

Agenda School Committee Meeting 2.10.25

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

Monday, February 10, 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 – District PBIS/FE Team**
- D. **Consent Agenda**
 - a. Approval of Minutes: January 7, 2025
 - b. Accept Grant Funds on Grant listing dated February 10, 2025 in the amount of \$100,000
 - Warrant # 25-27, dated January 2, 2025, in the amount of \$382,541.98
 - Warrant # 25-28, dated January 9, 2025, in the amount of \$347,208.51
 - Warrant # 25-29, dated January 16, 2025, in the amount of \$19,775.47
 - Warrant # 25-30, dated January 23, 2025, in the amount of \$132,478.79
 - Warrant # 25-31, dated January 30, 2025, in the amount of \$782,576.04
 - Donations –
 - To establish a scholarship \$75,000.00
- E. **Subcommittee Report**
 - Finance Subcommittee
 - Policy Subcommittee

Agenda School Committee Meeting 2.10.25

F. **Student Advisory Board** – Nora Morris

G. **Discussion Items:**

New Business

Item #3666 First Reading of Policies (Information)

AC – Non-Discrimination and Harassment

ADDA-R Cori Policy (For Adoption)

ADDA – Background Checks (Reference)

BBA – School Committee Powers and Duties

JF-E - Proof of Residency Form (For Adoption) (Reference Policy JF School Admissions)

LBC – Relations with Nonpublic Schools

Second Reading of Policies (Vote Required)

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

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

Item #3667 KCDA – Computer Donation Policy (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 #3668 Program of Studies (Information)

Item #3669 School Improvement Plans (GMS & GES) (Presentation)

Item #3670 2025-2026 School Choice Acceptance (Vote Required)

Item #3671 2025-2026 School Committee Schedule of Meetings (Vote Required)

Item #3672 2025-2026 & 2026-2027 Annual School Calendar (Vote Required)

Item #3673 Director of Multilingual Learners Update (Information)

Item #3674 Curriculum Coordinator Update (Information)

Item #3675 Grants Administrator Update (Information)

Item #3676 Director of MTSS/PBIS Update (Information)

Item #3677 Special Education Update (Information)

H. **Communications**

Agenda School Committee Meeting 2.10.25

- I. Final Comments of School Committee**
- J. Executive Session**
- K. Next Meeting:**
Meeting date for the future S.C. meetings;
Monday, March 10, 2025 @6:30PM
- L. Adjournment**

GARDNER PUBLIC SCHOOLS

BRIEFING

REGULAR MEETING OF THE SCHOOL COMMITTEE

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 - c.** Warrant # 25-27, dated January 7, 2025, in the amount of \$382,541.98
Subcommittee recommends ratification of Warrant #25-27.
 - d.** Warrant # 25-28, dated January 9, 2025, in the amount of \$347,208.51
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 - h.** Donations –
 - To establish a scholarship #75,000.00
- Subcommittee Report**
 - Finance Subcommittee
 - Policy Subcommittee
- E. Student Advisory Board - Nora Morris**
- F. Discussion Items:**
 - New Business**
 - Item #3666 First Reading of Policies (Information)**
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 - ADDA – Background Checks (Reference)**
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Briefing
School Committee Meeting 2.10.2025

LBC – Relations with Nonpublic Schools

Second Reading of Policies (Vote Required)

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JLCA – Physical Exams of Students

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The Policy Subcommittee recommends acceptance of the above policies

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Item #3671 2025-2026 School Committee Schedule of Meetings (Vote Required)

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Item #3673 Director of Multilingual Learners Update (Information)

Item #3674 Curriculum Coordinator Update (Information)

Item #3675 Grants Administrator Update (Information)

Item #3676 Director of MTSS/PBIS Update (Information)

Item #3677 Special Education Update (Information)

G. Communication

H. Final Comments of School Committee

I. Executive Session

J. Next Meetings:

Meeting date for next School Committee meeting;

Monday, March 10, 2025 @6:30PM

K. Adjournment

Gardner School Committee

City Council Chambers, 95 Pleasant Street, Gardner, Massachusetts

Regular Meeting – January 7, 2025

Members present: Mayor Michael Nicholson
Rachel Cormier
Anne Hurst
John LaFreniere
Jennifer Pelavin
Robert Swartz
Shannon Ward-Leighton

School Personnel Present: Dr. Mark Pellegrino, Superintendent
Terri Hillman, Recording Secretary
Mark Hawke, Director of Finance & Operations
Dr. Catherine Goguen, Chief Academic Officer
Joyce West, Director of Pupil Personnel Services
Ms. Paula Bolger, Principal Gardner High School
Dr. Carolyn Imperato, Principal Gardner Academy
Ms. Melissa Paine, College & Career Readiness Program
Coordinator

Student Advisor: Nora Morris (arrived 6:35 pm)

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 announced that 47 Gardner High School students and 6 Gardner Academy students have received a John and Abigail Adam Scholarship Award. These awards are given annually for the successful completion of the MCAS test. These students in the class of GHS 2025 scored in the top 25% of students across the State. Dr. Pellegrino and Ms. Bolger presented Certificates to the members of the Class of 2025 who were present this evening.

Mayor Nicholson declared a recess at 6:35 pm for a photo opportunity. The meeting resumed at 6:37 pm.

Mayor asked the members if there would be any objection to taking the following out of order:

Item #3661 - School Improvement Plans (GHS & GA)

Item #3659 - Support Appropriation for MSBA GMS FS Roof

Item #3662 - College & Career Readiness Coordinator

There were no objections

Item #3661 - School Improvement Plans - Gardner High School and Gardner Academy

Ms. Paula Bolger, Principal of Gardner High School, presented the GHS School Improvement Plan for 2024-2027. She outlined the Mission, Core Values, Vision, Theory of Action, Strategic Objectives, Action Steps and Outcomes. Part of the Mission is to provide an enriched academic environment and the Vision is to be the premier school of choice for students and their families. The Implementation Timeline was provided.

Dr. Carolyn Imperato, Principal of Gardner Academy, presented the Academy School Improvement Plan for 2024-2027. She outlined the Mission, Core Values, Vision, Theory of Action, Strategic Objectives, Action Steps and Outcomes. Gardner Academy is 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. The Implementation Timeline was provided.

Item #3659 - Support Appropriation for MSBA Gardner Middle School FS Roof

Ms. Jennifer Pelavin moved that the Gardner School Committee members vote to approve the motion presented by Mr. Hawke regarding the Gardner Middle School being accepted into the Massachusetts School Building Authority's (MSBA) Accelerated Repair Program (ARP) in order to have its roof replaced.

VOTE: To support the Gardner Middle School Roof Repair Project and the appropriation for a Feasibility Study.

**Seconded by Mr. Robert Swartz.
Mayor Nicholson abstained from voting.**

Vote - so voted.

Item #3662 - College & Career Readiness Coordinator

Ms. Melissa Paine, College & Career Readiness Program Coordinator, gave an update as of December 2, 2024. The Early College Programs have shown strong growth for the 24-25 school year. The demographics for the Early and Pathways programs were listed, also the demographics for the Gateway to College program.

The new Chapter 74 program in partnership with Monty Tech had a very successful kickoff. For the 25-26 school year, Gardner will have ten spots for the plumbing program. Additional information regarding funding and programs was provided.

Introduction of School Committee Members

Mayor Nicholson said this was inadvertently included on the agenda.

Reorganization of School Committee - Officers

Mayor Nicholson read Chapter 37 of the City Charter regarding election of School Committee Officers. Nominations may be made from the floor and no second is required. Members may second the nomination to show support.

Vice Chair

Mrs. Pelavin nominated Mrs. Rachel Cormier to serve as Vice Chair of the Gardner School Committee for the ensuing year. Seconded by Mrs. Ward-Leighton.

Mayor Nicholson asked three times if there were other nominations for Vice Chair. There were none.

Mr. Swartz moved that nominations for Vice Chair be closed.

Seconded by Mr. LaFreniere.

Vote - so voted.

Mayor Nicholson abstained from voting.

As required, a roll call vote was taken on the nomination of Mrs. Cormier.

Mrs. Cormier	Mrs. Cormier
Mrs. Hurst	Mrs. Cormier
Mr. LaFreniere	Mrs. Cormier
Mrs. Ward-Leighton	Mrs. Cormier
Mrs. Pelavin	Mrs. Cormier
Mr. Swartz	Mrs. Cormier
Mayor Nicholson	Mrs. Cormier

Count - 7 in favor. Unanimous. Mrs. Cormier will serve as Vice Chair.

Finance Officer

Mrs. Pelavin nominated Mr. John LaFreniere to serve as Finance Officer of the Gardner School Committee for the ensuing year. Seconded by Swartz.

Mayor Nicholson asked three times if there were other nominations for Finance Officer. There were none.

Mr. Swartz moved that nominations for Finance Officer be closed.

Seconded by Mrs. Cormier.

Vote - so voted.

Mayor Nicholson abstained from voting.

As required, a roll call vote was taken on the nomination of Mr. LaFreniere.

Mrs. Cormier	Mr. LaFreniere
Mrs. Hurst	Mr. LaFreniere
Mr. LaFreniere	Mr. LaFreniere
Mrs. Ward-Leighton	Mr. LaFreniere
Mrs. Pelavin	Mr. LaFreniere
Mr. Swartz	Mr. LaFreniere
Mayor Nicholson	Mr. LaFreniere

Count - 7 in favor. Unanimous. Mr. LaFreniere will serve as Finance Officer.

Alternate Finance Officers

Mr. LaFreniere nominated Mrs. Pelavin and Mr. Swartz to serve as Alternate Finance Officers for the Gardner School Committee for the ensuing year.

Mayor Nicholson asked three times if there were other nominations for Alternate Finance Officers. There were none.

Mr. Swartz moved that nominations for Alternate Finance Officers be closed.

Seconded by Mrs. Ward-Leighton
voted.

Vote - so

Mayor Nicholson abstained from voting.

As required, a roll call vote was taken on the nominations of Mr. Swartz and Mrs. Pelavin.

Mrs. Cormier	Mrs. Pelavin and Mr. Swartz
Mrs. Hurst	Mrs. Pelavin and Mr. Swartz
Mr. LaFreniere	Mrs. Pelavin and Mr. Swartz
Mrs. Ward-Leighton	Mrs. Pelavin and Mr. Swartz
Mrs. Pelavin	Mrs. Pelavin and Mr. Swartz
Mr. Swartz	Mrs. Pelavin and Mr. Swartz
Mayor Nicholson	Mrs. Pelavin and Mr. Swartz

Count - 7 in favor. Unanimous. Mr. Swartz and Mrs. Pelavin will serve as Alternate Finance Officers.

Secretary

Mrs. Pelavin nominated Mrs. Hurst to serve as Secretary of the Gardner School Committee for the ensuing year. Seconded by Mrs. Cormier.

Mayor Nicholson asked three times if there were other nominations for Secretary. There were none.

Mr. LaFreniere moved that nominations for Secretary be closed.

Seconded by Mr. Swartz.

Vote - so voted.

Mayor Nicholson abstained from voting.

As required, a roll call vote was taken on the nomination of Mrs. Hurst.

Mrs. Cormier	Mrs. Hurst
Mrs. Hurst	Mrs. Hurst
Mr. LaFreniere	Mrs. Hurst
Mrs. Ward-Leighton	Mrs. Hurst
Mrs. Pelavin	Mrs. Hurst
Mr. Swartz	Mrs. Hurst
Mayor Nicholson	Mrs. Hurst

Count - 7 in favor. Unanimous. Mrs. Hurst will serve as Secretary.

Consent Agenda

Mr. LaFreniere moved to accept the Consent Agenda as presented:

- Acceptance of Minutes, November 12, 2024
- Acceptance of Grant Funds on Grant listing dated December 9, 2024 in the amount of \$943,000.00
- Ratification of the following Warrants as recommended by the Finance Subcommittee:
 - Warrant #25-19 dated 11/07/24 in the amount of \$925,724.36
 - Warrant #25-20 dated 11/14/24 in the amount of \$123,380.84
 - Warrant #25-21 dated 11/21/24 in the amount of \$218,906.44
 - Warrant #25-22 dated 11/27/24 in the amount of \$502,077.73
 - Warrant #25-23 dated 12/05/24 in the amount of \$344,275.45
 - Warrant #25-24 dated 12/12/24 in the amount of \$197,013.28
 - Warrant #25-25 dated 12/19/24 in the amount of \$145,543.65
 - Warrant #25-26 dated 12/26/24 in the amount of \$581,103.97

Donations - accept as recommended by Finance Subcommittee:

Rollstone Charitable Foundation/Noah Gray - \$1,250.00
 Shun Fa Lian, Inc. (DBA Yen Yen) - \$2,500.00

Seconded by Mr. Swartz.

Vote - so voted

Mayor Nicholson abstained from voting.

SUBCOMMITTEE REPORTS

Facilities Subcommittee

Mr., Swartz, Chairperson, reported that the Facilities Subcommittee met on December 4, 2024. Minutes of the meeting were presented.

A review of the maintenance facilities project list was conducted. The Landry auditorium is still not ready for use. Hopefully the upgrades will be completed in January

The MSBA has approved the request for roof replacement, gutters and downspouts scheduled for summer 2026.

Finance Subcommittee

Mr. LaFreniere, Chairperson, reported that the Finance Subcommittee met on November 7 and December 4, 2024. Minutes of the both meeting were presented.

The Subcommittee reviewed the Expense Report. There were no new negative line items. The Revolving Funds are healthy and performing appropriately.

Two donations were accepted and were referred to the full School Committee for approval - Rollstone Charitable Trust in partnership with Noah Gray Football Camp. \$1,250; and from Shun Fa Lan Inc. dba Yen Yen \$2,500.

The easements for the Safe Routes to School project on Elm Street were reviewed and discussed. The Subcommittee voted to donate the easements for the project.
(See Item #3660)

Policy Subcommittee

Mrs. Cormier reported that the Policy Subcommittee met on November 2024. Minutes of the meeting were presented.

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

JL - Student Welfare

JRA - Student Records

Other policies were approved for a first read by the School Committee. (See Item #3658)

Mrs. Hurst reported that the Policy Subcommittee met on December 18, 2024. Minutes of the meeting were presented.

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

KA - School/Community Relations KE - Public Complaints

Other policies were approved for a first read by the School Committee. (See Item #3658)

Student Advisory Board

Ms. Nora Morris, Student Advisory Board representative, reported on activities at GHS The band and chorus held their fall concert. The athletic teams did well and the basketball season has begun.

Mayor Nicholson declared a short recess - 7:32 pm. Meeting resumed - 7:32 pm

NEW BUSINESS

Item #3658 - First Reading of Policies, Adoption, Removal

The Policy Subcommittee recommends the following polices for a first read:

- 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' Rights
- KCDA Computer Donation Policy
- KCDA combine with KCD - Public Gifts to the Schools
- KDB Public Right to Know
- KHA Public Solicitations in the Schools
- KHB Advertising in the Schools

Mrs. Hurst moved that the Gardner School Committee accept for adoption the following policies as recommended by the Policy Subcommittee:

- JQ Student Fees, Fines, and Charges
- KDC Community Use of Digital Resources

Seconded by Mrs. Cormier.

Vote - so voted.

Mayor Nicholson abstained from voting.

Mrs. Ward Leighton moved that the Gardner School Committee vote to remove the following policy from the Policy Manual as it has been found, by the MASC, to be redundant or unnecessary:

- JLCA-E Position Description School Physician

Seconded by Mrs. Hurst.

Vote - so voted.

Mayor Nicholson abstained from voting.

Item #3660 - Easement for Safe Route to School Grant (160 Elm Street) Elm Street School

Mr. LaFreniere moved that the Gardner School Committee vote to approve the motion presented by Mr. Hawke regarding the donation of land and easement on Elm Street for resurfacing and repavement to the City of Gardner.

VOTE: To donate the required Easements for the Safe Route to School Grant (160 Elm Street) Elm Street School.

Seconded by Mr. Swartz.

Roll Call Vote: Mrs. Cormier, yes; Mrs. Hurst, yes; Mr. LaFreniere, yes; Mrs. Ward-Leighton, yes; Mrs. Pelavin, yes, and Mr. Swartz, yes.

Count - 6 in favor. Mayor Nicholson abstained from voting.

Item #3663- Curriculum Coordinator's Update

The Curriculum Coordinator's Update was included in members' packets. Dr. Goguen, Chief Academic Officer, was present this evening.

Item #3664 - Grants Administrator's Update

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

Item #3665 - 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.

COMMUNICATIONS

Dr. Pellegrino thanked all administrators, teachers and staff for their hard work in helping to change the culture of the schools. The Wellness Committee will be issuing a challenge to Narragansett Schools. Hopefully Gardner will trounce Narragansett.

FINAL COMMENTS

Mrs. Ward-Leighton thanked Mrs. Pelavin for her work as Vice Chair. She spoke about Gardner Academy and MCAS.

Mrs. Hurst wished everyone a Happy New Year.

Mrs. Pelavin congratulated all the students who received the John and Abigail Adams award. She congratulated the new officers of the Gardner School Committee especially Mrs. Cormier, the new Vice Chair.

Mr. Swartz congratulated the new officers. He spoke about President Jimmy Carter who died recently at 100 years of age.

Mr. LaFreniere wished everyone a Happy New Year. He congratulated Mrs. Cormier on her election to serve as Vice Chair.

Mrs. Cormier is looking forward to serving as Vice Chair. She spoke about the students who received the John and Abigail Adams awards.

Mayor Nicholson spoke about the beginning of the City Budget process and the cost of health insurance for employees. He will give the State of the City address on Tuesday, January 14, 2025. The Rockwell Committee will be meeting in February to consider awards for school projects.

