KINGSLEY D. & BEVERLY A. LOCKE  
BK6892 PG30  
SCALE: 1" = 10'

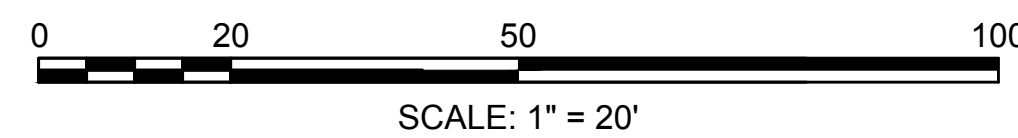
**INSET FOR PUE-2 & SW-4**  
203 ELM STREET  
MARGARET C. SHEPARDSON-LEGERE  
& JAMES T. LEGERE  
BK15227 PG219  
SCALE: 1" = 10'

**INSET FOR PUE-3**  
209 ELM STREET  
DIANNE M. LEBLANC, CHARLOTTE M. JOHNSON  
& CELESTE J. LEBLANC  
BK25461 PG342  
SCALE: 1" = 10'



CONTINUED ON  
SHEET NO. 14

**PROJECT END**  
STA 14+80  
N3034054.5469  
E526101.9322



## Gardner High School School Improvement Plan 2024-2027

### Mission

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

### Core Values

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

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

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

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

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

### Vision

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

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

***feel welcomed, safe, and included in our community;***

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

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

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

- Disciplinary practices will be done through a restorative approach.

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

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

### Theory of Action

**If we:**

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

### Strategic Objectives

<p><b>Academic:</b></p> <p>Create and implement a standards-aligned curriculum across all grades and disciplines utilizing data to inform instruction, lessons and interventions while supporting equity:</p>	<p><b>Behavioral:</b></p> <p>Create and implement clear expectations and strategies across all grades utilizing data to inform behavioral supports and interventions while supporting equity:</p>	<p><b>Social Emotional Learning:</b></p> <p>Utilize data to inform social emotional interventions and provide tiered supports to all students while supporting equity:</p>	<p><b>Collaboration with Families and Community Partners:</b></p> <p>Collaborate with families and community partners to engage in shared decision-making for effective educational programming while supporting equity:</p>
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### Action Steps

<p>Comprehensive professional development for staff and common planning time based on an MTSS tiered approach</p>	<p>Comprehensive professional development for staff based on an MTSS tiered approach</p>	<p>Comprehensive professional development for staff based on an MTSS tiered approach</p>	<p>Produce and administer student, staff, and parent feedback surveys</p>
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Create a school-wide written curriculum in a common format by department and subject area that is aligned with state standards and that is reviewed regularly	Develop, utilize and enforce a system of school-wide behavioral expectations	Monitor social-emotional data and through an MTSS approach and incorporate appropriate tiered interventions accordingly	Regularly utilize Gardner High School website page, digital newsletters and social media to share information, activities and achievements
Develop and incorporate rigorous and engaging instruction and lessons aligned with state standards and MCAS specific questions	Monitor discipline data, and through our MTSS system, incorporate appropriate interventions and progressive discipline accordingly	Incorporate an SEL curriculum into our Advisory period, which addresses students' social emotional needs	Maintain School Council meetings and voice for parent/community concerns and feedback
Monitor academic data that will drive future instruction, assessments (formative and summative) and interventions	Create and maintain a restorative approach to discipline with empathetic personal interactions which supports student behavioral growth		Further develop and expand our Early College and vocational programming.
Utilize teacher observation and evaluation system as well as the rigor rubric and the classroom instructional checks rubric to gather learning walk data for analysis and sharing to improve instructional outcomes			

