

Agenda School Committee Meeting 3.10.25

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, March 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 – Joseph Lillie-Adult Learning Immigrant Class**
- D. **Consent Agenda**
 - a. Approval of Minutes: February 10, 2025
 - Warrant # 25-32, dated February 6, 2025, in the amount of \$363,992.92
 - Warrant # 25-33, dated February 13, 2025, in the amount of \$220,343.36
 - Warrant # 25-34, dated February 20, 2025, in the amount of \$84,927.51
 - Warrant # 25-35, dated February 27, 2025, in the amount of \$455,795.16
 - Warrant # 25-36, dated March 6, 2025, in the amount of \$424,977.39
 - Donations –
- E. **Subcommittee Report**
 - Facilities Subcommittee
 - Finance Subcommittee

CITY CLERK'S OFFICE
 GARDNER, MA
 2025 MAR -5 P 12:04
 RECEIVED

Agenda School Committee Meeting 3.10.25

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

G. **Discussion Items:**

New Business

Item #3678 Second Reading of Policies (Vote Required)

AC – Non-Discrimination and Harassment

BBA – School Committee Powers and Duties

LBC – Relations with Nonpublic Schools

ADDA-R Cori Policy (For Adoption)

ADDA – Background Checks (Reference)

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

The Policy Subcommittee recommends acceptance of the above policies

Item #3679 School Improvement Plans (GHS, GA, GMS & GES) (Vote Required)

Item #3680 Field Trip GMS 6th grade classes May 6-9, 2025 Overnight Field Trip

Outdoor Classroom. Groton, MA (Vote Required)

Item #3681 Field Trip GMS 7th grade classes June 11, 2025-day trip to Canobie Lake Park, Salem, NH (Vote Required)

Item #3682 Field Trip GHS Drama Club grades 8-12th day trip to New York City-Broadway Show June 18, 2025 (Vote Required)

Item #3683 Superintendent’s Progress Report on Formative Goals (Information)

Item #3684 Kindergarten Registration Update 2025-2026 (Information)

Item #3685 Curriculum Coordinator Update (Information)

Item #3686 Grants Administrator Update (Information)

Item #3687 Special Education Update (Information)

H. **Communications**

I. **Final Comments of School Committee**

J. **Executive Session**

K. **Next Meeting:**

Meeting date for the future S.C. meetings;

Monday, April 14, 2025 @6:30PM

L. **Adjournment**

GARDNER PUBLIC SCHOOLS

BRIEFING

REGULAR MEETING OF THE SCHOOL COMMITTEE

Monday, March 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 – Joseph Lillie-Adult Learning Immigrant Class**
- D. Consent Agenda**
 - a. Approval of Minutes: February 10, 2025
 - b. Warrant # 25-32, dated February 6, 2025, in the amount of \$363,992.92
Subcommittee recommends ratification of Warrant #25-32.
 - c. Warrant # 25-33, dated February 13, 2025, in the amount of \$220,343.36
Subcommittee recommends ratification of Warrant #25-33.
 - d. Warrant # 25-34, dated February 20, 2025, in the amount of \$84,927.51
Subcommittee recommends ratification of Warrant #25-34.
 - e. Warrant # 25-35, dated February 27, 2025, in the amount of \$455,795.16
Subcommittee recommends ratification of Warrant #25-35.
 - f. Warrant # 25-36, dated March 6, 2025, in the amount of \$424,977.39
Subcommittee recommends ratification of Warrant #25-36.
 - g. Donations –
- E. Subcommittee Report**
 - Facilities Subcommittee
 - Finance Subcommittee
- F. Student Advisory Board - Nora Morris**
- G. Discussion Items:**
 - New Business**
 - Item #3678 Second Reading of Policies (Vote Required)**
 - AC – Non-Discrimination and Harassment
 - BBA – School Committee Powers and Duties
 - LBC – Relations with Nonpublic Schools
 - ADDA-R Cori Policy (For Adoption)**
 - ADDA – Background Checks (Reference)
 - JF-E - Proof of Residency Form (For Adoption) (Reference Policy JF School Admissions)**

Briefing
School Committee Meeting 3.10.2025

The Policy Subcommittee recommends acceptance of the above policies

Item #3679 School Improvement Plans (GHS, GA, GMS & GES) **(Vote Required)**

Item #3680 Field Trip GMS 6th grade classes May 6-9, 2025 Overnight Field Trip Outdoor Classroom. Groton, MA **(Vote Required)**