He congratulated the new School Committee officers and thanked Mrs. Pelavin for her many years of service as Vice Chair.

ADJOURNMENT

Mrs. Pelavin moved to adjourn.

Seconded by Mr. LaFreniere.

Mayor Nicholson abstained from voting.

Vote – so voted.

The meeting adjourned at 7:55 pm

Anne Hurst, Secretary

T. Hillman, Recording Secretary

Gardner Public Schools

Courtney Dunn, *Grants & Communications Manager*



www.gardnerk12.org

160 Elm Street, Gardner, MA 01440

(978) 632-1000

Grant Funding for Approval – February 10, 2025

Grant Title	Amount	Grant Period	Use of Funds
FY25 Fund Code 311: Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness Grant	\$100,000	Approval-6/30/2025	To continue to build staff capacity to meet identified student needs.

Community • Appreciation • Responsibility • Excellence

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 25-27

WARRANT DAT 01/02/25

Location	Office / General / Custodial Supplies	IT	Athletics	Prof. Dev.	Utilities	Curriculum	Facilities	TOTAL
High School		\$2,701.22			\$229.02	\$45.99	\$28,891.41	\$31,867.64
Middle School		\$1,443.03					\$22,669.50	\$24,112.53
Gardner Elementary School	\$999.75	\$2,722.32					\$37,958.87	\$41,680.94
GALT	\$310.51						\$2,926.55	\$3,237.06
Sub-Total	\$999.75	\$6,866.57	\$0.00	\$0.00	\$229.02	\$45.99	\$92,446.33	\$100,898.17

Location	Office Supplies	Assessment	IT	Transportation	Tuition	Prof. Dev.	Nurse/Emp Exam	Facilities	Carry over	TOTAL
Special Education			\$992.07	\$71,576.26	\$81,776.70					\$154,345.03
Administration			\$14,412.87				\$2,769.00	\$5,661.65		\$22,843.52
Sub-Total	\$0.00	\$0.00	\$15,404.94	\$71,576.26	\$81,776.70	\$0.00	\$2,769.00	\$5,661.65	\$0.00	\$177,188.55

Revolving	
Grants	\$75,455.26
School Choice	\$25,000.00
Student Activity Acct	\$4,000.00
Sub-Total	\$104,455.26

GRAND TOTAL	\$382,541.98
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 25-28

WARRANT DAT 01/09/25

Location	Office / General / Custodial Supplies	IT	Athletics	Prof. Dev.	Utilities	Curriculum	Facilities	TOTAL
High School					\$19,044.45		\$414.72	\$19,459.17
Middle School					\$11,143.10		\$414.72	\$11,557.82
Gardner Elementary School					\$10,794.37		\$864.00	\$11,658.37
GALT					\$5,480.51		\$166.67	\$5,647.18
Sub-Total	\$0.00	\$0.00	\$0.00	\$0.00	\$46,462.43	\$0.00	\$1,860.11	\$48,322.54

Location	Office Supplies	Assessment	IT	Transportation	Tuition	Utilities	Prof. Services	Facilities	Carry over	TOTAL
Special Education				\$87,350.00	\$84,309.00		\$13,375.60			\$185,034.60
Administration				\$81,000.00		\$5,480.51		\$167.05		\$86,647.56
Sub-Total	\$0.00	\$0.00	\$0.00	#####	\$84,309.00	\$5,480.51	\$13,375.60	\$167.05	\$0.00	\$271,682.16

Revolving	\$9,799.00
Grants	\$17,404.81
School Choice	
Student Activity Acct	
Sub-Total	\$27,203.81

GRAND TOTAL	\$347,208.51
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 25-29

WARRANT DAT 01/16/25

Location	Office / General / Custodial Supplies	IT	Athletics	Prof. Dev.	Utilities	Curriculum	Facilities	TOTAL
High School			\$220.00	\$75.00	\$268.16		\$76.10	\$639.26
Middle School							\$7.19	\$7.19
Gardner Elementary School							\$450.00	\$450.00
GALT					\$6.00			\$6.00
Sub-Total	\$0.00	\$0.00	\$220.00	\$75.00	\$274.16	\$0.00	\$533.29	\$1,102.45

Location	Office Supplies	Curriculum	IT	Transportation	Travel	Utilities	Prof. Services	Facilities	Carry over	TOTAL
Special Education	\$508.68	\$908.70		\$510.27	\$369.68		\$2,611.08			\$4,908.41
Administration			\$226.20			\$6.00		\$828.12		\$1,060.32
Sub-Total	\$508.68	\$908.70	\$226.20	\$510.27	\$369.68	\$6.00	\$2,611.08	\$828.12	\$0.00	\$5,968.73

Revolving	\$397.05
Grants	\$12,307.24
School Choice	
Student Activity Acct	
Sub-Total	\$12,704.29

GRAND TOTAL	\$19,775.47
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 25-30

WARRANT DAT 01/23/25

Location	Office / General / Custodial Supplies	MTSS/PBIS	Athletics	Field Trips	Utilities	Curriculum	Facilities	TOTAL
High School		\$177.80	\$13,044.00	\$1,350.00		\$170.99	\$5,448.74	\$20,191.53
Middle School						\$107.99	\$2,866.14	\$2,974.13
Gardner Elementary School							\$4,116.06	\$4,116.06
GALT							\$445.31	\$445.31
Sub-Total	\$0.00	\$177.80	\$13,044.00	\$1,350.00	\$0.00	\$278.98	\$12,876.25	\$27,727.03

Location	Office Supplies	Prof. Dev	IT	Transportation	Emp Phys	Tuition	Prof. Services	Facilities	Carry over	TOTAL
Special Education				\$7,500.00		\$23,004.96	\$1,736.25			\$32,241.21
Administration		\$9,587.00	\$4,418.87		\$288.00			\$1,555.09	\$1,540.25	\$17,389.21
Sub-Total	\$0.00	\$9,587.00	\$4,418.87	\$7,500.00	\$288.00	\$23,004.96	\$1,736.25	\$1,555.09	\$1,540.25	\$49,630.42

Revolving	\$15,594.00
Grants	\$25,019.36
Acquisition	\$12,719.05
School Choice	\$1,788.93
Sub-Total	\$55,121.34

GRAND TOTAL	\$132,478.79
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**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 25-31

WARRANT DAT 01/30/25

Location	Office / General / Custodial Supplies	MTSS/PBIS	Athletics	IT	Utilities	Curriculum	Facilities	Prof Dev	TOTAL
High School			\$205.00	\$45.00	\$239.04	\$739.00	\$13,870.47		\$15,098.51
Middle School	\$2,723.71	\$30.70					\$16,971.43	\$ 238.00	\$19,963.84
Gardner Elementary School							\$8,684.19		\$8,684.19
GALT						\$25.35	\$1,208.89		\$1,234.24
Sub-Total	\$2,723.71	\$30.70	\$205.00	\$45.00	\$239.04	\$764.35	\$40,734.98	\$238.00	\$44,980.78

Location	Office Supplies	Prof. Dev	IT	Transportation	Legal	Tuition	Prof. Services	Facilities	Carry over	TOTAL
Special Education				\$63,869.26	\$2,519.60	\$81,537.59	\$19,053.25			\$166,979.70
Administration	\$145.41		\$3,539.60					\$3,663.05		\$7,348.06
Sub-Total	\$145.41	\$0.00	\$3,539.60	\$63,869.26	\$2,519.60	\$81,537.59	\$19,053.25	\$3,663.05	\$0.00	\$174,327.76

Revolving	\$149,442.89
Grants	\$31,611.37
Acquisition	
School Choice	\$382,213.24
Sub-Total	\$563,267.50

GRAND TOTAL	\$782,576.04
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GARDNER PUBLIC SCHOOLS

Elm Street School
160 Elm Street, Gardner, MA 01440
Finance Sub-Committee Meeting
Thursday, January 30, 2025 at 5:30pm

Minutes

Members Present: Mrs. Pelavin, Mr. LaFreniere

Members Absent: Mr. Swartz

Others Present: Mrs. Rachel Cormier, School Committee Vice-Chair, Mr. Mark Hawke,
Director of Finance & Operations;

Mr. LaFreniere called the meeting to order at 5:30 p.m.

A motion was made by Ms. Pelavin and seconded by Mr. Lafreniere to approve the minutes of the December 4, 2024 Finance Subcommittee meeting. So voted.

Expense Report Review:

The committee asked questions regarding the report and Mr. Hawke answered them. It was noted that while out of district tuition for collaboratives was in the negative, out of district tuition for private schools is very much in the positive. There were no other new negative line items.

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

Projects Update:

GHS Auditorium work is wrapping up and the staging was being removed. Once the staging is out, some painting will need to take place along with a lot of cleaning. Some work remains, such as with the sound booth, but the majority of the work is complete.

Gifts & Donations:

A motion was made by Ms. Pelavin and seconded by Mr. Lafreniere to accept a donation of \$75,000 from the First Congregational Church of Gardner to Gardner High School to be used to provide scholarships. So Voted.

New Business:

The next meeting will be Tuesday, March 4, 2025 at 5pm.

Motion to adjourn 6:06pm, So Voted.

GARDNER PUBLIC SCHOOLS

Policy
Subcommittee
Meeting Minutes
Wednesday, January 22, 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, Member (via ZOOM)

Absent:

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

Mrs. Hurst called the meeting to order at 5:00 p.m.

A motion was made by Mrs. Cormier and seconded by Ms. Ward-Leighton to approve the minutes of the December 18, 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 January 2025":

- AA – School District Legal Status
- ADC – Tobacco Products on School Premises Prohibited
- KHC – Distribution of Notices to Students
- LA – Education Agency Relations Goals and Objectives

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 AB – The People and Their School District
- Policy AD – Mission Statement
- Policy BA – School Committee Operational Goals
- Policy BB – School Committee Legal Status

Policy AC – Non-Discrimination and Harassment was reviewed and discussed. Dr. Goguen stated that since the 2024 Title IX regulations have been vacated, the district needs to re-enact the previous policy that reflects the 2020 Title IX regulations. A motion was made by Ms. Ward and seconded by Mrs. Cormier to send the recommended version of Policy AC to the February full School Committee Meeting for a first read. The motion passed

unanimously.

Policy ADDA-R – DCJIS Model Cori Policy was reviewed and discussed. Dr. Goguen stated that the District does not currently have this policy and that it is recommended to have this policy along with ADDA – Background Checks. A motion was made by Ms. Ward and seconded by Mrs. Cormier to send Policy ADDA-R to the February full School Committee Meeting for a first read for adoption. The motion passed unanimously.

Policy BBA – School Committee Powers and Duties was reviewed and discussed. The Subcommittee recommended the removal of positions to be appointed by the School Committee in alignment with current practice and positions that the District does not employ. The Subcommittee also recommended the removal of the cross-references to policies the District does not have. A motion was made by Mrs. Cormier and seconded by Ms. Ward to send the policy with recommended changes to the February full School Committee Meeting for a first read. The motion passed unanimously.

Policy JF – School Admissions was reviewed and discussed. Dr. Goguen presented proof of residency forms – JF-E to be considered for adoption to replace the current proof of residency form. She stated that the current form is not as comprehensive and that the new forms clarify confusing protocols from the current form. A motion was made by Mrs. Cormier and seconded by Ms. Ward to send the recommended new proof of residency forms to the February full School Committee Meeting for a first read for adoption. The motion passed unanimously.

Policy LBC – Relations with Nonpublic Schools was reviewed and discussed. Dr. Goguen presented changes that included new language as recommended by the Massachusetts Association of School Committees (MASC) model Policy LBC. The recommended additions include specific required information provided by the nonpublic school to the District for consideration prior to approval of that private school. A motion was made by Mrs. Cormier and seconded by Ms. Ward to send the policy with the recommended changes to the February full School Committee Meeting for a first read. The motion passed unanimously.

Future Policy Subcommittee meetings are scheduled as follows:

- Wednesday, March 12, 2025 at 5:00 p.m. in the Superintendent’s Conference Room
- Wednesday, April 16, 2025 at 5:00 p.m. in the Superintendent’s Conference Room
- Thursday, May 15, 2025 at 5:00 p.m. in the Superintendent’s Conference Room

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

The meeting adjourned at 5:38 p.m.

NON-DISCRIMINATION AND HARASSMENT

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

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

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

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

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

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

Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR
35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III,
Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass.
Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03 as
amended by Chapter 199 of the Acts of 2011; MLG c. 71, s370; 42
USC s. 2000c et seq.; 42 USC s. 2000d et seq.; 20 USC s. 1701 et seq.;
M.G.L c. 71, Sec. 84.
192nd General Court of the Commonwealth of Massachusetts: Acts of 2022, Chapter 117

[Revised: September 2020]

[Revised: November 2022]

DCJIS MODEL CORI POLICY

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

CONDUCTING CORI SCREENING

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of their signing of the CORI Acknowledgement Form, the subject shall be given seventy-two (72) hours notice that a new CORI check will be conducted.

ACCESS TO CORI

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

CORI TRAINING

An informed review of a criminal record requires training. Accordingly, all district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

DETERMINING SUITABILITY

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof; and
- (i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' Information Concerning the Process for Correcting a Criminal Record.

SECONDARY DISSEMINATION LOGS

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI outside this organization, including dissemination at the request of the subject.

SOURCE: MASC - Reviewed 2022

BACKGROUND CHECKS

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

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

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

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

Requesting Criminal History Record Information (CHRI) checks

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

Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

Access to CHRI

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

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

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

Retention and Destruction of CHRI

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

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

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

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

CHRI Training

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

Determining Suitability

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

- the nature and gravity of the crime and the underlying conduct
- the time that has passed since the offense, conviction and/or completion of the sentence

- nature of the position held or sought
- age of the individual at the time of the offense
- number of offenses
- any relevant evidence of rehabilitation or lack thereof
- any other factors deemed relevant by the district

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

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

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

Relying on Previous Suitability Determination.

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

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

Adverse Decisions Based on CHRI

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

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

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

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

Secondary Dissemination of CHRI

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

The following information will be recorded in the log:

- 1) Subject Name
- 2) Subject Date of Birth
- 3) Date and Time of the dissemination
- 4) Name of the individual to whom the information was provided
- 5) Name of the agency for which the requestor works
- 6) Contact information for the requestor
- 7) The specific reason for the request

Reporting to Commissioner of Elementary and Secondary Education

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

Pursuant to state law and regulations, if the District discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the District shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the

district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report, pursuant to regulations, to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

C.O.R.I. REQUIREMENTS

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

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

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

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

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

obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

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

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

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

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

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

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

SOURCE: MASC - Reviewed 2022

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

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

[Adopted: April 2003]
[Revised: December 2005]
[Reviewed: March 2011]
[Revised: December 2014]
[Reviewed: May 2020]
[Revised: January 2023]

SCHOOL COMMITTEE POWERS AND DUTIES

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

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

1. **Legislative or policymaking.** The Committee is responsible for the development of policy as guides for administrative action and for employing a Superintendent who will implement its policies.
2. **Appraisal.** The Committee is responsible for evaluating the effectiveness of its policies and their implementation.
3. **Provision of financial resources.** The Committee is responsible for adoption of a budget that will enable the school district to carry out the Committee's policies.
4. **Public relations.** The Committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
5. **Educational planning and evaluation.** The Committee is responsible for establishing educational goals and policies that will guide the Committee and staff for the administration and continuing improvement of the educational programs provided by the School District.

Personnel Matters

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

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

SOURCE: MASC - Reviewed 2022

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

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

~~[BDG, School Attorney](#)~~

[Reviewed: November 2001]

[Revised: October 2003]

[Revised: February 2017]

[Revised: August 2020]

[Revised: January 2023]

[Revised: 2025]



Proof of Residency, Occupancy and Identification Procedures

Before any child is able to attend schools in the Gardner School District, the child's parent or legal guardian must prove residence within the City of Gardner. Families whose primary residence is outside of Gardner are not eligible to attend schools within the Gardner School District unless they have been accepted through the School Choice program. Once accepted, School Choice families will also need to provide the necessary proof of residency documentation.

Residence is the place where a person dwells permanently, not temporarily, and is the place that is the center of their domestic, social and civil life. Temporary residence in Gardner, solely for the purpose of attending schools in the Gardner School District, shall not be considered residency.

All registrations must submit proof of residency, along with proof of occupancy and evidence of identification.

Documents must be pre-printed with the name and town address of the child's parent or guardian and must be presented at the time of registration.

These documents will also be required for any change of address.

This following form must accompany at least one document from each of the following three columns on the next page: A, B and C.

Further clarification: Any student who has split residency due to joint physical custody will be granted enrollment in the Gardner School District and/or allowed to remain with proof that the student is living at least 50% of the time within the District. A court document that references 50/50 custody must be provided that will verify the child's living arrangement

This residency policy does not apply to homeless students.

If you share housing with a friend/relative, you may use the Residency Affidavit to fulfill one of the proof of residency requirements. The person that you are residing with must complete the residency affidavit to affirm your residence. If you are temporarily residing with a friend or relation due to economic hardship, loss of housing, or a similar reason, you may qualify as homeless under the No Child Left Behind Act. Homeless families are not required to provide the same proof of residency. Please contact the office of the Director of Pupil Services at (978) 630-4076 with any questions you may have regarding this.

The requested documents must be completed in full prior to registration. Please bring all completed documents to the main office of the school that you wish to enroll your child(ren) for consideration and enrollment.