### Outcomes

- 1) Teachers in classrooms will incorporate Tier 1 academic, behavioral and social-emotional interventions with 80% fidelity
- 2) 100% of the teachers will regularly review school-wide expectations with their students multiple times a year and have school-wide and classroom expectations posted in their classrooms
- 3) 80% of students in need of Tier 2 or Tier 3 supports will meet progress targets
- 4) GHS will eliminate discipline disparities for all subgroups
- 5) GHS will eliminate attendance disparities for all subgroups
- 6) Students with disabilities and multi-lingual learners will have an increase of 10% meeting or exceeding on MCAS
- 7) All subgroups will meet MCAS targets in ELA, math and science
- 8) A minimum of 50% of seniors graduating from GHS will be enrolled in either our Early College Program or vocational offerings through the MWCC Autotech Program, the MWCC CNA Program, the MT MVP Program, our Manufacturing Program, or other developed vocational programs
- 9) Drop-out rates for all subgroups will be no higher than the aggregate
- 10) Parents and students will rate school relationships as at least 90% satisfactory

<b>Implementation Timeline</b>

Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
1) Use of common planning time in ELA, Math, Science and Social Studies to complete standards-aligned curriculum mapping for all classes.	Administration Building Leadership Team Faculty	Curriculum Map Templates	June 2025	
2) Use of common planning time in ELA, Math, Science and Social Studies to create rigorous lessons with a focus on instructional practices utilizing the district's CPT Meeting Agenda	Administration Building Leadership Team Faculty	Observation/ Feedback Lesson Plan Templates CPT Agendas and Evaluations	Weekly Ongoing Target Completion June 2026	
5) Regular monitoring of formative assessment data (ongoing checks for understanding) and summative assessment data (interim assessments, STAR benchmark testing, MCAS) to identify student needs and the instructional strategies necessary for addressing identified deficiencies	Administration Building Leadership Team Faculty	MCAS Data STAR Data Various Formative/ Summative Assessment Tools	Weekly Ongoing	
3) Regular professional development for faculty on MTSS to better understand and address academic, behavioral and social-emotional needs of our students	MTSS Administrator Building Administration Tier 1, 2 & 3 Teams	MTSS Data Collection Tools (academic, SEL, behavioral data)	Yearly Ongoing	
4) Use of observation/evaluation data to reinforce best teaching practices focusing on instructional practices and academic, behavioral and social-emotional needs of students	Administration	Observation/ Feedback Teachpoint Rigor Rubric Instructional Checks Rubric	Yearly Ongoing	
6) Ongoing professional development on empathetic personal interactions with students, de-escalation techniques, and a restorative practice approach to discipline	Administration MTSS Administrator	Discipline Data Observation/ Feedback	Yearly Ongoing	
7) Regular monitoring of student discipline, attendance, and academic data and continued identification of tiered interventions	Administration MTSS Tier 1, 2 & 3 Teams	GHS Tracker & Progress Monitoring Tool	Monthly Ongoing	
10) Regular monitoring of social-emotional data to identify students in need of tiered supports	Administration Tier 1, 2 & 3 Teams	GHS Tracker & Progress Monitoring Tool BESS Data	Monthly Ongoing	
11) Regular review of school-wide	MTSS	School-wide	Quarterly	

expectations; professional development for teachers; and a system for reviewing expectations in every classroom	Administrator Building Administration Faculty	expectations fidelity check-list	Ongoing	
12) Use scheduled advisory time for social-emotional programming utilizing the Character Strong curriculum, and academic monitoring and interventions	MTSS Administrator Building Leadership Team Faculty	MTSS Data, Collection Tool Check & Connect Data	Weekly Ongoing	
13) School Council meetings to share information and receive parent input into decision-making regarding school activities, policies and programs; supplemented by the annual Climate & Culture Survey	Administration School Council	Monthly Agenda & Meeting Notes Climate & Culture Survey	Monthly Ongoing	
14) Regularly use social media platforms, emails and one-call system to disseminate pertinent information to students and families	Administration Media Specialist	Facebook PlusPortals Newsletters	Ongoing	
15) Continue development of Early College Academy and Vocational Programs	College & Career Readiness Coordinator Building Administration School Counselors	DESE and EC Data Collection Tools	Yearly Ongoing	

**Gardner Academy  
School Improvement Plan  
2024-2027  
DRAFT**

**Mission**

Gardner Academy is a restorative school that focuses on relationships and building a community of learners who care for and support each other. Restorative practices are embedded in all aspects of our community on a daily basis.