Item #3681 Field Trip GMS 7th grade classes June 11, 2025 to Canobie Lake Park, Salem, NH **(Vote Required)**

Item #3682 Field Trip GHS Drama Club grades 8-12th day trip to New York City- (Broadway Show) June 18, 2025 **(Vote Required)**

Item #3683 Superintendent's Progress Report on Formative Goals **(Information)**

Item #3684 Kindergarten Registration Update 2025-2026 **(Information)**

Item #3685 Curriculum Coordinator Update **(Information)**

Item #3686 Grants Administrator Update **(Information)**

Item #3687 Special Education Update **(Information)**

H. Communication

I. Final Comments of School Committee

J. Executive Session

K. Next Meeting:
Meeting date for next School Committee meeting;
Monday, April 14, 2025 @6:30PM

L. Adjournment

Gardner School Committee

City Council Chambers, 95 Pleasant Street, Gardner, Massachusetts

Regular Meeting – February 10, 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
Ms. Rebecca Leyva, Principal Gardner Middle School
Mr. Earl Martin, Principal Gardner Elementary School
Ms. Amber Casavant, Director of MTSS/PBIS

Student Advisor: Nora Morris - absent

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.

Recognition by the Superintendent

Dr. Pellegrino introduced Ms. Amber Casavant, Director of MTSS/PBIS. She introduced the members of her team who were present this evening. The work of the two-core district teams is #1 Team - Positive Behavioral Interventions and Supports (PBIS) and Family Engagement (FE), and #2 Team - Social/Emotional Learning (SEL). They have been awarded Gold Status in the Northeast PBIS District Recognition Program. Her full report is included as Item #3676 on the Agenda.

Mayor Nicholson declared a recess at 6:40 pm for a photo op. The meeting resumed at 6:44 pm.

Mayor Nicholson asked the members if there would be any objection to taking Item #3669 - School Improvement Plans (GMS and GES) out of order. There were no objections.

Item #3669 - School Improvement Plans - Gardner Middle School and Gardner Elementary School

Ms. Rebecca Leyva, Principal of Gardner Middle School, presented the GMS 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 every student with equitable access to quality education in a safe, respectful and inclusive environment. An Implementation Timeline giving Activity/Outcome, Person(s) Responsible, Measurement Tool(s), Dates to be Completed and the Present Status were provided,

Mr. Earl Martin, Principal of Gardner Elementary School, presented the GES School Improvement Plan for 2024-2027. He outlined the Mission, Core Values, Vision, Theory of Action, Strategic Objectives, Action Steps and Outcomes by 2027. The Mission of Gardner Elementary School is to 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. An Implementation Timeline giving Activity/Outcome, Person(s) Responsible, Measurement Tool(s), Dates to be Completed, and Outcomes by 2027 were provided.

CONSENT AGENDA

Mrs. Ward-Leighton moved to accept the Consent Agenda as presented:

- **Acceptance of Minutes, January 7, 2025**
- **Accept Grant Funds on Grant listing dated February 10, 2025, in the amount of \$100,000.00**
- **Ratification of the following Warrants as recommended by the Finance Subcommittee:**
 - **Warrant #25-27 dated 1/02/25 in the amount of \$382,541.98**
 - **Warrant #25-28 dated 1/09/25 in the amount of \$347,208.51**
 - **Warrant #25-29 dated 1/16/25 in the amount of \$19,775.47**
 - **Warrant #25-30 dated 1/23/25 in the amount of \$132,478.79**
 - **Warrant #25-31 dated 1/30/25 in the amount of \$782,576.04**

Donations - accept as recommended by Finance Subcommittee:

\$75,000.00 from First Congregational Church of Gardner, to Gardner High School to be used to provide scholarships.

Seconded by Mr. Swartz.

Vote - so voted,

Mayor Nicholson abstained from voting.

SUBCOMMITTEE REPORTS

Finance Subcommittee

Mr. LaFreniere, Chairperson, reported that the Finance Subcommittee met on January 30, 2025. Minutes of the meeting were presented.

The Subcommittee reviewed the Expense Report. Mark Hawke, Director of Finance & Operations, explained out of district tuition for collaboratives which was in the negative and out of district tuition for private schools which is very much in the positive. There were no other new negative line items. The Revolving Funds are healthy and performing appropriately. The GHS Auditorium work is almost complete.