ACCEPTABLE DOCUMENTS AND AFFIDAVIT FOR

PROOF OF RESIDENCY, OCCUPANCY AND IDENTIFICATION

Column A (provide one)	Column B (provide one)	Column C (provide one)
Evidence of Residency	Evidence of Occupancy	Evidence of Identification (Photo ID)
<input type="checkbox"/> Record of recent mortgage payment (or if home no longer has a mortgage, a copy of the deed) AND/OR property tax bill	<input type="checkbox"/> Utility bill or work order dated within the past 60 days showing town address and name, such as: Gas bill, oil bill, electric bill, <u>home</u> telephone bill, cable bill, excise tax bill	<input type="checkbox"/> Valid Driver's License
<input type="checkbox"/> Copy of current lease (including SHA and HUD leases) AND record of recent rental payment	<input type="checkbox"/> Bank statement dated within the past 60 days	<input type="checkbox"/> Valid passport
<input type="checkbox"/> Residency Affidavit from Landlord affirming tenancy AND copy of current utility bill in the landlord's name OR record of most recent rental payment OR canceled check from rent payment	<input type="checkbox"/> Current vehicle registration of vehicle registered within the past 60 days	<input type="checkbox"/> Military ID or other government-issued photo ID
<input type="checkbox"/> Section 8 Agreement	<input type="checkbox"/> Excise tax bill within the past 6 months	<input type="checkbox"/> Valid MA photo ID card
<input type="checkbox"/> For all new construction , must provide a Certificate of Occupancy		

A determination that a student is ineligible to attend the Gardner School District due to a failure to reside in the City of Gardner will result in dismissal from the school district. In the event your child(ren) is accepted under the district's school choice policy, you will be required to furnish the above information as well.

AFFIDAVIT FOR RESIDENCY

Student Name: _____

Student Address: _____

Parent/Legal Guardian Name: _____

Parent/Legal Guardian Address: _____

The Gardner School District reserves the right to make any additional inquiries regarding a student's residency status at any time.

Parent/Guardian Signature**

Date

*** My signature signifies that the information on this form is accurate and true under penalty of perjury ***



Residency Affidavit - Landlord/Shared Tenancies

Any parent/guardian who will enroll a student in the schools within the City of Gardner who cannot produce property deed or lease must ask the owner of the property where the applicant lives to complete and sign this affidavit.

It is the responsibility of the parent/guardian (not the person who completes this affidavit) to attach a record of recent rent payment, unless this affidavit affirms in #3 below that the tenancy does not require payment of rent.

This form MUST be notarized prior to submission

_____, hereby depose and certify

as follows:

Please complete all three items and sign below:

1. I am the owner of property located at _____ in the City of Gardner.

2. _____ who is the parent/legal guardian of _____

1. Check One:

Leases or subleases this property as their principal residence from me without a written lease, in a tenancy at will, from month to month. I have received, within the last thirty (30) days, rental payment for the lease or sublease of these premises.

OR

Alternatively, I hereby state that the party named above resides with me and/or at the address above with no payment of rent.

M.G.L. CH. 76, Sec.5: Every person shall have a right to attend the public schools of the town where he/she actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, disability, economic status, political party, age, handicap, gender identity, religion, national origin, sexual orientation, physical and intellectual difference, homelessness, pregnancy or pregnancy related condition and other human differences.

Subscribed & sworn to before me on this _____ day of _____, 20

Signed under the pains and penalties of perjury on this _____ day of _____, 20

Notary Public

Owner/Property Manager's Signature

My Commission Expires: _____

Print Name: _____

{Notary Seal}

Address _____



Gardner Public Schools

**File: JF-E
Proof of Residency**

SCHOOL ADMISSIONS

All children of school age who reside in the city are entitled to attend the public schools, as well as certain children who do not reside in the city but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.

Advance registration for prospective kindergarten students will take place in the school year preceding enrollment. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the principal, proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency or legal guardianship may also be required by the school administration.

The above requirements may be waived for eligible students identified under policies JFABD, JFABE, JFABF.

[Reference: M.G.L. 15:1G; 76:1; 76:5; 76:15; 76:15A; 603 CMR 26:00; JLCA, Physical Examination of Students; JLCB, Immunization of Students; JFBB, School Choice; JFABD, Homeless Students: Enrollment Rights and Services; JFABE, Educational Opportunities for Military Children; JFABF, Educational Opportunities for Children in Foster Care]

[Adopted: December 1998]

[Revised: April 2003]

[Revised: June 2019]

[Reviewed: June 2020]

[Revised: May 2024]

RELATIONS WITH NONPUBLIC SCHOOLS

Private Schools

In accordance with state law, the School Committee will approve a private school when it is satisfied that the instructional program of the school equals that of the ~~town's~~City's public schools in thoroughness, efficiency, and progress made.

All of the following steps are required for approval of a private school:

1. The school submits a letter of application to the Superintendent of Schools.
2. The school completes all items on the "Checklist for Approval of a Private School" and submits required documentation.
3. The Superintendent or designee reviews the submitted materials.
4. The Superintendent or designee visits the school.
5. The school makes a presentation to the School Committee.
6. The Superintendent makes a recommendation to the School Committee.
7. The School Committee takes formal action on the recommendation.
8. The school is notified of the School Committee's decision.

The School Committee will act reasonably and in good faith to carry out its statutory approval function.

If substantial changes are made in the private school's program, the school must seek renewed approval.

The Committee recognizes that many worthwhile contributions are made to this community by parochial and other private schools. Therefore, it will cooperate with these schools in matters of mutual benefit when law does not expressly prohibit this cooperation.

SOURCE: MASC - Updated 2022

LEGAL REFS.: M.G.L. 40:4E; 71:48and 71D; 71B:4; 74:4-7A; 76:1

~~SOURCE: MASC~~

[Adopted: May 2020]

[Revised: 2025]

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

_____ 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]

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

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).² 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]

Gardner High School Program of Studies



~~2024-2025~~

2025-2026

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Gardner High School Mission Statement

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

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

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

CORE VALUES: C.A.R.E.

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

21ST CENTURY LEARNING EXPECTATIONS

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

BELIEFS ABOUT STUDENT LEARNING

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

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

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

MAXIM: Good is not good enough

21ST CENTURY RUBRICS FOR CRITICAL THINKING & PROBLEM SOLVING

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

21ST CENTURY RUBRICS FOR CREATIVITY/INNOVATION

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

21ST CENTURY RUBRICS FOR COOPERATIVE AND COLLABORATIVE LEARNING

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

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

Reading for Understanding Rubric

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

WRITTEN/ARGUMENTATIVE RUBRIC

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

GHS LISTENING SKILLS RUBRIC

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

ORAL PRESENTATION RUBRIC

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

Mental Health Team

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

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

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

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

Universal Screening

BESS

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

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

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

SBIRT

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

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

SCHOOL COUNSELORS

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

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

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

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

GARDNER HIGH SCHOOL COUNSELOR CURRICULUM

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

All grades

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

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

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

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

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

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

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

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

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

Grade 10

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

Grade 11

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

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

Grade 12

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

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

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

**maybe add to*

Support Programs

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

Heywood Healthcare's Youth Tele Behavioral Health Program

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

Outreach Clinical Social Worker

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

ACADEMIC LEVELS AT GARDNER HIGH SCHOOL

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

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

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

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

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

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

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

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

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

HONORS

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

English

Honors English (9-12)

Mathematics

Honors Geometry

Honors Pre-Calculus

Honors Algebra 2

Science

Honors Biology (9-10)

Honors Chemistry (10-12)

Honors Physics (10-12)

Honors Anatomy & Physiology (11-12)

Social Studies

Honors Modern World History 2
(9)

Honors US History 1 (10)

Honors US History 2 (11)

World Language

Honors Spanish 1, 2, 3, 4, 5

Honors French 1, 2, 3, 4, 5

ADVANCED PLACEMENT

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

Who should take AP courses?

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

The students must:

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

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

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

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

English

AP English Language & Composition
AP English Literature & Composition

Science

AP Biology
AP Physics II
AP Chemistry
AP Environmental Science

Social Studies

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

Mathematics

AP Calculus AB
AP Calculus BC
AP Statistics

Art

AP Studio Art
AP Photography

VHS AP offerings are available upon request.

ADVANCED PLACEMENT DISTINCTION AWARD

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

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

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

EARLY COLLEGE DISTINCTION AWARD

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

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

GARDNER HIGH SCHOOL GRADUATION REQUIREMENTS

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

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


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GARDNER HIGH SCHOOL REQUIREMENTS FOR GRADE PROMOTION

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

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

GRADE 8 CLASSES

Gardner High School includes grades 8-12. Students in the 8th grade are required to take 7 classes which include: English, math, science, civics, STEM and ~~Physical Education 8~~ ^{4 Fitness Class}. Courses taken in the 8th grade are not included on the high school transcript and do not count towards their grade 9-12 graduation requirements and grade point average.

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

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

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

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

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

MassCore
Massachusetts High School Program of Studies

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

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

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

MASSACHUSETTS STATE UNIVERSITY SYSTEM AND UMASS MINIMUM ADMISSIONS REQUIREMENTS

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

Freshman Applicants

The admissions standards for freshmen applicants have two main parts:

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

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

Academic Course Requirement

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

Requirement for college freshman class entering...

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

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Minimum Required Grade Point Average (GPA)

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

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

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

State University GPA	University of Massachusetts GPA
3.00	3.00

SAT Scores

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

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

Sliding Scale for Freshman Applicants to UMass

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

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

Sliding Scale for Freshman Applicants to a State University

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

Remove

COURSE CHANGES

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

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

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

MARKING SYSTEM

60 is the lowest possible passing grade

HONOR ROLL

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

Average of 80 or above - Honors

Average of 85 or above - High Honors

Average of 90 or above - Principals List

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

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

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

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

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

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

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

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

NCAA

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

GRADE POINT AVERAGE

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

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

COURSE WEIGHTING:

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

VALEDICTORIAN/SALUTATORIAN

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

ART

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

Expectations for Student Learning: Students will demonstrate creativity.

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

Basic Learning Competencies:

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisites: ENG 098, RDG 098, or placement.

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

Prerequisite: ENG 101

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

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

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

AP ENGLISH LITERATURE AND COMPOSITION: This full-year English course guides the student through classics of literature, poetry, and drama, which are considered the foundational basis of a liberal education. The student is taught in-depth close reading and critical analysis, not as an end in itself but as a useful tool in the study of the literature of life. Students are encouraged to expand their thinking processes with continued curiosity and question asking in the classroom. Students are expected to take an active and reflective role in class discussion of literature. As the students' literary and critical faculties are more clearly defined, they are encouraged to polish and refine their own style of writing.

Students are required to take the official AP exam at the end of the year. With successful performance on the AP exam, up to one semester of college credit in an English Composition class may be granted from accepting colleges. There is a reduced cost for students on free/reduced lunch. **Summer work is a mandatory part of this course.**

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

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

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

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

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

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

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

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

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

This class can be used as a Unified Art credit.

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

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

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

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

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

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1756
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Major course changes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisite: Successful completion of Algebra II

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

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

Prerequisite: Successful completion of Algebra II

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

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

Prerequisite: Successful completion of Pre-Calculus

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

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

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

Prerequisite: Successful completion of AP Calculus AB.

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

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

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

Prerequisite: Successful completion of Algebra II

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

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

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

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

Grade: 11-12	Credits: 5	Level: College Preparatory	Course#: 1152
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MATH MODELING: This course is an introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data phenomena. It is designed to prepare students to pass the 092 college math course at Mount Wachusett Community College. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communications of quantitative concepts and results. Students who successfully complete this course and the final exam will receive a certificate of course completion and will be eligible for college level placement in math at MWCC.

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

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

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

Female

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

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

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

Students may take band for more than one year.

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Remove

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

Remove life science here - may change name

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

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

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

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

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

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

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

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

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

Remove

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

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

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

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

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

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

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

This class can be used toward science graduation requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisite: Passing grade in Biology

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

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

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

Grade: 8-9	Credits: 2.5	Level: College Preparatory	Course#: 1204
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made to pg. 42 top above Bio - may change name

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

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

Grade: 9	Credits: 5	Level: College Preparatory	* Course#:
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** may have some changes to science*

** Added Biotechnology course **

SOCIAL STUDIES

Remove

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

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

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

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

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

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

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

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

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

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

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

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

Grade: 10	Credits: 5	Level: Honors College Preparatory	Course#: 1331 1332
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AP UNITED STATES HISTORY: The purpose of this demanding college-level course is to provide a comprehensive survey of United States history from the arrival of the first Americans via the land bridge through the present. Students are required to complete an extensive summer reading assignment, read nightly, analyze primary source documents, write intensively, and will take the **United States AP exam. Students should be prepared to spend up to two hours per night completing these requirements. This course will cover topics listed in the Massachusetts History and Social Sciences Frameworks. Students interested in taking this course should be prepared to devote a great deal of time toward achieving success. Self-motivation is essential. All topics are aligned with the current Massachusetts History and Social Sciences Curriculum Frameworks. This course will take place during two periods each day throughout the year. Summer work is a mandatory part of this course.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Remove

Remove

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

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisite: Students will have successfully completed Robotics.

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

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

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

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

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

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

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

Automotive/Transportation Technology course

Added:

Honors Technology + Engineering course

WORLD LANGUAGE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1878 (10-12) 1877 (8-9)
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will get write-up

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

Grade: 8-12	Credits: 2.5⁵	Level: College[?] Preparatory	Course#: 1875 ?
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STUDENT SUPPORT CENTER (SSC): This class is designed to offer both academic and social emotional support for students as per their IEP or for other students identified in special situations. Multiple staff (teachers, clinicians, etc) work together to offer intensive support to students on a daily basis to meet the individual needs of each student in the class.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDEPENDENT STUDY FOR CREDIT

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

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

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

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

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

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

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

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

- Electrical
- Carpentry
- *Plumbing - added*

Grade: 11-12	Credits: 17.5	Level: College Preparatory	★ Course#: 5900
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5901

INTERNSHIP OFFERINGS

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

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

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

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

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

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

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

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

EARLY COLLEGE DISTINCTION AWARD

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

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

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

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

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

Prerequisite: ENG 101

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

Prerequisites: MAT 092 or placement.

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

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

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

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

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

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

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

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

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

Prerequisite: PSY 105

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

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

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

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

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

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

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

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

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

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

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

Prerequisites: ENG 098, FYE 101, RDG 098

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

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

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

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

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

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

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

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

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

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

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

*more to
addition
course
offerings*

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

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

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

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

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

CREDIT RECOVERY

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

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

OUTSIDE COURSES

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

GARDNER ACADEMY FOR LEARNING AND TECHNOLOGY (GALT)

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

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

female

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

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

GENERAL INFORMATION

LEGAL ASSISTANCE

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

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

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

PARENT-TEACHER COOPERATION

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

ONLINE GRADES AND ATTENDANCE

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

REPORT CARDS

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

INCOMPLETES

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

PROGRESS REPORTS

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

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

TRANSFERRING FROM GHS

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

Gardner High School Program of Studies



2025-2026

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Gardner High School Mission Statement

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

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

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

CORE VALUES: C.A.R.E.

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

21ST CENTURY LEARNING EXPECTATIONS

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

BELIEFS ABOUT STUDENT LEARNING

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

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

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

MAXIM: Good is not good enough

21ST CENTURY RUBRICS FOR CRITICAL THINKING & PROBLEM SOLVING

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

21ST CENTURY RUBRICS FOR CREATIVITY/INNOVATION

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

21ST CENTURY RUBRICS FOR COOPERATIVE AND COLLABORATIVE LEARNING

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

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

Reading for Understanding Rubric

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

WRITTEN/ARGUMENTATIVE RUBRIC

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

GHS LISTENING SKILLS RUBRIC

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

ORAL PRESENTATION RUBRIC

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

Mental Health Team

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

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

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

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

Universal Screening

BESS

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

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

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

SBIRT

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

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

SCHOOL COUNSELORS

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

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

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

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

GARDNER HIGH SCHOOL COUNSELOR CURRICULUM

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

All grades

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

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

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

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

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

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

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

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

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

Grade 10

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

Grade 11

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

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

Grade 12

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

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

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

Support Programs

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

Heywood Healthcare's Youth Tele Behavioral Health Program

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

Outreach Clinical Social Worker

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

ACADEMIC LEVELS AT GARDNER HIGH SCHOOL

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

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

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

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

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

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

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

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

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

HONORS

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

English

Honors English (9-12)

Science

Honors Biology (9-10)

Honors Chemistry (10-12)

Honors Physics (10-12)

Honors Anatomy & Physiology (11-12)

World Language

Honors Spanish 1, 2, 3, 4, 5

Honors French 1, 2, 3, 4, 5

Mathematics

Honors Geometry

Honors Pre-Calculus

Honors Algebra 2

Social Studies

Honors Modern World History 2
(9)

Honors US History 1 (10)

Honors US History 2 (11)

ADVANCED PLACEMENT

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

Who should take AP courses?

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

The students must:

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

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

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

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

English

AP English Language & Composition
AP English Literature & Composition

Science

AP Biology
AP Physics II
AP Chemistry
AP Environmental Science

Social Studies

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

Mathematics

AP Calculus AB
AP Calculus BC
AP Statistics

Art

AP Studio Art
AP Photography

VHS AP offerings are available upon request.

ADVANCED PLACEMENT DISTINCTION AWARD

In order to recognize our students who go “above and beyond” with challenging coursework and who contribute to their school and community, we have created the **Advanced Placement Distinction Award**.

To be awarded this distinction at graduation, students must meet the following criteria:

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

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

EARLY COLLEGE DISTINCTION AWARD

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

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

GARDNER HIGH SCHOOL GRADUATION REQUIREMENTS

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

English	20
Mathematics	20
Science	15
Social Studies Including: W. History, US History I, US History II -AP Human Geography will satisfy the World History requirement. -Students enrolled in our Early College Program may receive permission from the principal to substitute certain social studies requirements while at MWCC. *Transfer students to GHS may receive permission from the principal to substitute certain Social Studies courses.	15
Health & Wellness	2.5
Fitness	5
The Arts*	5
Financial Literacy	2.5
Electives	30
Total Credits	115
*ART CLASSES INCLUDE: All Music and Art Classes, Drama, Dance, Makerspace & other approved art-related classes	MassCore description see page 21
Passing scores on the MCAS exams are no longer a graduation requirement. However, all students will need to demonstrate competency in English, Math and Science. Details on how competency will be determined will be forthcoming upon school committee approval.	