*We are learners, not finishers!*

**Core Values**

**Community**

**Compassion**

**Responsibility**

**Integrity**

**Vision**

**Gardner Academy will be a model of a restorative, alternative high school that meets the social, emotional, and academic needs of all our students in partnership with their families and the wider community.**

**Every student, in every classroom, every day, will:**

*feel welcomed, safe, and included in our community;*

- Adults will personally welcome each student as they enter the school and each classroom.
- Students will learn social-emotional skills through direct instruction, supports, and institutional practices.
- Our school will actively engage families in the education of their students and community.

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

- School expectations, practices, and rules will be informed by the chronological and actual developmental levels of the children we serve.
- Adult responses to student's behaviors will be trauma-informed and restorative and provide opportunities for students to learn from their mistakes, take accountability, and make amends.
- The school will work proactively and collaboratively with families to support the whole child.
- Disciplinary practices will be done through a restorative approach.

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

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

**Theory of Action**

*If we:*

- **Create** a clear set of expectations and strategies that are shared across every classroom to assess, monitor, and utilize academic, behavioral, and social emotional data to inform our instruction and interventions,

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

### Strategic Objectives

<p><b>Academic:</b></p> <p>Create and implement a standards-based curriculum across all grades and disciplines utilizing data to inform instruction, lessons, and interventions while supporting equity:</p>	<p><b>Behavioral:</b></p> <p>Create and implement clear expectations and strategies across all grades utilizing data to inform behavioral supports and interventions while supporting equity:</p>	<p><b>Social Emotional Learning:</b></p> <p>Utilize data to inform social emotional interventions and provide tiered supports to all students while supporting equity:</p>	<p><b>Collaboration with Families and Community Partners:</b></p> <p>Collaborate with families and community partners to engage in shared decision-making for effective educational programming including students social, emotional, and academic development while supporting equity:</p>
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### Action Steps

<p>Comprehensive professional development for staff and common planning time based on an MTSS tiered approach</p>	<p>Comprehensive professional development for staff based on an MTSS tiered approach</p>	<p>Comprehensive professional development for staff based on an MTSS tiered approach</p>	<p>Produce and administer student, staff, and family feedback surveys</p>
<p>Create a school-wide written curriculum in a common format by subject area that is aligned with state standards and that is reviewed regularly</p>	<p>Develop, utilize and enforce a system of school-wide behavioral expectations</p>	<p>Monitor social-emotional data and through an MTSS approach and incorporate appropriate tiered interventions accordingly</p>	<p>Increase our use of digital platforms including social media and digital newsletter to share information and celebrate student achievement</p>
<p>Develop and incorporate rigorous and engaging instruction and lessons aligned with state standards.</p>	<p>Monitor referral data through our MTSS system to create and maintain a restorative approach to behavioral interventions and discipline.</p>	<p>Incorporate an SEL curriculum into our Advisory period, which addresses students’ social emotional needs</p>	<p>Establish and maintain School Council meetings and voice for family/community concerns and feedback</p>

Monitor academic data that will drive future instruction, assessments (formative and summative) and interventions		Integrate Tier 1 SEL and restorative practices into all classes across all grades	Expand community partnerships
Utilize teacher observation and evaluation system as well as the rigor rubric and the classroom instructional checks rubric to gather learning walk data for analysis and sharing to improve instructional outcomes		Formalize the process for college and career planning and begin in 9th grade or whenever a student enrolls to include path during high school	

### Outcomes

- 1) Teachers in classrooms will incorporate Tier 1 academic, behavioral, and social-emotional interventions with 80% fidelity
- 2) 100% of the teachers will regularly review school-wide expectations with their students multiple times a year and have school-wide and classroom expectations posted in their classrooms
- 3) 80% of students in need of Tier 2 or Tier 3 supports will meet progress targets
- 4) GA will eliminate discipline disparities for all subgroups
- 5) GA will eliminate attendance disparities for all subgroups
- 6) Students with disabilities and mulit-lingual learners will have an increase of 10% meeting or exceeding on MCAS
- 7) All subgroups will meet MCAS targets in ELA, math, and science
- 8) Drop-out rates for all subgroups will be no higher than the aggregate
- 9) At least 75% of our students will identify a post high school goal and will take the necessary steps to achieve it including steps taken during high school (ex. MVP, Gateway, after school jobs, etc)
- 10) Families and students will rate school relationships as at least 90% satisfactory