A donation of \$75,000.00 from the First Congregational Church of Gardner was accepted and referred to the full School Committee for approval - See Consent Item.

Policy Subcommittee

Mrs. Hurst reported that the Policy Subcommittee met on January 22, 2025. 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 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

Other policies were approved for a first read by the School Committee and one policy for Removal. (See Item #3666 and 3667)

Student Advisory Board

Ms. Nora Morris, Student Advisory Board representative, was not present this evening and there was no report.

NEW BUSINESS

Item #3666 - First Reading of Policies, Second Reading, and Adoption

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

- 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

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

- 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
- KCD Public Gifts to the Schools
- KDB Public's 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 Mr. Swartz.

Vote - so voted.

Mayor Nicholson abstained from voting.

Item #3667 - Removal of Policy

Mrs. Hurst moved that the Gardner School Committee vote to remove Policy KCDA - Computer Donation Policy as it has been found by the MASC to be redundant or unnecessary and should be removed from the Policy Manual.

Seconded by Mr. Swartz.

Vote - so voted.

Mayor Nicholson abstained from voting.

Item #3668 - Gardner High School Program of Studies

The Gardner High School Program of Studies for 2025-2026 was presented for review.

Item #3670 - 2025-2026 School Choice Acceptance

Mrs. Pelavin moved that the Gardner School Committee vote to approve the 2025-2026 School Choice Acceptance of students.

Seconded by Mrs. Ward-Leighton.

Vote - so voted.

Mayor Nicholson abstained from voting.

Item #3671 - School Committee Schedule of Meetings

Mr. Swartz moved that the Gardner School Committee vote to approve the Gardner School Committee Schedule of Meetings beginning September 8, 2025 through June 8, 2026, as presented.

Seconded by Mr. LaFreniere.

Vote - so voted.

Mayor Nicholson abstained from voting.

Item #3672 - 2025-2026-and 2026-2027 Annual School Calendar

Mrs. Hurst moved that the Gardner School Committee vote to approve the Gardner Public School District 2025-2026 and the 2026-2027 School Calendar as presented.

Seconded by Mr. LaFreniere.

Vote - so voted.

Mayor Nicholson abstained from voting.

The calendar has been developed for two years out to help parents and School Administration plan.

Item #3673 - Director of Multilingual Learners Update

The English Language Learners Update was included in members' packets. Dr. Simpson, Director, was not present this evening.

Item #3674 Curriculum Coordinator's Update

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

Item #3675 - Grants Administrator's Update

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

Item #3676 - Director of MTSS/PBIS Update

The District Social/Emotional Learning (SEL) Multi-Tiered System of Support (MTSS) Update submitted by Ms. Amber Casavant, Director of MTSS/PBIS was included in members' packets.

Item #3677 - Special Education Update

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

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 eight parents were in attendance.

COMMUNICATIONS

Dr. Pellegrino is excited about the work being done in our schools to provide a positive environment for the students, a presentation on the work Gardner is doing is planned for submission to the MASS (Mass. Association of School Superintendents).

FINAL COMMENTS

Mrs. Ward-Leighton spoke about the presentation on MTSS (Multi-Tiered System of Support).

Mrs. Hurst thanked our leadership and all their work to keep the School District moving forward. She reminded everyone to be mindful of students' mental health in light of news reports.

Mrs. Pelavin spoke about the School system coming together and moving forward as Dr. Pellegrino noted when he was appointed. She said this is happening and students are getting the help they need. It is remarkable how far the system has come.

Mr. LaFreniere spoke about everyone's work to implement the plans that have been and are being made for the schools.

Mrs. Cormier thanked all those who made presentations this evening. She said it is important that every student have one adult in the school building that they feel safe with.

Mayor Nicholson spoke about employees' health insurance. It looking more stable, and it is being studied. The Rockwell Fund will be meeting to discuss applications.

Regular Meeting

**February 10, 2025
Page 7**

ADJOURNMENT

Mrs. Pelavin moved to adjourn.

Seconded by Mr. LaFreniere.

Mayor Nicholson abstained from voting.

Vote – so voted.