GARDNER HIGH SCHOOL REQUIREMENTS FOR GRADE PROMOTION

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

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

GRADE 8 CLASSES

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

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

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

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

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

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

**MassCore
Massachusetts High School Program of Studies**

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

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

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

COURSE CHANGES

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

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

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

MARKING SYSTEM

60 is the lowest possible passing grade

HONOR ROLL

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

Average of 80 or above - Honors

Average of 85 or above - High Honors

Average of 90 or above - Principals List

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

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

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

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

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

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

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

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

NCAA

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

GRADE POINT AVERAGE

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

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

COURSE WEIGHTING:

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

VALEDICTORIAN/SALUTATORIAN

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

ART

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

Expectations for Student Learning: Students will demonstrate creativity.

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

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1594
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DRAWING: Introduction to Drawing is a foundation studio elective that will expose students to basic concepts, themes and materials of drawing. Drawing will teach the elements of art and principles of design. Students will use a variety of

media including pencil, pen, charcoal, ink and pastel. Students will be drawing from observation; subjects to be studied will be gesture drawing, still life, contour and perspective drawing.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1586
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ADVANCED CERAMICS: This is an advanced course which builds on and further explores the traditional hand-building techniques through larger size and in-depth study of organic and biomorphic form. After using the three basic hand-building techniques of pinch, coil, and slab students will choose a theme to begin to develop their own person style. Historically based projects will reinforce the deeper study of the history of art and ceramics.

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

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1595
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PAINTING: Students will focus on techniques and mechanics while painting a variety of media, including watercolor, tempera, gouache, and acrylic. Projects will be based on the elements of Art and principles of design through the use of such themes as landscape, still life, portraits, and color theory.

Basic Learning Competencies:

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

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

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

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

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

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

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

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1916
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BSAD 2040: FUNDAMENTALS OF MARKETING: This course discusses the role of marketing in our economic and social structure. It includes the planning, distribution, pricing and promotion of goods and services to consumer and industrial markets in the context of internal activities of the firm and environmental forces. This is a dual credit course through Fitchburg State University. This class will be taught on the GHS campus. Students who successfully complete the course with a passing grade will earn 5 high school credits and 3 college credits through Fitchburg State.

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

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

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

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

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

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

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

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

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

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

Prerequisites: ENG 098, RDG 098, or placement.

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

Prerequisite: ENG 101

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

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

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

AP ENGLISH LITERATURE AND COMPOSITION: This full-year English course guides the student through classics of literature, poetry, and drama, which are considered the foundational basis of a liberal education. The student is taught in-depth close reading and critical analysis, not as an end in itself but as a useful tool in the study of the literature of life. Students are encouraged to expand their thinking processes with continued curiosity and question asking in the classroom. Students are expected to take an active and reflective role in class discussion of literature. As the students' literary and critical faculties are more clearly defined, they are encouraged to polish and refine their own style of writing.

Students are required to take the official AP exam at the end of the year. With successful performance on the AP exam, up to one semester of college credit in an English Composition class may be granted from accepting colleges. There is a reduced cost for students on free/reduced lunch. Summer work is a mandatory part of this course.

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

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

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

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

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

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

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

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

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

This class can be used as a Unified Art credit.

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

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

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

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

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

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1756
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TEAM SPORT: Will cover a Physical Education requirement and will include instruction of skills and active participation in a variety of sports and physical activities. Some of the sports and activities offered in this course will include: basketball, volleyball, pickleball, badminton, soccer, capture the flag, speedball, futsal, flag football, and a variety of other team centered games. This is a participation course that promotes respect, healthy competition, sportsmanship and cooperation. Emphasis is also placed on the physical performance of learned skills and various approaches to the game.

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

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1757
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FARM TO TABLE: OUR FOOD SYSTEMS: In this course students will integrate the sustainable agricultural practices of farmers who grow our food and the people who prepare and consume it. Students will learn about supporting local economies, promoting biodiversity, encouraging sustainable farming practices, reducing the carbon footprint, and improving food quality and nutrition. In this class, students will work directly with local agencies and farmers while learning about the food to table social movement which promotes serving locally grown food directly from its origin to consumers.

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

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

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

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

Prerequisite: Successful completion of Algebra I

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

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

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

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

Prerequisite: Successful completion of Algebra I

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

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

Prerequisite: Successful completion of Algebra II

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

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

Prerequisite: Successful completion of Algebra II

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

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

Prerequisite: Successful completion of Pre-Calculus

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

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

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

Prerequisite: Successful completion of AP Calculus AB.

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

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

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

Prerequisite: Successful completion of Algebra II

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

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

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

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

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

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

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

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

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1504
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GUITAR: This half year course is designed for all levels of abilities from beginners to advanced players. The curriculum will be designed to challenge the students at the level of ability they have at the beginning of the semester. More advanced players will serve as mentors to beginner players. Individual students will develop goals for improvement and work on repertoire that challenges their current level.

Expectations for Student Learning: Students will demonstrate creativity.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1547
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PIANO: This half-year class is designed for students who have little to no experience playing the piano or reading music. Topics covered include reading music, piano keyboard technique, scales, and basic chords that can be used for harmonization. By the end of the course students will be able to play basic melodies with simple accompaniments in several keys.

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

Expectations for Student Learning: Students will demonstrate creativity

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

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

Expectations for Student Learning: Students will demonstrate creativity.

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

Expectations for Student Learning: Students will demonstrate creativity.

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

Expectations for Student Learning: Students will demonstrate creativity.

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

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

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1544
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SCIENCE

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

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

Grade: 9	Credits: 5	Level: College Preparatory	Course#: 1202
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BIOLOGY: This course is geared towards preparing students for the Biology MCAS exam. Concepts will be introduced through lectures, discussions, activities, and will be reinforced through weekly laboratories. Topics in cellularity, biochemistry, genetics, evolution, body systems, diversity of life, and ecology are explored in the laboratory and the classroom. The same concepts taught in Honors Biology are taught in College Preparatory Biology, but in greater detail.

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

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

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

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

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

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

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

Grade: 11-12	Credits: 5	Level: Honors College Preparatory	Course#: 1261 & 1262
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ENVIRONMENTAL SCIENCE: This is a full-year laboratory course that will focus on present-day problems in the environment. The study of energy flow, population dynamics, biodiversity, air and water pollution and toxic waste is explored. An emphasis will be placed on collection field data and we will use current technologies to support and analyze the data. The same concepts taught in Honors Environmental Science are taught in Environment Science, but in greater detail.

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

Grade: 11-12	Credits: 5	Level: Honors College Preparatory	Course#: 1271 1272
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TECHNOLOGY/ENGINEERING: Students who are highly motivated, work well independently, are interested in high-tech careers and enjoy hands-on learning experiences should consider taking Technology/Engineering. This course encourages students to pursue global engineering questions and technological solutions that emphasizes research and problem solving using mathematical and scientific concepts. Students achieve a more advanced level of skill in engineering design by conceptualizing a game and building a game board. The game will be played with machines designed and built by students. The machines will be designed to apply all of the areas of study within the area of Technology Engineering. Students will learn how to solve the problem they've conceptualized by developing possible solutions, designing and building prototypes or models, and making modifications if necessary. Students will explore engineering design, construction technologies, energy and power technologies including fluid systems, thermal systems, electrical systems, and communication and manufacturing technologies. Technology Engineering is designed to fully immerse the student in higher level problem solving activities that will require detailed lab reports that will include the following: proper research citations, orthographic drawings, test and evaluation analysis and redesign of the prototype. This class can be used toward science graduation requirements.

This class can be used toward science graduation requirements.

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

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

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

Grade: 11-12	Credits: 5	Level: Advanced Placement	Course#: 1250
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AP CHEMISTRY: This AP Chemistry course is designed for students who wish to attain a depth of understanding of the fundamentals of chemistry. The course will be taught to meet the standards of the National AP Chemistry Curriculum. Topics covered will include kinetics, equilibrium, thermodynamics, and electrochemistry with a review of atomic theory, kinetic molecular theory, bonding and stoichiometry. The course places emphasis upon critical quantitative thinking and lab work. **Summer work is a mandatory part of this course.**

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

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

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

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

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

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

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

Grade: 12	Credits: 5	Level: Advanced Placement	Course#: 1260
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SCIENCE OF NATURAL DISASTERS: The ‘Science of Disasters’ course comprehensively explored the scientific foundations of a range of different extreme events. These encompassed earthquakes, hurricanes, tropical storms, flooding, tornadoes, wildfires, hazardous materials incidents, technological disasters, radiological incidents, and more. Students will gain a profound understanding of each disaster's mechanics, implications, and strategic responses.

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

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

Prerequisite: Passing grade in Biology

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

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

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

Grade: 8-9	Credits: 2.5	Level: College Preparatory	Course#: 1204
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BOTANY: This course is the scientific study of plants and their relationship to the environment. Students will investigate the growth, reproduction, anatomy, morphology, physiology, biochemistry, taxonomy, genetics, and ecology of plants. Laboratory and outdoor experiences complement classroom activities.

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

Grade: 10-12	Credits: 2.5	Level: College Preparatory	Course#: 1263
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FORENSICS: Forensic science is the application of science to law. This lab based course involves all areas of Science including: Biology, Anatomy, Chemistry, and Physics. There is an emphasis on complex reasoning and critical thinking. Topics will include: the basics of Forensic Science, crime scene analysis and reconstruction, impressions, prints (finger, lip and ear), blood splatter and typing entomology, teeth and toxicology. Due to the nature of the material, a certain level of maturity is required, as well as the ability to work in a safe manner.

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

Grade: 11-12 10th with approval	Credits: 2.5	Level: College Preparatory	Course#: 1257
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BIOTECHNOLOGY: This full year biotechnology course provides students with dynamic and engaging exploration of the cutting-edge technologies shaping our world. Focusing on the scientific innovations that impact health, medicine, and society, students will investigate critical topics such as health equity, disease treatments, and recent scientific breakthroughs. Through hands-on experiments, case studies, and project-based learning, students will develop a deep understanding of biotechnology's role in advancing healthcare and addressing global challenges.

By the end of the course, students will not only gain a solid foundation in biotechnology but also develop the critical thinking and problem solving skills necessary to contribute to the future of science and technology. This course prepares students for further study in biotechnology, medicine, and related fields, while fostering an awareness of the ethical, societal, and global implications of biotechnology advancements.

Grade: 10-12	Credits: 5	Level: College Preparatory	Course#: 1456
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SOCIAL STUDIES

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

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

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

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

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

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

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

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

Grade: 10-12	Credits: 5	Level: Honors College Preparatory	Course#: 1321 1322
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UNITED STATES HISTORY 2: In the second year of the two-year unified course, students will analyze the causes and consequences of the Great Depression with a focus on principles of economics. Students will study the goals and accomplishments of the New Deal. Students will analyze the causes and contributing factors that led America into the Modern World stage through historical events of WWII, the Cold War, Vietnam, Civil Rights through September 11, 2001. Students will understand the relationship of the United States in recent events, trends, and beliefs that shape modern America. All topics are aligned with the current Massachusetts History and Social Sciences Curriculum Frameworks.

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

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

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

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

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

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

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

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

Grade: 12	Credits: 5	Level: Advanced Placement	Course#: 1340
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AP MODERN WORLD HISTORY: In this sophomore full-year college-level course, students will explore key themes of world history, including interaction with the environment, cultures, state-building, economic systems, and social structures from approximately 1200 C.E. to the present. Students will learn to apply historical thinking skills including the ability to craft arguments from evidence; describe, analyze and evaluate events from a chronological perspective; compare and contextualize historical developments; and analyze evidence, reasoning and context to construct and understand historical interpretations. Students are required to complete an extensive summer reading assignment, read nightly, write intensively, analyze primary source documents, actively participate in class, and will take the **AP World History exam. Students should be prepared to spend at least an hour every night completing these requirements. This course will cover various topics within the Massachusetts History and Social Studies Sciences Frameworks. Students interested in taking this course should be prepared to devote a great deal of time toward achieving success. Self-motivation is essential. Summer work is a mandatory part of this course.

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

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

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

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

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

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

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

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

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1378
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MILITARY HISTORY: This course is designed to educate students about significant developments in the history of human armed conflict. Emphasis will be placed on significant battles, the evolution of weaponry and tactics, and military leadership. Students selecting this course must be willing to participate in class discussion and debate, conduct research relating to military history, and take related notes. A multiplicity of teaching strategies will be employed including lectures, text, class discussion and debate, case studies, videos, websites, guest speakers and media information.

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

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

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

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

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

Grade: 11-12	Credits: 2.5	Level: College Preparatory	Course#: 1354
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HISTORY OF HIP HOP & RAP: This half year class begins with a look at the historical roots of the genre, the cultural differences between different styles (East v West, NYC, "Gangster Rap" v Native Tongues, etc) as well as the "reasons"/inspirations behind songs, and influences on modern day. We will be looking at the music of artists such as Grandmaster Flash, Tupac Shakur, Notorious BIG, Public Enemy, Outkast, Run D.M.C, Beastie Boys, Ice Cube, Ice T, Missy Elliot, Nas, Jay-Z, Wu-Tang Clan, Eminem, Kendrick Lamar, and many more. Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1352
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MODERN HISTORY THROUGH POPULAR CULTURE: This half year class will use popular culture (music, movies, television, literature, video games) as a lens to interpret events in modern history starting in the 1970s and working our way to the present day. Expectations for Student Learning: Students will problem solve effectively and think critically.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1385
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TECHNOLOGY/ENGINEERING

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

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

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 1452
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HONORS TECHNOLOGY & ENGINEERING: This full-year Honors Level Technology & Engineering course is beneficial to any student interested in careers related to engineering, physical sciences, mechanics, transportation, technological fields, or any aspect of manufacturing. The principles of Honors Technology & Engineering review seven major topic areas: Forces, Work, Rate, Resistance, Energy, Power, and Force Transformers. In each of the seven major topic areas, students will study and gain a practical understanding of mechanical, fluid, electrical, and thermal systems as they relate to each topic area. This course has a heavy emphasis on application. Students will be engaged in creative lab activities through the course.

Grade: 10-12	Credits: 5	Level: Honors	Course#:
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MANUFACTURING TECHNOLOGY: The purpose of this class is to introduce students to theory and operations of manufacturing including manufacturing processes and equipment overview, manufacturing design, production process and flow, materials, machine operations and logistics. Students will learn concepts of production monitoring and control processes. Students will also earn their OSHA Safety Certification and other industry recognized manufacturing credentials for preparation for future employment in the manufacturing field.

Grade: 11-12	Credits: 5	Level: College Preparatory	Course#: 1437
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ROBOTICS: During this full-year course, students will engage in real-world applications of Science Technology/Engineering and Math (STEM) concepts through the use of the engineering design process. Through hands-on activities students will utilize engineering concepts including: Physics, programming, mechanical systems, and electrical & electronics systems. These concepts are delivered via a robotics platform through activities and projects using VEX Robotics hardware and easy C robotic programming software.

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

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

Prerequisite: Students will have successfully completed Robotics.

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

Grade: 10-12	Credits: 5	Level: College Preparatory	Course#: 1478
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INTRODUCTION TO WOODWORKING: This is an introductory course in woodworking technology. It includes the following: safety in the shop, drawing and planning a project. This course teaches the fundamentals of woodworking. You'll learn how to safely operate all shop machines and the proper use of hand and portable power tools. Emphasis will be placed on the designing, planning and selection phases used to construct a quality wood product. Curriculum is guided by the Massachusetts State Frameworks for Science, Engineering and Technology.

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

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

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

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

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1465
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MAKERSPACE: MakerSpace at Gardner High School is a course where students will work collaboratively with other makers, creators, and designers to foster independent and creative problem solving through an authentic preparation for the real world from simulating real-world challenges. This hands-on course allows students to be creative, innovative, independent, and technologically literate. In addition, this course utilizes materials, tools, and equipment to allow students to combine engineering principles and artistic interests to take initiative, collaboration, persistence, and resourcefulness to produce the creation of engaging products.

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

Grade: 9-12	Credits: 2.5	Level: College Preparatory	Course#: 1454
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INTRO TO AUTOMOTIVE/TRANSPORTATION TECHNOLOGY: This semester course is for students who want to learn about automotive ownership costs, how to perform routine maintenance, minor repairs and how to buy, sell, evaluate, modify, and personalize automobiles. Automotive theory, diagnosing common problems, performance, safety, pollution, insurance, hybrid designs, small engines, and societal impacts of all forms of transportation will be studied. The students will be involved in hands-on and theoretical learning.

Expectations for students learning: Students will think critically, listen actively, and utilize technology effectively.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1878 (10-12) 1877 (8-9)
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READING: This course is for selected students identified as needing additional reading support as per their IEPs. Students will receive support that will reinforce reading skills and strategies. This will be done through targeting instruction along with various engaging texts and online programs.

Grade: 8-12	Credits: 5	Level: College Preparatory	Course#: 1875
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STUDENT SUPPORT CENTER (SSC): This class is designed to offer both academic and social emotional support for students as per their IEP or for other students identified in special situations. Multiple staff (teachers, clinicians, etc) work together to offer intensive support to students on a daily basis to meet the individual needs of each student in the class.