### Implementation Timeline

Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
1) Use of common planning time for ELA, Math, Science and Social Studies to complete standards-based curriculum mapping for all classes.	Administration Building Leadership Team Faculty	Curriculum Map Templates	June 2025	

2) Use of common planning time in ELA, Math, Science and Social Studies to create rigorous lessons with a focus on instructional practices utilizing the district's CPT Meeting Agenda	Administration Building Leadership Team Faculty	Observation/ Feedback Lesson Plan Templates CPT Agendas and Evaluations	Weekly Ongoing Target Completion June 2026	
3) Regular monitoring of formative assessment data (ongoing checks for understanding) and summative assessment data (interim assessments, STAR benchmark testing, MCAS) to identify student needs and the instructional strategies necessary for addressing identified deficiencies	Administration Building Leadership Team Faculty	MCAS Data STAR Data Various Formative/ Summative Assessment Tools	Weekly Ongoing	
4) Regular professional development for faculty on MTSS to better understand and address academic, behavioral, and social-emotional needs of our students	MTSS Administrator Building Administration Tier 1, 2 & 3 Teams	MTSS Data Collection Tools (academic, SEL, behavioral data)	Yearly Ongoing	
5) Use of observation/evaluation data to reinforce best teaching practices focusing on instructional practices and academic, behavioral, and social-emotional needs of students	Administration	Observation/ Feedback Teachpoint Rigor Rubric Instructional Checks Rubric	Yearly Ongoing	
6) Ongoing professional development on de-escalation techniques and restorative practices to address behavior and discipline	Administration MTSS Administrator School Counselor	Discipline Data Observation/ Feedback	Yearly Ongoing	
7) Regular monitoring of student discipline, attendance, and academic data and continued identification of tiered interventions	Administration MTSS Tier 1, 2 & 3 Teams	MTSS Tracker & Progress Monitoring Tool	Monthly Ongoing	
8) Regular monitoring of social-emotional data to identify students in need of tiered supports	Administration Tier 1, 2 & 3 Teams	MTSS tracker & Progress Monitoring Tool BESS Data	Monthly Ongoing	
9) Regular review of school-wide expectations; professional development for teachers, and a system for reviewing expectations in every classroom	MTSS Administrator Building Administration Faculty	School-wide expectations fidelity check-list	Quarterly Ongoing	
12) Use scheduled advisory time for	MTSS	MTSS Data,	Weekly	



social-emotional programming utilizing the Second Step curriculum, and academic monitoring and interventions	Administrator Building Leadership Team Faculty	Collection Tool Check & Connect Data	Ongoing	
13) Survey families to determine effective modes of communication and to establish a robust School Council to share information and receive family input into decision-making regarding school activities, policies and programs. This work will be supplemented by the bi-annual School Climate Survey	Administration School Council	Monthly Agenda & Meeting Notes School Climate Survey	Spring 2025	
14) Regularly use social media platforms, emails and one-call system to disseminate pertinent information to students and families	Administration	Facebook Newsletters	Ongoing	
15) Create a program for robust planning for students path during high school and beyond high school	College & Career Readiness Coordinator Building Administration School Counselors Job Coach	DESE and EC Data Collection Tools	Yearly Ongoing	



# Gardner Public Schools

Melissa Paine, *College & Career Readiness Program Coordinator*

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## College & Career Readiness Program Update to School Committee – Dec 2, 2024

### Early College Programs:

- Gardner Early College Academy has seen strong growth for the 24-25 school year. We currently have traditional GHS students enrolled in our Early College Academy. This increased from 64 students in the 23-24 school year. Our Pathways Early College Experience program which is primarily a school choice program has increased its enrollment to 36 students this year from 32 students last year. The Pathways is an Associate Degree program that guarantees students an Associate's degree at graduation with their high school diploma. In addition to the 36 Pathways students who will earn an Associate's Degree, we currently have 2 traditional Gardner Early College Academy seniors set to earn their Associate's prior to August of 2025, and 4 current juniors on track to earn an Associate's at high school graduation. The demographics for the Early College and Pathways programs are listed in the chart below:

Demographics	EC
White	59.20%
African American	7.60%
Asian	1.50%
Mixed Race	9.20%
Hispanic	22.30%
Low Income	45.30%
Students w/ Disability	12.30%
ELL	1.50%

- Gateway to College continues to run through Gardner Academy with an enrollment of 84 students. Gateway is an Early College program that is designed to re engage struggling learners or at-risk students. This program was intentionally capped this year to ensure the students were appropriately serviced and received adequate supports in the program which reduced enrollment from the 23-24 year. The demographics for the Gateway program are listed below.

Demographics		EC
	White	55.5%
	African American	5.6%
	Asian	1.40%
	Mixed Race	16.4%
	Hispanic	21.10%
	Low Income	46%
	Students w/ Disability	29.7%
	ELL	1.1%

### MVP: Monty Tech Partnership Program for Electrical and Carpentry

- Our first year with our new Chapter 74 program has had a very successful kickoff. We have 19 of 20 spots filled for this year. Currently, we have 10 spots designated for Carpentry (5 juniors & 5 seniors) and 10 spots for electrical (5 juniors and 5 seniors). 10 spots will be added for the 25-26 school year under the new plumbing program. Students in MVP travel to Monty Tech for shop week to complete their vocational training hours, and attend Gardner Academy and Gardner High School during their academic week. This is a 2-year commitment program where students complete the state-required 900 hours of vocational training. Demographics for this years program is listed below:

Demographics		
	White	55.50%
	Hispanic	38.80%
	Black	5.50%
	Low income	83%
	IEP/504	55%
	ELL	11.10%

### Additional Program Updates:

- **Funding:** We have received \$150,000 in grants through our 460 Support funds for our Early College Programs. This funding is the primary source of funding to support salaries, students' coursework, student trips/experiences, curriculum materials, etc for our Early College Programs.
- For the 24-25 school year, we added in two new Early College bridge classes for our 9th and 10th grade. These classes are designed to engage students in early college/career planning and exposure, as well as develop their academic and soft skills to ensure they are ready for our Early College or MVP Chapter 74 programs when they enter these programs as juniors or seniors.
- We continue to work on expanding our 10th-grade college and career readiness. We are piloting our new career speakers series for 10th graders to increase their exposure and knowledge of a variety of career fields and allow them opportunities to meet with professionals they are interested in. Our first healthcare speaker series had great feedback from students and participants. We are excited to continue this opportunity for our sophomores.

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

# Gardner Public Schools

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



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December 2, 2024

## Curriculum and Instruction Update

### MTSS Academics

The District continues to focus on Social, Emotional & Behavioral Learning (SEL) and academic improvement across all schools. This year the District is focused on step three of the MTSS academic strategic plan (see Table below). District and building teams continue to be trained and supported through each phase of the work for each grade level and in each content area.

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

District and building leaders meet frequently to calibrate messaging and progress monitor the use of district developed strategies and protocols for data analysis and action planning for the implementation of effective tiered instruction in all grade levels and content areas. Teachers have scheduled common planning time several times per week to implement the updated protocols in preparation for best instructional practices in the classroom. District and building level supports continue as buildings work through implementation challenges.

To ensure a continuous cycle of improvement and effective implementation of the MTSS academic strategic plan, the District has been collaborating with consultants from the May Institute and the Lynch Leadership Academy of Boston College, as well as, with the Department of Elementary and Secondary Education Statewide System of Supports staff. Collaboration with each of these groups will continue throughout this school year and next school year to assist with:

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

## **Learning Walks**

District Administrators, Instructional Coaches, Principals and other building staff members conducted classroom walkthroughs to calibrate the use of a newly developed tier 1 instruction fidelity checklist during the month of October. The major focus of the fall walkthroughs was to gather evidence of rigorous learning experiences for students throughout each building and District-wide. It was evident that effective practices are emerging in all buildings in many classrooms and observers were pleased with the progress from last year. The district is in the process of developing a plan for how learning walks will be conducted, and how data is collected in alignment with the CPT and Instructional fidelity checks moving forward.