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

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

RISE ENGLISH: This course focuses on reading and literature, language, and composition strands in ELA on entry levels. There is emphasis on reading for information, comprehension of written materials, and using information across settings. A multi-sensory approach will be taken that allows students to more fully understand the main ideas, characters, and settings of topics.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1869
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RISE MATH: This course focuses on the basic operations in mathematics and everyday applications of these skills including counting money, time concepts, and measurement, budget and calculator skills. These skills will be taught in the classroom and then utilized in community environments to best provide generalized learning.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1865
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RISE HISTORY: This modified course will have the students explore and demonstrate a general understanding of central past events and select people who have made an impact on our political, economic and/or social development in the United States. The students will use a variety of materials in this historical exploration including textbooks, reference materials, literature and multimedia.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1866
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RISE BIOLOGY: This course is intended to provide students with a better understanding of the scientific method, cell theory, characteristics and classification of living things and their relationship to the environment. The students will also have a better understanding of heredity and reproduction.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1864
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RISE/PRE-VOCATIONAL EXPERIENCES: This course is designed to provide students with work experiences starting with opportunities that are closely supervised, in-school jobs in order to build on skills that will be necessary for transitioning from high school. The focus of this course is to gain an understanding of work expectations, and to use good work habits in order to best prepare for future work experiences. The school-based work includes group projects and individual assignments including paper recycling, restocking machines and coolers, as well as school based businesses along with individual assignments.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1868
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MULTILINGUAL LEARNERS

EL ENGLISH 1: This ESL English class provides an in-depth study in vocabulary, language, grammar and literature to students who are placed into WIDA Level 1. This course will introduce the students to multiple genres of literature including novels, short stories, poetry and informational texts. Exploration of each genre's literary elements including determination of theme and intent and examination of vocabulary and semantics will be included in the course content. The writing component of the course will focus on expository, descriptive, expressive and narrative writing. Students will continue to develop their listening, reading, writing and speaking skills throughout this course.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1894
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EL ENGLISH 2: This ESL English class provides an in-depth study in vocabulary, language, grammar and literature to students who are placed into WIDA Levels 2 and 3. The genre focus in this course will be fiction, poetry, drama and non-fiction. Students will develop reading strategies that will help them make connections to the readings and understand inferences. Along with reading, the students will explore expository, narrative and descriptive writing. There will be an additional focus on grammar, including verb tenses, adjectives and adverbs, and complex compound sentences. Students will continue to develop their listening, reading, writing and speaking skills throughout this course.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1895
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EL ENGLISH 3: This ESL English class provides an in-depth study in vocabulary, language, grammar and literature to students who are placed into WIDA Levels 4 and 5. It emphasizes comprehension and critical thinking skills in the reading of texts and literature. Students will be exposed to literary techniques such as irony, symbolism and tone, through the genres of short story, nonfiction, drama and poetry. In order to develop critical thinking and analytical skills, students' writing assignments will focus on autobiographical essays, persuasive essays and literary analysis. Students will continue to develop their listening, reading, writing and speaking skills throughout the course.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1896
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EL ENGLISH 4: This course is designed for students designated as an English learner at WIDA’s English language proficiency level 4. Various instructional materials are used, as in the ELD class, yet aligned to WIDA’s Can Do Descriptors for levels 4, which highlight what ELs can do at levels 4 of language development. Students work on more complex language across all domains of listening, speaking, reading, and writing, while expanding their vocabulary to include key terms used across the content area in their mainstream classes. This course is offered as a full year course.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1898
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EL ENGLISH 5: This course is designed for students at the expanding level of English language proficiency. All four areas of second language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction. This course focuses on the explicit teaching of reading and listening strategies appropriate for students at the expanding level of English language proficiency. The course utilizes theme-based literature instruction and includes authentic texts. Focus is given to vocabulary development while facilitating reading fluency and comprehension. Students apply reading strategies to literature and other texts to increase comprehension.

Grade: 9-12	Credits: 5	Level: Unweighted	Course#: 1899
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EL STRATEGIES: This course is designed to help EL students access the core curriculum and develop study skills in order to be successful in their academic classes. Students will be taught specific skills such as organization and completing assignments, effective reading of textbooks, test taking strategies, understanding directions, outlining and note taking skills, all while working on improving their understanding and utilization of the English Language. Students will receive additional EL instruction in areas such as listening, speaking, reading, and writing when needs are identified by their EL teacher and/or general education teachers.

Expectation for Student Learning: Students will problem solve, write, and communicate effectively, think critically, and listen actively.

Grade: 9-12	Credits: 5	Level: College Preparatory	Course#: 1897
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ADDITIONAL COURSE OFFERINGS

ADVISORY: The Advisory block is designed to assist students with their academic, social and future-planning. This is done with the assistance of the Advisory Teacher and in turn, helps students make a connection with an adult in the building. The primary focus of the Advisory time is to work on the Individual Learning Plan (ILP). The ILP is a tool the student and advisor use to help the student identify academic, career and social goals for the school year. As part of their ILP, the advisor and student complete quarterly reviews of progress towards these goals.

FINANCIAL LITERACY: Using project-based instruction and real-world situations this course will give students the knowledge and general understanding of all key aspects of personal finances necessary to be successful now and throughout their adult lives. The structure of this class will reflect real-world situations as closely as possible.

Various opportunities to take this class will be made available to students to meet the graduation requirement.

Grade: 11-12	Credits: 2.5	Level: College Preparatory	Course#: 1154
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LIFE STRATEGIES: This class is designed to increase student knowledge and necessary skills for everyday living. This course will emphasize goal-setting, decision making and problem solving, effective communication, healthy lifestyles and relationships, personal safety, citizenship, and consumerism.

Grade: 8-12	Credits: 2.5	Level: College Preparatory	Course#: 1873
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AUT 110. INTRODUCTION TO AUTOMOTIVE TECHNOLOGY: Introduction to Automotive Technology examines the role and opportunities of the automotive service professional in today's automotive industry. Shop environment, tools/equipment, and personal safety are emphasized. Students will experience typical job-entry service skills and vehicle maintenance inspections. The necessary resources providing service information are examined. An introduction of vehicle operation and support systems will be presented. This course provides the background information required to continue in the automotive technology program. This is a dual credit course through Mount Wachusett Community College. This course is taught off campus. Classes will be held at the MWCC Autotech facility (42 Linus Allain Ave, Gardner). Upon successful completion of this course students will earn 5 high school credits towards graduation and 4.5 college credits towards their automotive technician certification/degree.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2451
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AUT 123. ELECTRICAL SYSTEMS I: This course covers the fundamentals of electricity and magnetism, along with exploring the relationship of volts, ohms, and amps. The course will apply these two series, parallel, and series-parallel circuits. Semiconductor components such as diodes and transistors will be explored. Students will learn to use digital volt-ohm meters and oscilloscopes. Battery design and testing will be explored along with starting and charging systems. Prerequisites: ENG 098, FYE 101, MAT 092 (or corequisite), RDG 098, or placement; AUT 110 (or corequisite). This is a dual credit course through Mount Wachusett Community College. This course is taught off campus. Classes will be held at the MWCC Autotech facility (42 Linus Allain Ave, Gardner). Upon successful completion of this course students will earn 5 high school credits towards graduation and 4.5 college credits towards their automotive technician certification/degree.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2461
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CERTIFIED NURSE ASSISTANT THEORY AND PRACTICUM (CNA CERTIFICATION): This course provides students with the theory and laboratory practice to safely care for clients in healthcare settings under the guidance and alliance with the states CNA Certification. This course provides students the opportunity to learn the nurse assistant theory and skills and provide safe, basic care to clients in long term care settings. Combined with successful completion of the theory and practicum components of the course, these students can safely care for clients in various healthcare settings. This is a dual credit course. This course may be taught on the GHS and/or MWCC campus. Successful completion on this course will earn students 5 high school credits to their diploma and 5 college credits through MWCC. Students will be eligible to take the CNA exam upon completion of this course.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2251
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MONTACHUSETT VOCATIONAL PARTNERSHIP PROGRAM (MVP): Gardner Public Schools and Monty Tech have a unique partnership program that allows our Gardner Public School students the opportunity to enroll in a vocational program during their junior and senior years. This program will run during the traditional school day. GPS students will attend their academic classes for one week on a GPS school campus, followed by a shop week on the new Monty Tech Electrical and Carpentry "MVP" campus. Students who apply and are accepted into the MVP Academy are making a two-year commitment for their junior and senior years. At the end of their high school career, students will graduate from Gardner Public Schools with a high school diploma, 900 vocational training hours, industry-recognized credentials, and co-op experience. Our goal is to provide our students with vocational training while enrolled at Gardner Public Schools to better prepare our students for careers in these vocational fields after graduation.

Interested students may apply for one of the following two programs:

- Electrical
- Carpentry
- Plumbing

Grade: 11-12	Credits: 17.5	Level: College Preparatory	Course#: 5900 & 5901
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STRATEGIES FOR SUCCESS: This course is designed to help students develop study skills crucial for success in their academic classes. Specific skills taught include; organization, completing assignments, effective reading of textbooks, test taking, following directions, outlining and note taking skills. This course will also prepare students for the English/Language Arts portion of the MCAS exam. Students will review literary and poetic terms, review grammar skills, practice reading comprehension skills, work on open response questions, and practice writing for the long composition. Students will also prepare for the Mathematics portion of the MCAS exam, receiving tutoring to reinforce algebra and geometry concepts.

Expectations for Student Learning: Students will read and write effectively.

Grade: 9-12	Credits: 2.5	Level: Unweighted	Course#: 1905
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INTERNSHIP OFFERINGS

YEARBOOK: This internship is intended to facilitate the completion of the Argus Yearbook. The goal is to gain experience in organizing and producing a yearbook as well as managing and training new staff members. The objective is to have the student experience putting together a yearbook which has real world applications in both the managerial and finance aspects. The program is graded as pass/fail and is unweighted. Acceptance is at the permission of the instructor only.

Grade: 11-12	Credits: 2.5 or 5	Level: Unweighted	Course#: 1587
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INTERNSHIP: This internship is designed as a semester or full-year elective course for juniors and seniors to assist a GHS teacher and to give students insight into the educational process. Teachers and students will establish an agreement/contract as to their responsibilities for the internship. Active participation and motivation is essential for this internship experience. The program is graded as pass/fail and is unweighted. The principal may approve students from different grades for internships.

Grade: 11-12	Credits: 2.5 or 5	Level: Unweighted	Course#: 1994
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SCHOOL TO CAREER INTERNSHIP: Students enrolled in this internship program gain first-hand experience in their chosen career field. Students are placed in various classrooms within the Gardner Public Schools, local business, industry and community-based organizations. Students participating in the internship program will continue to take classes in math, English, science, social studies and unified arts. At the work site, students recognize the applicability and importance of these academic and technical subjects. Most importantly, students will develop skills needed for lifelong learning and future success in the workplace. Students who have developed a strong career interest through participation in career awareness and planning programs, and are in good academic standing may apply for the internship. Students can earn up to 5 credits per semester depending on length of participation and must be approved by the principal. Site supervisors and students will establish an agreement/contract as to their responsibilities for the internship. The program is graded as pass/fail and is unweighted.

Grade: 11-12	Credits: 2.5 or 5	Level: Unweighted	Course#: 1998
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EARLY COLLEGE COURSES AND MOUNT WACHUSETT COMMUNITY COLLEGE INITIATIVES

In conjunction with Mount Wachusett Community College, Gardner High School will be offering college level courses to eligible juniors and seniors at no cost to the students. In addition to earning 5 high school credits for these courses, students will earn 3 college credits with passing grades. Classes are taught by both MWCC and GHS faculty and are offered at Gardner High School and/or Mount Wachusett Community College during the school day. Students may also be eligible for additional dual enrollment courses for a nominal fee during afternoon and evening hours.

Various Early College Pathways will be available for students who are interested in dual enrollment options. Besides the core courses in English, Math, Science and Social Studies, students will be offered additional courses in the Health Field, Technology, Business and Liberal Arts. A program specific to the health field funded through an HCOP grant (Health Career Opportunity Program) will offer classes for students interested in pursuing a career in an allied health related field.

With the exception of Math 096, college credits earned are transferable to those attending Mount Wachusett Community College or any state university. Private colleges may also accept these transfer credits at their discretion.

Students will need to place into dual enrollment courses by earning passing scores on the Accuplacer exam or through other agreed upon entrance criteria. The courses being offered will run based on student enrollment and may include:

EARLY COLLEGE DISTINCTION AWARD

In order to recognize our students who have participated in our Early College Program and who have challenged themselves with taking multiple college level courses during their junior and/or senior years, we have created the **Early College Distinction Award**. To be awarded this distinction at graduation, students must meet the following criteria:

- Receive passing grades and earn a minimum of 12 college credits, the equivalent of five college classes.
- Maintain good attendance; display good behavior; and present integrity and good citizenship when representing Gardner High School in the community (This will be reviewed by administration and guidance prior to receiving this award.)

ENG 101. COLLEGE WRITING I. 3 Credits. Students will develop college-level English writing skills with an emphasis on the writing process, an awareness of purpose and audience, and an understanding of grammar, punctuation, and sentence structure. Reading selections will foster improved writing skills and critical and analytical thinking. By semester's end, students will have produced at least four essays totaling 12-15 pages of original, polished prose, as well as additional writing in varied forms, such as journals, free-writes, peer review, reading responses, and rough drafts. Students are required to successfully complete the MWCC Library Research Skills MOOC and will write at least one paper that incorporates outside source material. Working with an instruction librarian on the research project is encouraged.

Prerequisites: ENG 098, RDG 098, FYE 101, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2010
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ENG 102. COLLEGE WRITING II. 3 Credits. Writing about literary works will improve student writing, revision, critical thinking, and reading skills. The readings will be selected from a range of texts including fiction, non-fiction, poetry and drama. Evaluation and analysis will be accomplished through a variety of writing assignments, for example, discussion board posts, in-class writing, journals, free-writing, essay exams, and rough drafts of formal essays. By semester's end, students will have produced several pieces of writing totaling 12-15 pages of original, polished prose. At least one of the essays will incorporate library research that is cited and documented appropriately.

Prerequisite: ENG 101

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2039
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MAT 096. INTERMEDIATE ALGEBRA. 4 Credits. This course completes the developmental math curriculum and prepares students for the credit-bearing course Introduction to Functions & Modeling. Topics include: linear equations and inequalities, graphing equations, polynomials and exponents, factoring polynomials and solving equations, rational expressions, radical expressions, quadratic equations and introduction to functions. Institutional credit only. Courses that earn institutional credit do not apply towards graduation. **A GRADE OF "C" OR HIGHER IS REQUIRED FOR ADVANCEMENT TO NEXT COURSE.**

Prerequisites: MAT 092 or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2012
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MAT 143. STATISTICS. 3 Credits. This course presents students with an understanding of elementary statistics by familiarizing them with basic concepts of measures of central tendency and variability, regression and correlation, probability, discrete and continuous random variables, the Central Limit Theorem, confidence intervals, and hypothesis testing. A calculator is required. MAT 093 is required for students taking this course who tested into and successfully completed MAT 092 with a grade of C or better.

Prerequisites: MAT 092 or placement; MAT 093 corequisite for students who tested into MAT 092 and successfully complete this course with a C or better.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2023
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BIO 109. BIOLOGY I. 4 Credits. Biology, as a science, represents a way of interacting with the world in a rational manner. The nature of science, cellular structure and function, the molecules of life, the acquisition and use of energy by living organisms, the code of heredity, principles of genetics, and genetic recombination will be considered in this course. Lab sessions will be hands-on experiences revolving around and applying the topics listed in the lab section of the syllabus.

Prerequisites: ENG 098, FYE 101, MAT 092, RDG 098, or placement.

Students may be required to take this course at the college campus due to the lab.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2014
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BIO 113. LIFE SCIENCE FOR ALLIED HEALTH (FORMERLY BIO 099). 3 Credits. This course is designed to prepare students to succeed in Anatomy & Physiology I and II. Students build a foundation of biology concepts related to chemicals critical to life, cellular structure and function with emphasis on cellular transport, energy production and molecular genetics. Instruction will actively engage students in their learning and student success skills are integrated with the scientific body of knowledge as students prepare to enter various allied health programs. **A GRADE OF 'C+' OR HIGHER IS REQUIRED FOR ADVANCEMENT TO NEXT COURSE.**

Prerequisites: ENG 098, MAT 092 (or corequisite), RDG 098 or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 209
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PSY 110. HUMAN GROWTH AND DEVELOPMENT: 3 Credits. This course focuses on lifespan development through an examination of the biological, cognitive, and social domains and their interdependence. Students will study developmental changes from conception to late adulthood and will gain an understanding of how current research theories of human development translate into practice..

Prerequisite: PSY 105

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2057
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MGT 210. PRINCIPLES OF MANAGEMENT: 3 Credits. This course is a survey of traditional and contemporary principles of management and of the application of behavioral science and quantitative concepts to the solution of actual business organization problems. It is an introductory course dealing with the structure of business, its environment, and its relationship to society, and the individual members of the class. It examines the operation of business, how a firm's structure and management are determined, the methods by which companies produce products and services, the way they manage human and physical resources, market their goods and services, finance operations, and the techniques they use to control operations and meet their responsibilities.

Prerequisites: ENG 098, FYE 101, MAT 092, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2016
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CPT 110. CAREER RESEARCH, DEVELOPMENT AND PORTFOLIO DESIGN. 3 Credits. This course is designed to introduce career planning as a lifelong process of incorporating an individual's multi-faceted roles within an ever-changing society. Issues of personal growth and development, work/family linkages, gender roles, diversity, empowerment, and transitions will be explored as a foundation for career development. Opportunities will be provided to explore and identify individual interests, attitudes, values, and skills. Students will investigate various occupational requirements and work environments with the purpose of formulating an integrated career/life plan. Participants will be assisted in developing the necessary skills to conduct a successful job search campaign. Topics to be addressed include focused and realistic career objectives, job market strategies, career networking, interviewing, resume writing, cover letters, and professional communication competencies. Students will complete their personal portfolios as well as a presentation portfolio.

Prerequisites: ENG 098, FYE 101, RDG 098, or placement, or permission of division dean.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 718
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HIS 202. HISTORY OF UNITED STATES II. 3 Credits. This course will begin with the Reconstruction and will examine the social, economic, and political issues of the late nineteenth century as the country moved from an agrarian society to an industrialized nation, the emergence of the United States as a world power with World War I, the effects of the Great Depression on society and government, World War II, the Korean War, the Cold War, the Civil Rights Movement, Vietnam, Women's Rights, the War on Terror, and the challenges that America faces as it moves into a new century.

Prerequisites: ENG 098, FYE 101, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2018
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PSY 105. INTRODUCTION TO PSYCHOLOGY. 3 Credits. Students are introduced to the basic concepts and methods of psychology. Course content surveys scientific methods, the brain and nervous system, sensation and perception, consciousness, learning and memory, personality, psychological disorders, and treatment.

Prerequisites: ENG 098, FYE 101, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2021
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POL 211. INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS: 3 Credits. This course examines the structure of the national government including the major political institutions of the Presidency, the Congress and the Judiciary. Theory and function of the interaction between these institutions and their constitutional origins and scope will be analyzed. This course will examine the jurisdiction and interplay of both the Federal and State governmental authority under our American system of Federalism. The political process, elections and political party involvement in the function and form of our constitutional government on the federal, state and local level will be examined.

Prerequisites: ENG 098, FYE 101, RDG 098, or placement

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2055
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SOC 103. INTRODUCTION TO SOCIOLOGY. 3 Credits. Students are introduced to the scientific study of society through basic sociological concepts. Concepts covered will include culture, socialization, social statuses and roles, social inequalities (race, class, gender and age), social institutions (such as family, education, religion, economy, government, politics, media and health), deviance, and social change. In order to create global awareness, students will develop critical thinking skills by making connections between their own lives and the broader social community. Students will be introduced to theoretical perspectives of sociology and use these theories to examine the various topics. Students will also examine and explain systems of stratification; and critically apply the concepts discussed to issues in their lives and the world.

Prerequisites: ENG 098, FYE 101, RDG 098

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2063
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CAD 101. INTRODUCTION TO CAD. 3 Credits. This course is an introduction to computer assisted design (CAD) and learning to navigate both 2D and 3D design environments, using the application tools and features. The 2D basics will include menus, tabs, toolbars, drop-down lists, the command line, drawing space, layers, line types, and hatching; as well as creating, saving and opening files. Students will draw multiple views, isometrics, sections and auxiliary views of objects, including dimensions. The 3D basics will include menus, toolbars, drop-down menus, features, command manager, feature manager and drawing space. Students will create parts by drawing sketches and adding features. The parts will be combined to form an assembly and 2D drawings will be generated from the parts. Students will also learn to edit sketches and features, as well as add relations to their designs. The 2D CAD application introduced will be AutoCAD or DraftSight (an AutoCAD clone). The 3D CAD application introduced will be Solid Works, Inventor, Creo Parametric or NX. Since all of the 3D CAD applications function in similar ways, the knowledge of one can be extended to the others. Similarly, the knowledge of a 2D CAD application can be extended to another. This course is a fundamentals approach and requires no experience with other CAD programs.

Prerequisites: ENG 098, FYE 101, MAT 092, RDG 098, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2032
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CIS 128. INTRODUCTION TO INFORMATION SYSTEMS (COMPUTER INFORMATION SYSTEMS). 3 Credits. This course provides a broad overview of information systems and their components. Students will learn the basic concepts of systems, business and web services software, networks, data storage and management, information and systems security and the development of information systems. Word processing, spreadsheet and database applications are utilized throughout the course to apply concepts to real-world examples. Electronic communication, presentation, and collaboration applications are also utilized to develop essential computing skills.

Prerequisite: ENG 098, RDG 098, FYE 101, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 922
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ACC 101. PRINCIPLES OF ACCOUNTING I. 3 Credits. This course covers the basic accounting principles necessary for an intelligent understanding of the books and records used in business: debits and credits; opening and closing books; classification and analysis of accounts; controlling accounts; trial balance; working papers; and the preparation of financial statements.

Prerequisites: FYE 101, MAT 092, RDG 098, ENG 098 or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2026
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ECO 101. MACROECONOMICS. 3 Credits. This course covers macroeconomic analysis of prevailing patterns of economic institutions, banking systems, monetary and fiscal policies, public debt, and supply and demand. This course may be used as a business or social science elective.

Prerequisites: ENG 101 (or corequisite), MAT 092, or placement.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2042
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FYE 101. First Year Seminar. 3: First Year Seminar teaches students how to learn. In this interactive college-level course, students will receive critical information to ease the challenging process of transitioning to college. The course covers three phases of study. First, students will develop mastery of a variety of topics critical to student success: time management, goal setting, learning styles, campus resources and policies, motivation, reading strategies, and test taking. Next, students will continue to develop their understanding of self as a college student, by honing their critical thinking skills in the context of course lessons on motivation, leadership, co-curricular involvement, and current events. Finally, students will have completed at least two graded writing assignments, read at least one college textbook and multiple supplemental readings on college success strategies, and will additionally complete an end-of-course evaluation (final portfolio, project, or exam) which demonstrates their understanding of course concepts.

Grade: 11-12	Credits: 5	Level: Honors	Course#: 2005
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COLLEGE AND CAREER READINESS SEMINAR: COLLEGE AND CAREER READINESS SEMINAR: This course will challenge students to explore, develop, and take steps toward their own postsecondary plans. CCR offers freshmen the opportunity to explore their strengths, abilities, and interests in relation to possible career and college choices. Exploration will include interest inventories, self-exploration assignments, occupational research, exploration of labor market trends, speakers, and opportunities for visits to both employers and colleges. In this course, students will start their My College & Career Plan and focus on collaborative projects focused on solving real-world problems and developing skills needed for academic and career success.

Grade: 9	Credits: 5	Level: Honors	Course#: 1913
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ALTERNATIVE COURSE OFFERINGS
(with prior written approval of administration)

MAKE UP CREDIT/SUMMER SCHOOL

In order to receive full credit for courses taken elsewhere as a result of failing a regular Gardner High School course, the student must satisfy the following criteria:

In order to participate in a summer school program the student must have achieved a final grade of at least 50% in the failed course or the principal's discretion. Students earning a 60 or above in a makeup/summer school course will earn a "P" for the course. The course must be submitted for approval to the principal prior to registering.

CREDIT RECOVERY

Credit Recovery Courses are designed to provide students who had previously lost partial or all credit, due to varying issues. Students will regain that credit through satisfactorily completing coursework including readings, discussions, and comprehension of main concepts, writings, study guides, and quizzes. Students will perform tasks and learn on their own time at their own pace. Students will be required to periodically meet with teachers to discuss goals and objectives as well as progress. Subjects offered vary, but include English, Social Studies, Science, and Math.

Expectations for student learning: Students will think critically, read, write, and communicate effectively, demonstrate creativity, utilize technology effectively, and problem solve effectively.

OUTSIDE COURSES

Courses for make-up credit may be taken, but the cost is the student's responsibility. Outside courses must be pre-approved by the student's guidance counselor, and principal. It is the student's responsibility to make sure their official grades are forwarded to the Gardner High School Guidance Office.

GARDNER ACADEMY FOR LEARNING AND TECHNOLOGY (GALT)

With purpose and direction, the GALT Program is available for students faced by challenges within traditional academic and curriculum programming. The GALT School is committed to promoting both academic and personal growth for students to prepare them for post-secondary endeavors, or the eventual reintegration into traditional educational settings. The ultimate mission of the program is to enhance the learning abilities of each student and bring them to a point of realization relevant to those abilities.

The Gardner Public School's GALT Program supports students in recognizing their strengths through individualized programming while providing the opportunity to participate in an alternative education setting.

ONLINE COURSES: Gardner High School offers online programming to meet a variety of needs for our students. Classes are offered in a variety of subjects and levels. All online classes are provided through an online platform and have no live instruction. Classes are offered As such, this type of class is only recommended for students who can work independently and have self motivation and organizational skills. Parents and students can reach out to their School Counselor for more information. The Principal makes the final decision on whether online classes are appropriate for the student.

GENERAL INFORMATION

LEGAL ASSISTANCE

Chapter 622 of the Acts of 1971 guarantees access to all public schools and public school programs, courses, advantages, and privileges without regard to race, color, sex, religion, or national origin.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 PUBLIC LAW 92-318

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving federal financial assistance”.

PARENT-TEACHER COOPERATION

The school wishes to offer the richest possible educational experience for each student. This cannot occur without full communication between parents and the school. Parents are urged to maintain close contact with teachers, counselors, and administration. This process begins with careful review of the courses available to the student each year, and signature approval by parents on the course selection sheet in this booklet. The e-mail addresses for teachers are available by visiting the www.gardnerk12.org website. Parents are encouraged to contact teachers directly with concerns about their child’s academic progress and use Plus Portal to check student’s grades weekly.

ONLINE GRADES AND ATTENDANCE

Parents and students should access student grades online. PowerSchool allows individuals to see current information regarding a student’s grades (homework, quizzes, classwork, and exams), attendance, and assignments. In addition, it allows teachers to post questions for online discussions. Please email our guidance secretary for your login information.

REPORT CARDS

Report cards are issued four (4) times per year; approximate time - every ten weeks (November, January, April and June). Report cards are distributed through the student’s homeroom. If you do not receive a report card from your child within two weeks after the marking period ends, please contact the school.

INCOMPLETES

The student must make up all incomplete grades on a report card, and grades submitted by their teacher within ten (10) school days from the day report cards are issued. The principal must approve any exceptions to this time limit in advance.

PROGRESS REPORTS

Progress Reports are given to the student midway through each term to indicate the present status of a student’s work. Progress reports are another way of communicating between parents and teachers, in order to assist the student in improving his/her performance. With close cooperation between parents and the school, the number of unsatisfactory grades can be considerably reduced. **A passing grade on a progress report does not necessarily assure a passing grade at term’s end.** Please contact the teacher if you have any questions.

TRANSFERRING FROM GHS

In the event a student transfers to another school, students will be provided with updated earned marks from their current courses. Partial credit is not awarded upon transferring. Credit is awarded at the completion of the course or at the end of the semester.

Updates/Changes to 2025-2026 GHS Program of Studies:

- Cover- Updated school year to 2025-2026
- Pg. 2- updated table of content page #s
- PG 12 add more information under college and career readiness (especially grade 12)
- Pg. 13 Changed title from Programs to Support Programs
- PG 18-Grad requirements removed community service
- PG 18 changed the language about MCAS- waiting for update
- PG 18 took out unified arts section
- Pate 18 took out “unified arts”, “starting with the class of 2025”, “starting with the class of 2024” and “unified arts include ...” and “state requires 4th year component”
- PG 20 changed second sentence: Physical Education 8 to a Fitness class
- Removed pg 22/23- Mass state university system requirements
- Pg. 27 Removed Mr. Bartkus’ name on FSU courses
- PG 30 Principles of Management course removed
- PG 30 Moved Financial Lit to additional offerings page 57
- PG 32 Removed Personal Fitness
- PG 32 Added Farm to Table: Our Food Systems under Wellness
- PG 34 underlined wellness
- PG 35 determine if we are going to offer personal fitness
- PG 39 added the course number for life science
- PG 43 removed MCAS Bio course
- PG 46 Added Biotechnology course
- PG. 47 Added Modern History through Popular Culture course under Social Studies
- Removed blurbs at the beginning of each department
- PG 52 remove CAD course
- PG. 53 added Intro to Automotive/Transportation Technology course to Tech and Engineering
- PG. 53 added Honors Technology and Engineering course to Tech and Engineering
- Pg. 54 World language-take out the language around native speakers for French 1 & 2, and Spanish 1 & 2
- PG 57 changed Reading Strategies to Reading 5 credit added a new description
- PG 62 removed independent study
- Pg 63 added plumbing to MVP offerings added course #s
- PG 71 move Strategies for Success to Additional course offerings page
- PG 72 removed Prospects Program blurb
- Moved History of Hip Hop and Rap under Social Studies
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Gardner Middle School School Improvement Plan 2024-2027

Mission

Our mission is to provide every student with equitable access to quality education in a safe, respectful, and inclusive environment. We strive to recognize and nurture each student’s unique talents, equip them with the skills and knowledge to achieve their goals, and challenge them with rigorous, supportive instruction that fosters success.

Core Values

At Gardner Middle School, we are:

Safe

Responsible

Respectful

Kind

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 have a culture of dignity and inclusion for all;
AND we hold high expectations that are aligned with grade level district and state standards & objectives for the social/emotional, mental health, and academic outcomes for our students;
AND we collect, analyze, and respond to relevant data for all students individually and collectively, providing tiered supports based on that data;
AND we provide teachers with adequate time, training, support, leadership, and resources focused on equity;
AND we work in collaboration with families and community partners to engage in shared decision making for effective educational programming;
THEN All students will achieve academic success and career readiness; and will develop the social emotional wellness required to thrive as contributing members of their community and workplace.

2024-2025 District Priority

Grades K-7 will implement inclusive Tier 1 lessons using HQIM with fidelity and integrity to ensure Students with Disabilities have access to grade-level instruction and collaborative, active engagement with their peers.

Strategic Objectives

Academic:	Behavioral:	Social Emotional Learning:	Collaboration with Families and Community Partners:
Implement High-Quality Instructional Materials (HQIM) across core content areas to enhance student engagement, equitable access, and academic achievement for all students:	Create and implement clear expectations and strategies across all grades and disciplines utilizing data to inform behavioral supports and interventions while supporting equity:	Utilize data to inform social emotional interventions and provide tiered supports to all students while supporting equity:	Collaborate with families and community partners to engage in shared decision-making for effective educational programming while supporting equity:

Action Steps

Identify HQIM for all core content areas.	Provide comprehensive professional development for staff based on MTSS tiered approach	Provide comprehensive professional development for staff based on MTSS tiered approach	Produce and administer student, staff and parent feedback surveys
Provide comprehensive professional development for staff to ensure HQIM is implemented with fidelity.	Monitor all data and through our MTSS system to incorporate	Monitor social-emotional data and through an MTSS approach incorporate appropriate interventions	Regularly utilize Gardner Middle School website page, digital newsletters and social media to share

	appropriate interventions accordingly	accordingly	information, activities and achievements
Develop and incorporate rigorous and challenging learning activities and instructional strategies that support academic growth of all students.	Monitor referral data through our MTSS system to create and maintain a restorative approach to behavioral interventions and discipline.	Review and analyze our SEL curriculum and Advisory schedule to ensure we are addressing students' social emotional needs.	Establish and maintain a Principal Advisory Group for students to voice concern and provide feedback.
Monitor academic data that will drive future instruction, assessments (formative and summative) and interventions		Plan and implement tiered small group learning supports based on data analysis	Maintain School Council meetings and voice for parent/community concerns and feedback
Utilize teacher observation and evaluation system as well as the rigor rubric and other district fidelity check tools for analysis and sharing to improve instructional outcomes.			Expand community partnerships

Outcomes

- 1) Teachers in core academic classes will incorporate HQIM, aligned with grade level state standards with 80% fidelity.
- 2) Teachers in classrooms will incorporate Tier 1 academic, behavioral and social-emotional interventions with 80% fidelity.
- 3) Reduce the gap with SWD and all students for MCAS by 5% each year.
- 4) GMS will eliminate discipline and attendance disparities for all subgroups
- 5) GMS will decrease office referrals (majors) by 5% each year.
- 6) Meet state accountability targets for chronic absenteeism each year.
- 7) Parents and students will rate school relationships as at least 90% satisfactory

Implementation Timeline

Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
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1) Admin will create and implement a more robust and organized Common Planning Time schedule for teachers	Administration Building Leadership Team Faculty	Schedule	June 2025	
2) Use of common planning time (CPT) in ELA, Math, Science and Social Studies to create rigorous lessons based on HQIM with a focus on evidence based instructional practices	Administration Building Leadership Team Faculty	CPT Agendas Lesson Plan Templates Fidelity Checklists	Weekly Ongoing	
3) Regular monitoring of formative assessment data (ongoing checks for understanding) and summative assessment data (interim assessments, STAR, MCAS) to identify student needs and teacher strategies necessary for addressing identified deficiencies	Administration Building Leadership Team Faculty	Formative Assessment Data Collection Tool MCAS Data STAR Data	Weekly Ongoing	
4) Regular professional development for faculty on MTSS to better understand and address academic, behavioral and social-emotional needs of our students	Administration MTSS Teams	MTSS Data Collection Tools (academic, SEL, behavioral data)	Yearly Ongoing	
5) Use of observation/evaluation data to reinforce best teaching practices focusing on academic, behavioral and social-emotional needs of students	Administration	Observation/ Feedback Teachpoint Rigor Rubric	Yearly Ongoing	
6) Ongoing professional development on empathetic personal interactions with students and a restorative practice approach to discipline	Administration	Discipline Data Observation/ Feedback	Yearly Ongoing	
7) Regular monitoring of student discipline and attendance data and continued identification of tiered interventions	Administration Tier 1, 2 & 3 Teams	Discipline & Attendance Data MTSS Data	Quarterly Ongoing	
8) Regular monitoring of social-emotional data to identify needs which will drive interventions and future program development	Administration Tier 1, 2 & 3 Teams	MTSS SEL Data	Quarterly Ongoing	
9) School Council meetings to share information and receive parent input into	Administration School Council	Monthly Agenda &	Monthly Ongoing	

decision-making regarding school activities, policies and programs; supplemented by the annual Climate & Culture Survey		Meeting Notes Climate & Culture Survey		
10) Principal Advisory Group meetings to share information and receive student input into decision-making regarding school activities and school culture	Administration	Monthly Agenda & Meeting Notes Climate & Culture Survey	Monthly Ongoing	
11) Use scheduled advisory time for social-emotional programming and academic interventions	Administration Building Leadership Team Mental Health Team	MTSS Data Collection Tools (academic, SEL, behavioral)	Weekly Ongoing	
12) Regularly use social media platforms, emails, one call system and School Newsletter	Administration	Facebook PlusPortals Newsletters	Weekly Ongoing	



Gardner Elementary School - G.E.S. - Improvement Plan - 2024-2027

Mission

Gardner Elementary School will work side by side with our families to prepare students for their future social, emotional, and academic success. This will be done in a safe, enjoyable, caring, just, and equitable environment.