The District MTSS Academic team will monitor CPT and instructional fidelity data along with student outcome data from STAR Math and Reading, and DIBELS data throughout the school year. The data will be used to determine areas of progress and areas of challenge, and to determine/implement supports for buildings based on that data.



# Gardner Public Schools

Courtney Dunn, *Grants & Communications Manager*

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## Grants & Communications Update to School Committee – December 9, 2024

### Grants

The district has been awarded the following grant and submitted it for School Committee Approval:

- FY25 Fund Code 348: Multilingual Newcomer and Homeless Support Grant to support multilingual newcomer students who are also homeless, in the amount of \$18,000.

The district has been awarded the following grant, but is currently awaiting final funding approval:

- FY25 Fund Code 311: Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness Grant to continue to develop SEL strategies within the MTSS system at all buildings. The district applied for \$100,000.

This grant will be sent to the school committee for final fiscal approval at the January meeting.

The district is awaiting approval for the following grant:

- FY25-FY27 Barr Foundation Grant to continue to work in partnership with Leominster and Winchendon Public Schools to strengthen school leadership in the region through professional development, coaching and capacity building of new and current leaders as well as teacher leaders. The 36-month opportunity will total \$925,000 if awarded.

If awarded, the district will submit this grant for final fiscal approval at the January meeting as well.

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# Gardner Public Schools

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December 2, 2024

## Report to the School Committee Special Education Updates

### **SPECIAL EDUCATION:**

In November, the Department of Secondary and Elementary Education (DESE) issued the annual special education district status for Indicators 4, 9, and 10 and Disproportionality as a result of these indicators. Gardner Public Schools was not flagged as

### **Gardner's Status for Initiatives and Indicators**

<u>Initiatives and Indicators</u>	<u>Status</u>	<u>Area of Identification/Flag</u>
<u>Indicator 4A</u>	No Status	
<u>Indicator 4B</u>	No Status	
<u>Indicator 9</u>	No Status	
<u>Indicator 10</u>	No Status	
<u>Significant Disproportionality</u>	No Status	

Indicators 4A and 4B use data analysis to measure whether an LEA suspends or expels students with IEPs, overall and from certain racial and ethnic groups, at a higher rate than is the case statewide.

Indicators 9 and 10 use data analysis to measure whether students from certain racial and ethnic groups are disproportionately identified and receiving special education services in LEAs, both in general and in specific disability categories, because they were inappropriately determined eligible for special education services.

Significant Disproportionality in Special Education: IDEA requires states to measure whether (1) students from certain racial and ethnic groups are disproportionately receiving special education services in specific disability categories, (2) they are disproportionately placed in certain settings, and (3) they are disproportionately receiving certain kinds of disciplinary removals. IDEA requires different calculations for these measurements than for Indicators 4A, 4B, 9, and 10.

### **DISTRICT MTSS SEL:**

On November 13, 2024 The District MTSS SEL Team held the first of two district meetings for the 2024-25 school year that included family and community members. The District MTSS SEL Team is a working group so all members including family and community partners are static members in order for



the knowledge and work of the team to deepen over time. The District Team welcomes back Parents Katie Donovan and Laurie Davis. In addition, Heywood Telehealth continues to be involved as a community member and Joey Rivers, the Project Amp Mentor for Heywood Telehealth attended. The District Team reviewed annual attendance data and identified possible solutions to continue to improve chronic absenteeism. During the 2023-24 school year the team created an attendance communication plan with family/community partners input to share out with families to build awareness and share resources. The District did make gains in improving student attendance in all categories and subgroups with the exception of severe chronic absenteeism (20+ days) for students with disabilities.

**SEPAC:**

Gardner's Special Education Parent Advisory Council partnered with Lunenburg Public Schools to hold the annual Parent/Students Basic Rights Training in November. Director of Pupil Personnel Services Joyce West delivered the training. Approximately 9 members were in attendance. Next SEPAC meeting will be held in January with a focus on Attendance. MTSS Administrator Dr. Stephanie St. Joseph's will present on January 16, 2024.