Core Values

Safe, Respectful, Responsible, and Kind

Vision

At Gardner Elementary School, we are committed to being a place where all community members experience joy, achievement, and care.

- Experiencing JOY:
 - Students look forward to attending school and joyfully come home every day with knowledge to share, skills to demonstrate, and a smile on their face!
 - Staff derive joy from the incredibly important and rewarding work they do every day.
 - Families should be filled with confidence that their child will have a positive school experience.
- Experiencing ACHIEVEMENT:
 - Socially, Emotionally, and Behaviorally (S.E.B.) -
 - Learning and practicing what it means to be a safe, respectful, responsible, and kind Gardner Elementary School citizen - these four words make up our school mantra. We teach and live these values daily.
 - Students will be cooperative, resourceful, growth-oriented, and skilled at regulating themselves when inevitable struggles arise.
 - Academically:
 - All students will attain skills and knowledge necessary to succeed not only on the major assessments and in the next grade-level, but in future life occupations.
 - Students will be curious, resourceful, cooperative, and critical thinkers.
- Experiencing CARE:
 - Students should be filled with a sense of belonging and pride in their school. Go GES Wildcats!
 - Positive relationships between the staff, students, and families will be formed and cultivated.
 - Students should feel that adults and peers care about them.
 - Families should feel that staff care about them.



Gardner Elementary School - G.E.S. - Improvement Plan - 2024-2027

Theory of Action

If we:

- Focus on **equity** as a driving force at our school - the idea that every student has a different level of need - and work to address these varying level of needs **through**
- a **Multi-Tiered System of Support (M.T.S.S.)** which creates a system to support common, rigorous, standards-based, high quality instruction - both SEB and academic - for all students (Tier 1) and implements additional interventions and supports for those who require more support (Tier 2 & 3) **and**
- Continually and proactively evaluate **data** to inform, and adjust these tiered academic, social, behavioral and emotional MTSS processes and interventions **and**
- Work in **collaboration with families and community partners** to engage in shared decision making for effective educational programming, **then**

All students will have equitable access and opportunities to achieve at their highest level, and become lifelong, collaborative, problem seekers and solvers who positively contribute to their future schools, the workforce, and their community.

2024-2025 School (and District) Priority

Grades K-4 will implement inclusive Tier 1 lessons using High Quality Instructional Materials (HQIM) with fidelity and integrity to ensure students with disabilities have access to grade-level instruction and collaborative, active engagement with their peers.

Strategic Objectives

<p>1. Utilizing an equity lens, create a school where all members experience JOY and CARE by implementing Multi-Tiered Systems of Support (M.T.S.S.) for social and emotional learning (S.E.L.) success.</p>	<p>2. Utilizing an equity lens, create a school where all students experience ACADEMIC ACHIEVEMENT by implementing A Multi-Tiered Systems of Support (M.T.S.S.) to enable common, high quality, curriculum and instruction.</p>	<p>3. Utilize academic and social/emotional data to inform MTSS processes and tiered interventions.</p>	<p>4. <u>Collaborate with families, students, and community partners</u> to engage in shared decision-making for effective educational programming and to create an environment where families and their students feel a part of our positive, CARING, and <u>JOYFUL school community.</u></p>
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Gardner Elementary School - G.E.S. - Improvement Plan - 2024-2027

Action Steps			
<ul style="list-style-type: none"> A. Implement the Tier I S.E.L. curricula for all students with fidelity B. Create fidelity monitoring systems around Tier I progress and use of High Quality Instructional Materials (HQIM) for S.E.L. C. Create Fidelity monitoring systems for each schools' Tier 2 and Tier 3 systems for SEL interventions and supports D. Align and implement SST process with more fidelity E. Monitor effectiveness of tier 1, 2, 	<ul style="list-style-type: none"> A. Create a common process for effective implementation of academic M.T.S.S. systems, particularly around foundational literacy B. Create and implement a process for monitoring and improving the fidelity of our Tier I instructional planning, practice and use of High Quality Instructional Materials (HQIM) C. Provide professional development to deepen practices and implement HQIM with fidelity D. Create systems and interventions for students not achieving academically (Tier 2 and 3 interventions and practices) E. Create Fidelity monitoring systems for each schools' Tier 2 and Tier 3 	<ul style="list-style-type: none"> A. Align and identify the school's criteria to determine progress and success towards meeting Strategic objectives 1 and 2 B. Identify which assessments and data will be used to monitor how well the school is progressing towards meeting criteria for S.E.L. and academic improvement C. Create a common process/system for collecting, analyzing, and proactively responding to the data D. Utilize observation and assessment data to determine fidelity and effectiveness of tier I S.E.L. and 	<ul style="list-style-type: none"> A. Build on the efforts of the Family and Community Engagement Committee in prior years to create events that bring joy and a sense of belonging to the school, while also incorporating opportunities for family and school academic connection and improvement B. Increase the School Council's membership to include parents/guardians as well as community members and business leaders C. Continually assess and improve communication and transparency through social



Gardner Elementary School - G.E.S. - Improvement Plan - 2024-2027

<p>and 3 practices and continually adjust accordingly to enable S.E.L. achievement (See Strategic Objective #3)</p>	<p>interventions and supports</p>	<p>Academic practices</p> <ul style="list-style-type: none"> E. Utilize data to determine which students might need additional interventions (Tier 2 and 3) F. Continually monitor the effectiveness of the Tier 1, 2, and 3 systems, curriculum, practices, and interventions, and adjust when necessary utilizing the cycle and processes alluded to in strategic objectives 1 and 2. G. Create systems to better analyze attendance data and make strategic improvements in this area 	<p>media, web-sites, newsletters, meetings, and other outlets</p> <ul style="list-style-type: none"> D. Create partnerships with community organizations and businesses E. Increase participation of student, staff and family feedback F. Continue to focus on identifying, assessing, and implementing approaches to help families help their students achieve academically, socially, and behaviorally.
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Outcomes - by 2027
<ul style="list-style-type: none"> 1. Academic MTSS Tiers 1, 2, 3 will be developed and Tiers 1 & 2 will be implemented <ul style="list-style-type: none"> a. Establish an MTSS Academic Team with a regular meeting schedule, purpose, self assessment, agreement on school data sources/points, a progress monitoring schedule and written action plan. b. Identify and develop fidelity measures for building level Tiers 1 & 2 teaming, instructional practices, data and systems with 70% fidelity across all buildings



Gardner Elementary School - G.E.S. - Improvement Plan - 2024-2027

- c. Establish a fidelity measure and monitoring schedule for Grades K-4 implementation of inclusive Tiers 1 & 2 lessons using HQIM with fidelity and integrity to ensure Students with Disabilities have access to grade-level instruction and collaborative, active engagement with their peers with 70% fidelity across all buildings
- d. Students with Disabilities (SWD) for MCAS growth targets will be met
- e. 10% increase of SWD meeting or exceeding MCAS
- f. 85% of students will read at or near grade-level (i.e. yellow or above on DIBELS assessment)
- g. Number of students meeting or exceeding on MCAS will grow by 15%
- 2. MTSS SEL Tier 1
 - a. 80% of building classrooms will meet classroom support system high leverage practices goal of 80% engaged and on task.
 - b. 90% of students will say they enjoy coming to school (end of year survey)
 - c. 100% of students will say that at least 3 adults in the building care about them.
- 3. Close equity gaps, specifically:
 - a. Gap between SWD and all students for MCAS will be reduced by 5% each year or 15% by 2027
 - b. Chronic absenteeism rate for SWDs and MLL will be no higher than annual state accountability targets for elementary schools
 - c. GES office referrals (major) will decrease by 5% each year or 15% by 2027
 - d. Reduce suspensions, restraints, and time-out usage for SWD by 25% by 2027
- 4. Improve School Climate and Partnerships
 - a. Increased participation on Climate Survey by 25% by the end of 2027
 - b. Increased total and sub scores on Climate Survey at or above comparison age national averages
 - c. Parent and Staff attendance average will increase by 25% at school wide events from 2024-25 SY baseline attendance as compared to 2026-2027 SY average attendance.

Implementation Timeline					
	Activity/Outcome	Person(s) Responsible	Measurement Tool(s)	Date to be Completed	Status
1	Establish clear expectations for tier 1 academic systems/structures/ practices	Building academic MTSS Team	Expectations/ Implementation Manuals/Tools	Fall 2024	
2	Establish and implement a structured Common Planning Time (CPT) to plan high level student tasks and evidence-based instructional practices for all learners	MTSS District and Building Teams/BLT	Fidelity Check Protocols and Checklist Tools	Fall 2024	



Gardner Elementary School - G.E.S. - Improvement Plan - 2024-2027

3	Establish and implement a structured system for observing/monitoring CPT meetings and classroom instruction	MTSS District and Building Teams/BLT	Fidelity Check Protocols and Checklist Tools	Fall 2024	
4	Establish and implement a structured system for feedback and follow-up of CPT meetings and classroom instruction	MTSS District and Building Teams/Admin Teams	Ed Eval Observation/ Feedback Tools	Fall 2024	
5	Support use of data dashboard of district-level/grade level student academic/SEL achievement/growth and social/emotional/behavioral wellness for improved analysis and decision-making. Create & implement a structure for analyzing data to create targeted, specific instructional strategies for struggling learners	MTSS Academic and SEL Teams/BLT/Admin	Learning Walk/ Observation Data (Rigor Rubric), DIBELS (foundational reading assessment), Star Assessments (Math and ELA), MCAS Open Architects Powerschool	Fall 2024	
6	Create strategies to encourage parent participation on PTO, Surveys, and Parent input Council (a.k.a. School Council)	Admin/BLT	Attendance Logs; Newsletter Views; Survey participation and results	Spring 2025	
7	Fully implement MTSS Tier 1 academic systems/practices/supports using HQIM with regard to reading, with fidelity.	MTSS Academic District and Building Teams	Learning Walk/Observation Data/Fidelity Check Data	Spring 2025	
8	Identify and align standards-based lessons for ALL ELA and Math curricula and ensure these lessons are common and quality (Standards-aligned, rigorous and engaging student task through discourse and students bearing most of the cognitive load, assessed, and inclusive)	Teachers/BLT	Learning Walk/ Observation Data (Rigor Rubric), DIBELS (foundational reading assessment), Linkit Benchmark Assessments (Math and ELA), MCAS	Spring 2025	
9	Assess academic/SEL achievement and growth by grade level and by subgroups at least 3 times per year for adjustment of supports/practices	MTSS Teams/Admin/BLT	STAR, DIBELS, SWIS, BESS, District Data SEL Tool/Open Architects Dashboard	June 2025	In Process



Gardner Elementary School - G.E.S. - Improvement Plan - 2024-2027

10	Facilitate building leadership teams (BLTs) to provide systems, support and training for effective facilitation of CPTs; and to identify/plan PD for building staff with a focus on SWDs and MLs	MTSS Teams/Admin/BLT	Tiered Fidelity Inventory (TFI)/Office Discipline Referral data/Paths and RTI assessments/Learning Walk/ Observation Data (Rigor Rubric), DIBELS (foundational reading assessment), Linkit Benchmark Assessments (Math and ELA), MCAS	June 2025	In Process
11	Establish and implement a structured system for data-informed PD to improve facilitation of CPT meetings and implementation of evidence-based classroom instructional practices focused on SWDs and MLs	MTSS District and Building Admin/BLT/ Tiered Teams	Fidelity Check Data of CPTs and Tier 1 HQIM Instruction/Learning Walk Data	June 2025	In Process
12	Measure fidelity of current practices, increase alternatives, and training to reduce suspension rates	Building Admin Teams/District Team	Bi-Annual District Data Review of SDR	June 2025	
13	Progress Monitor fidelity and accountability measures of CSS practice to ensure system in place	District MTSS SEL/Building MTSS SEL	Existing spreadsheet	June 2025	
14	District wide CPT practices incorporate high leverage accommodations for SWD and MLs using tools from HQIM and professional development	Special Education Administrators/ Principals/ML Admin/BLT Teams	Learning Walk Data/Fidelity tool	June 2025	
15	Establish clear expectations for Tier 2 academic assessment & data and instructional systems/structures/ practices	MTSS District and Building Tier 2 Teams	Expectations/ Implementation Manuals/Tools	June 2026	



Gardner Elementary School - G.E.S. - Improvement Plan - 2024-2027

16	<p>Develop and initiate MTSS Tier 2 academic assessment & data/instructional systems/practices/supports</p> <ul style="list-style-type: none"> • Develop a robust structure that connects specific skill deficits with targeted, research-based & specific skill supports/interventions 	MTSS District and Building Tier 2 Teams	Student Outcome Data, Learning Walk/ Observation Data/ Fidelity Check Data (Rigor Rubric)	June 2026	
17	<p>Assess academic/SEL achievement and growth by grade level and by subgroups at least 5 times per year for adjustment of supports/practices</p>	Building MTSS Teams	STAR, DIBELS, SWIS, BESS, District Data SEL Tool/Open Architects Dashboard	June 2026	
18	<p>Establish clear expectations for tier 3 academic assessment & data/instructional systems/structures/practices</p>	MTSS District and Building Tier 2 Teams	Expectations/ Implementation Manuals/Tools	June 2027	



Gardner Public Schools

Mark J. Pellegrino, Ed.D *Superintendent*

www.gardnerk12.org

160 Elm Street, Gardner, MA 01440

(978) 632-1000

School Committee Schedule of Meetings

City Council Chambers, City Hall

September 2025-June 2026

Regular Meetings – 6:30 PM

(2nd Monday of the month)

Monday, September 8, 2025

Tuesday, October 14, 2025
(Columbus Day, October 13th)

Monday, November 10, 2025

Monday, December 8, 2025

Tuesday, January 6, 2026 *(Organizational Meeting, 6:30 p.m.)*

Monday, February 9, 2026

Monday, March 9, 2026

Monday, April 13, 2026

Monday, May 11, 2026

Monday, June 8, 2026

Community • Appreciation • Responsibility • Excellence

GARDNER PUBLIC SCHOOL DISTRICT 2025-2026 SCHOOL CALENDAR

AUGUST 2025

19-20 Administrative Council Retreat Days
 21 Teacher Leader Training Day
 25-28 Full Day, Professional Development for Faculty and Staff

AUGUST 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2026 (15)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

FEBRUARY 2026

6 Half Day, Professional Development
 16 No School, Presidents' Day Observed
 17-20 No School, February Vacation

SEPTEMBER 2025

1 Labor Day Holiday Observed
 2 First Day of School for Students
 26 Half Day, Professional Development for Faculty and Staff

SEPTEMBER 2025 (21)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2026 (22)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MARCH 2026

6 Half Day, Professional Development
 20 Half Day, Professional Development

OCTOBER 2025

10 Half Day
 13 No School, Columbus Day/Indigenous Peoples Day Observed
 31 Half Day, Professional Development for Faculty and Staff

OCTOBER 2025 (22)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2026 (17)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

APRIL 2026

20 No School, Patriots' Day Observed
 21-24 No School, April Vacation

NOVEMBER 2025

11 No School, Veterans' Day Holiday Observed
 24-25 Half Day, Teachers' Conferences
 26 Half Day, Thanksgiving Holiday
 27-28 No School, Thanksgiving Holiday

NOVEMBER 2025 (17)						
S	M	T	W	Th	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2026 (20)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MAY 2026

8 Half Day, Professional Development
 22 Half Day
 25 No School, Memorial Day Holiday Observed
 30 GHS Commencement

DECEMBER 2025

23 Half Day, December Vacation
 24-31 No School, December Vacation

DECEMBER 2025 (17)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2026 (10)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JUNE 2026

12 Half Day, 180th Day
 15-22 181st - 185th Day
 19 No School, Juneteenth Day Observed

JANUARY 2026

1 -2 No School, New Year's Day Observed
 5 Classes Resume
 19 No School, Martin Luther King Day Observed

JANUARY 2026 (19)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Superintendent's Office:

978 632-1000
Gardner High School:
 978-632-1600 7:35am - 2:35pm
Gardner Academy:
 978-632-1673 7:35am - 2:45pm
Gardner Middle School:
 978-632-1603 7:00am - 1:55pm
Gardner Elementary:
 978-991-0900 9:00am - 3:15pm
Pupil Services:
 978-632-4076

Early Release Times:

GHS 10:35am
 GALT 10:35am
 GMS 10:00am
 GES 11:30am

Adopted on: February 10, 2025

GARDNER PUBLIC SCHOOL DISTRICT 2026-2027 SCHOOL CALENDAR

AUGUST 2026

18-19 Administrative Council
Retreat Days
20 Teacher Leader Training Day
24-27 Full Day, Professional
Development for Faculty and Staff
31 First Day of School for Students

AUGUST 2026 (1)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2027 (15)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

FEBRUARY 2027

5 Half Day, Professional
Development
15 No School, Presidents' Day
Observed
16-19 No School, February
Vacation

SEPTEMBER 2026

4 No School, Labor Day Holiday
7 Labor Day Holiday Observed
25 Half Day, Professional
Development

SEPTEMBER 2026 (20)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH 2027 (23)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MARCH 2027

5 Half Day, Professional
Development
19 Half Day, Professional
Development

OCTOBER 2026

9 Half Day
12 No School, Columbus
Day/Indigenous Peoples Day
Observed
30 Half Day, Professional
Development for Faculty and Staff

OCTOBER 2026 (21)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2027 (17)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APRIL 2027

19 No School, Patriots' Day
Observed
20-23 No School, April
Vacation

NOVEMBER 2026

11 No School, Veterans' Day
Holiday Observed
23-24 Half Day, Teachers'
Conferences
25 Half Day, Thanksgiving
Holiday
26-27 No School, Thanksgiving
Holiday

NOVEMBER 2026 (18)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2027 (20)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY 2027

14 Half Day, Professional
Development
28 Half Day
31 No School, Memorial Day
Holiday Observed

DECEMBER 2026

23 Half Day, December Vacation
24-31 No School, December
Vacation

DECEMBER 2026 (17)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2027 (9)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE 2027

5 GHS Commencement
11 Half Day, 180th Day
14-21 181st - 185th Day
18 No School, Juneteenth Day
Observed

JANUARY 2027

1 No School, New Year's Day
Observed
4 Classes Resume
18 No School, Martin Luther
King Day Observed

JANUARY 2027 (19)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Superintendent's Office:

978-632-1000
Gardner High School:
978-632-1600 7:35am - 2:35pm
Gardner Academy:
978-632-1673 7:35am - 2:45pm
Gardner Middle School:
978-632-1603 7:00am - 1:55pm
Gardner Elementary:
978-991-0900 9:00am - 3:15pm

Pupil Services:

978-632-4076

Early Release Times:

GHS 10:35am
GALT 10:35am
GMS 10:00am
GES 11:30am

Adopted on: February 10, 2025



Gardner Public Schools

Lori Simpson, Ed.D., *Director of Multilingual Learner Education*

www.gardnerk12.org 70 Waterford Street, Gardner, MA 01440 (978) 632-1000

English Language Learners Update –February 3, 2025

New Enrollments

The district has seen an increase in the number of multilingual learners again this year. There are currently 394 students enrolled in the Gardner Public Schools who are identified as multilingual learners. 260 of these students are currently enrolled in ESL classes. This represents an increase of 64 multilingual learners from the same time last year. 38 of these students are receiving English Language Development instruction with a licensed ESL teacher. The remainder of identified students have reached the language proficiency benchmark that designates them as former EL students. Students who exit the program are monitored by teachers for 4 years to ensure their continued success.

Parent Engagement

In order to try to increase our ELPAC attendance, we have been holding meetings during our family events. We tried this for the first time in October at our annual Multilingual Game Night. We had four families attend this event and we talked to them about ELPAC and how we would like to partner with them to help support their children. Last week we held our second event, Bingo for Books. There were 25 people in attendance and we again talked about ELPAC. We followed up with an email reminder about the benefits of ELPAC and will be holding an informational meeting via Zoom on February 13.

Assessment Updates

All EL students have taken the Beginning of Year Assessment appropriate for their grade level. Kindergarten students took the WIDA MODEL and the 1-12 students are using Summit K12. This data is used by teachers to help determine which language domains need to be focused on during the upcoming school year. The Multilingual Learner Department will be focusing on using data to drive their instruction.

In alignment with the district priority: K-7 teachers will implement HQIM with fidelity and integrity to ensure that Students with Disabilities (SWDs) have access to grade level instruction and collaborative, active engagement with their peers. All schools have High Quality Instructional Materials (HQIM) to meet the needs of their English learners.

Most of the current EL students have also completed the annual ACCESS assessment. All students in Massachusetts are required to take this assessment to determine their progress towards attaining English language proficiency. The testing window closes on February 14, 2025.

New Member of the ML Department

This fall, we welcomed Lindsay Sousa to the multilingual learner team. She has joined the staff at GHS as an ESL teacher. We are very excited to have her as a part of the team.

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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*

www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

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January 31, 2025

Data Driven Instruction:

As part of implementing the Multi-Tiered System of Supports (MTSS) model throughout the district, we utilize the Amplify mCLASS Data System to deeply analyze early literacy progress (grades K-4) and to implement “just right” interventions to all students based on progress data from those reports. Below, you will see the aggregate results of the DIBELS 8 reading assessments.

As a reminder, the District has committed to focus academic resources and supports in the areas of early literacy and elementary/middle grades mathematics as determined by student achievement data and as is consistent with data results across the state. Schools continue to collect growth data in these two areas, and analyze that data to determine strategic academic supports and interventions.

DIBELS assessments are designed to measure growth in the acquisition of early reading skills. The assessments are quick checks that measure growth in reading for our students in grades Kindergarten through four (4). Results are broken into seven categories for the purpose of identifying specific skill strengths and deficiencies. The measured skills include phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary.

DIBELS 8 Reading Assessment

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	% Approaching or Meeting Benchmark	% Approaching or Meeting Benchmark	% Approaching or Meeting Benchmark	% Approaching or Meeting Benchmark	% Approaching or Meeting Benchmark
Winter Data					
Actual Results 2024-2025	63%	67%	70%	68%	67%
Actual Results 2023-2024	56%	60%	70%	65%	63%
Actual Results 2022-2023	57%	69%	61%	56%	66%
Actual Results 2021-2022	66%	57%	47%	59%	71%

The results indicated above through 2024-2025 represent separate cohorts of students. Cohorts are color coded to represent the growth of each grade level cohort from winter of 2022 through winter of 2025. Using this analysis, we are able to see the grade level cohorts who have

shown the most growth over the past several years and which grade level cohorts have shown the least growth over the past several years. The data reveal that reading scores are the same or higher at every grade level in winter of 2025 than those from winter of 2024. This suggests significant progress in meeting the District goal of students reading on grade level by the end of grade four.

STAR winter benchmark assessments are in progress. I will share these results in my March report.



Gardner Public Schools

Courtney Dunn, *Grants & Communications Manager*

www.gardnerk12.org

160 Elm Street, Gardner, MA 01440

(978) 632-1000

Grants & Communications Update to School Committee – February 10, 2025

Grants

The district has been awarded the following grant and submitted it for School Committee 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.
Award: \$100,000

The district has applied for the following grant:

- FY25 Fund Code 723: MA Farming Reinforces Education and Student Health with Coordination and Optimization of Resources and Partnerships (MA FRESH CORP) to increase student access to fresh, local produce, as well as educational opportunities surrounding local farming and the food-centered economy. This is a two-year opportunity in partnership with Growing Places. The district applied for \$54,170 in year one.

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Gardner Public Schools

Amber Casavant, Director of MTSS/PBIS

Gardner Public Schools Quarterly Report of

District Social/Emotional Learning (SEL) Multi-Tiered System of Support (MTSS)

The SEL pillar of our multi-tiered system focuses on the following areas of concern: exclusionary discipline, attendance/chronic absenteeism, school culture and climate, and family/school partnerships. This work incorporates the work of two core district teams:

1. Positive Behavioral Interventions and Supports (PBIS) & Family Engagement (FE) Team
2. Social/Emotional Learning (SEL) Team

Some of the top accomplishments include:

External Recognition:

- Awarded Gold status in the Northeast PBIS District Recognition Program. (Recognizes our commitment to positive, predictable, effective and equitable learning communities district wide.) We are one of only two districts in MA, and one of five in New England to receive this award.
- We have been asked to present at local national and international conferences because of the outcomes we have achieved.
- Districts from several states have requested to learn about our systems, data and practices through advisory sessions or on-site visits.

Student Outcome Successes:

- Improved attendance rates, specifically:
 - decreased chronic absenteeism rate as a district by 28%;
 - decreased chronic absenteeism rates for marginalized subgroups: SWD by 23%, MLL by 24%, LatinX by 30% and Black/AA by 56%; and
 - reduced equity gaps for all marginalized subgroups between Gardner and the state (even reversed the gap for Black/AA from 17 percentage points above the state, to 4.3 percentage points below the state for Chronic Absenteeism).
- Reduced in school suspensions by 83% and out of school suspensions by 36% from Fall to Spring of last year, with continued reductions so far this year at both the high school and Elementary school. Additionally for suspensions, reduced the risk ratio for all subgroups including our highest risk ratio for SWD from 4.55 to 0.85 (less than 1 times likely to receive a suspension from over 4 times as likely to receive a suspension).

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- Reduced risk ratio for office discipline referrals for all subgroups including SWD across all schools.
- Decrease in the use of time out (calm down rooms) by 75% over the last three years.
- Decrease in the number of restraints at the elementary school by 9% from last fall (Sep-Dec) compared to this fall (Sep-Dec.)

Fidelity/Implementation Successes:

- Increased staff, student and family perception through climate surveys at the high school level.
- Improved fidelity of implementation at tiers 1, 2 and 3 for all schools and as a district.
- Increased opportunities for family-school partnerships and two way communication.

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Gardner Public Schools

Joyce West, Director of Pupil Personnel Services

Tasha Gamble, Assistant Director of Pupil Personnel Services

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160 Elm Street, Gardner MA 01440

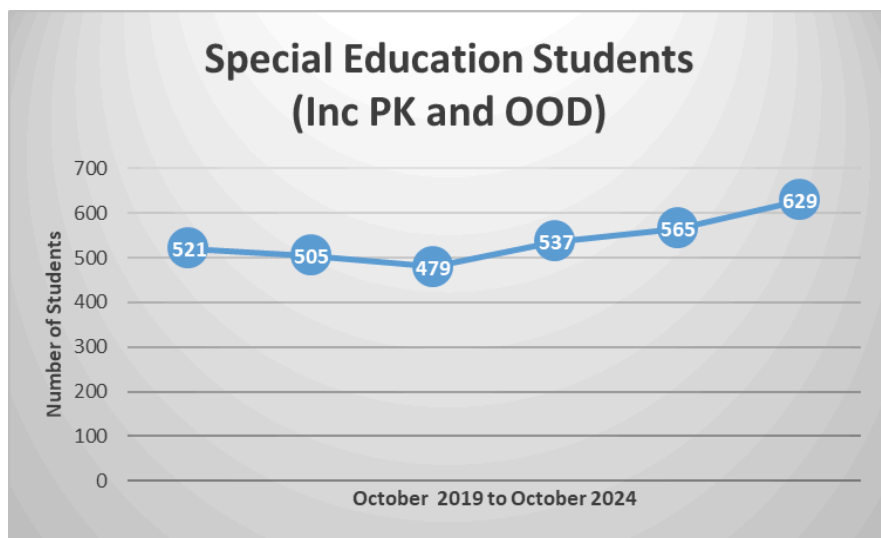
(978) 630-4076

February 3, 2025

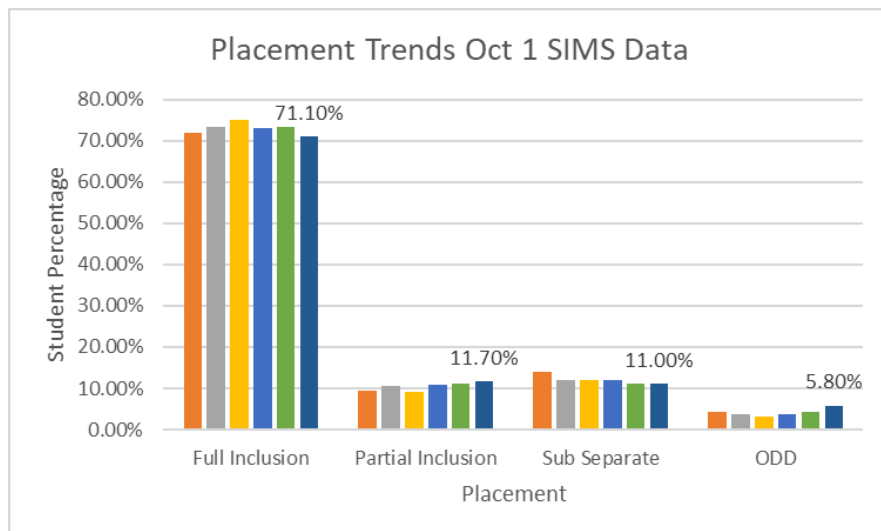
Report to the School Committee Pupil Services/Special Education Updates

SPECIAL EDUCATION:

The District will be preparing for an Audit from the Department of Elementary and Secondary Education(DESE) as part of the state monitoring cycle. DESE has changed from the previous Tiered Focus Monitoring (TFM) to what is now an Integrated Monitoring Review (IMR). Special Education and Civil Rights will be gathering evidence for the self-assessment portion this spring in preparation for a site visit next school year.



Reviewing special education data collected from the October SIMS submission has confirmed the continued increasing trend in the number of students receiving special education over the last few years. This increase impacts resources including staffing and materials. The number is the highest the District has seen. District census is also increasing however, the increase from Oct 2023-2024 was 70 students and 64 were Students with disabilities (SWD).

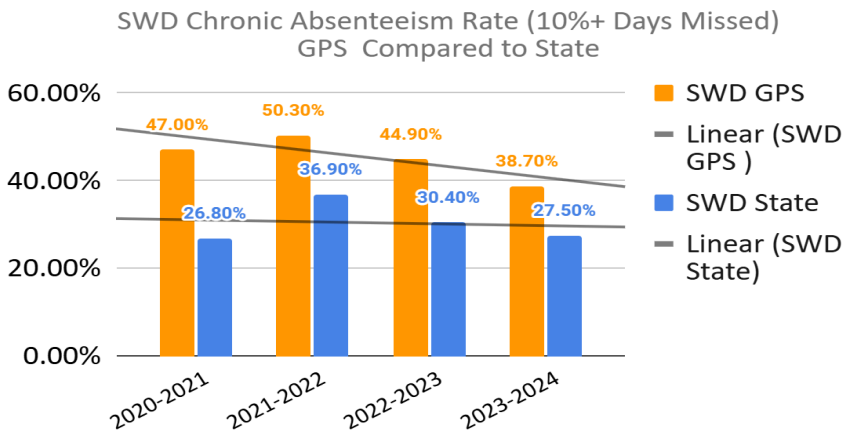


Placement Trends are somewhat steady. There was a slight decrease (-2%) from Oct 23 to Oct 24 in SWD placed in a full inclusion setting. There was an increase (1.4%) in SWD placed out of District.

The Department recently purchased the Autism Encyclopedia Curriculum (ACE Program) for our middle school Options Program and high school RISE and Community-Based Program for students 18-22. The ACE Program is a comprehensive educational platform designed to support students with Autism. It is especially beneficial for middle and high school students as it offers modules that focus on transitioning to adulthood, including job skills, independence, and community integration. This is especially valuable for middle and high school students preparing for life after school. The program includes targeted social skills instruction, helping students navigate peer interactions, group settings, and community participation. The program encourages students to develop problem-solving and self-regulation skills, promoting greater independence in everyday activities.

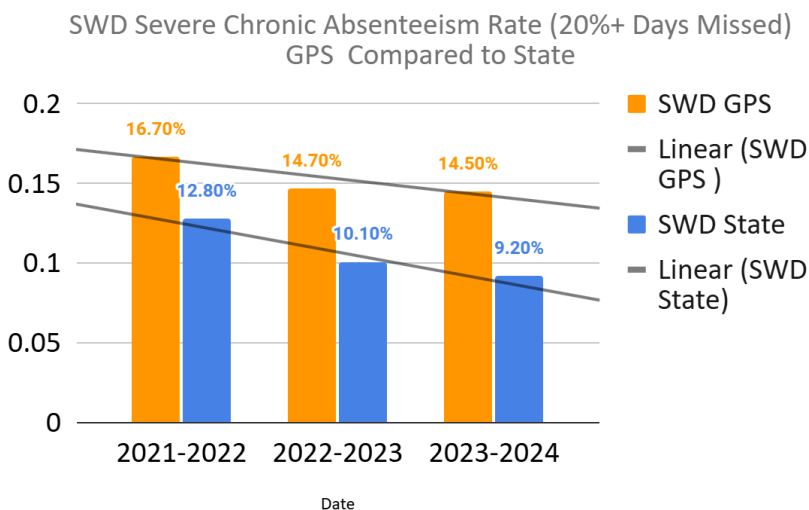
DISTRICT MTSS SEL:

The District SEL Team held our Mid Year Data Review on January 21, 2025. Efforts to reduce chronic absenteeism for SWD have been paying off. The District is seeing a decreasing trend in the percentage of SWD with Chronic Absenteeism.



MTSS SEL Goal: Reduce Chronic Absenteeism and Severe Chronic Absenteeism rates

District Goal: Chronic absenteeism rate for SWDs and MLL will be no higher than annual state accountability targets for all schools/district.



The District is closing the gap with SWD chronic absenteeism compared with the state. Even though SWD severe chronic absenteeism is on a slight decrease the state is decreasing at a higher rate so the gap is increasing.

As a District Team we regularly monitor the data (2x per year) and work with building teams to follow through with their action steps to reduce absenteeism for all students.

Special Education Parent Advisory Council (SEPAC):

In January, Gardner's SEPAC held a presentation titled Collaboration in Action: Supporting Families, Strengthening Attendance. GMS Assistant Principal Dr. Stephanie St. Joseph was the presenter and approximately 8 parents were in attendance.

Reading Specialist Jennifer Giancatarino will be conducting the presentation Overcoming Reading Challenges and Supporting your Child at Home on February 27, 2025 at 6:00 p.m.