The meeting adjourned at 7:29 pm

Anne Hurst, Secretary

T. Hillman, Recording Secretary

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 25-32

WARRANT DAT 02/06/25

Location	Office / General / Custodial Supplies	MTSS/PBIS	Athletics	IT	Utilities	Curriculum	Facilities	Prof Dev	TOTAL
High School			\$7,350.00	\$2,701.22	\$17,533.45	\$68.00	\$32,123.10		\$59,775.77
Middle School				\$1,443.03	\$10,400.38	\$25.00	\$26,185.23	\$ 205.00	\$38,258.64
Gardner Elementary School				\$2,722.32	\$18,818.65		\$42,271.72		\$63,812.69
GALT	\$367.83				\$5,261.22		\$3,093.21		\$8,722.26
Sub-Total	\$367.83	\$0.00	\$7,350.00	\$6,866.57	\$52,013.70	\$93.00	\$103,673.26	\$205.00	#####

Location	Office Supplies	Dues & Mem	IT	Transportation	Utilities	Tuition	Prof. Services	Facilities	Carry over	TOTAL
Special Education	\$312.66		\$992.07	\$5,177.25		\$57,517.13	\$330.14			\$64,329.25
Administration		\$600.00	\$17,500.37		\$5,261.21			\$21,404.48	\$21,966.37	\$66,732.43
Sub-Total	\$312.66	\$600.00	\$18,492.44	\$5,177.25	\$5,261.21	\$57,517.13	\$330.14	\$21,404.48	\$21,966.37	\$131,061.68

Revolving	\$9,799.00
Grants	\$31,464.45
Acquisition	
Circuit breaker	\$21,098.43
Sub-Total	\$62,361.88

GRAND TOTAL	\$363,992.92
--------------------	---------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 25-33

WARRANT DAT 02/13/25

Location	Office / General / Custodial Supplies	MTSS/PBIS	Athletics	IT	Utilities	Curriculum	Facilities	Prof Dev	TOTAL
High School	\$2,478.05		\$700.00		\$10,941.07		\$81.00		\$14,200.12
Middle School					\$4,899.99	\$574.99	\$81.00		\$5,555.98
Gardner Elementary School	\$1,599.60						\$2,203.02		\$3,802.62
GALT					\$2,507.76				\$2,507.76
Sub-Total	\$4,077.65	\$0.00	\$700.00	\$0.00	\$18,348.82	\$574.99	\$2,365.02	\$0.00	\$26,066.48

Location	Office Supplies	Curriculum	IT	Transportation	Utilities	Tuition	Prof. Services	Facilities	Carry over	TOTAL
Special Education		\$908.70		\$74,950.00			\$6,828.05			\$82,686.75
Administration				\$81,000.00	\$2,507.76			\$201.08	\$5,815.40	\$89,524.24
Sub-Total	\$0.00	\$908.70	\$0.00	#####	\$2,507.76	\$0.00	\$6,828.05	\$201.08	\$5,815.40	\$172,210.99

Revolving	\$98.00
Grants	\$21,967.89
Acquisition	
Circuit breaker	
Sub-Total	\$22,065.89

GRAND TOTAL	\$220,343.36
--------------------	---------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 25-34

WARRANT DAT 02/20/25

Location	Office / General / Custodial Supplies	Dues & Mem	Athletics	IT	Prof Dev	Curriculum	Facilities	Prof Dev	TOTAL
High School	\$1,477.01	\$300.00	\$8,341.00			\$1,208.38	\$1,609.58		\$12,935.97
Middle School					\$379.65		\$865.21		\$1,244.86
Gardner Elementary School							\$3,331.54		\$3,331.54
GALT							\$1,644.93		\$1,644.93
Sub-Total	\$1,477.01	\$300.00	\$8,341.00	\$0.00	\$379.65	\$1,208.38	\$7,451.26	\$0.00	\$19,157.30

Location	Office Supplies	Curriculum	IT	Prof Dev	Utilities	Tuition	Prof. Services	Facilities	Carry over	TOTAL
Special Education						\$28,065.35	\$362.40			\$28,427.75
Administration	\$56.50		\$4,753.52	\$4,098.00				\$2,400.94		\$11,308.96
Sub-Total	\$56.50	\$0.00	\$4,753.52	\$4,098.00	\$0.00	\$28,065.35	\$362.40	\$2,400.94	\$0.00	\$39,736.71

Revolving	\$3,344.57
Grants	\$7,620.42
School Choice	\$15,068.51
Sub-Total	\$26,033.50

GRAND TOTAL	\$84,927.51
--------------------	--------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 25-35

WARRANT DAT 02/27/25

Location	Office / General / Custodial Supplies	School Nurse	Athletics	IT	Prof Dev	Utilities	Facilities	Prof Dev	TOTAL
High School		\$397.03	\$530.00		\$800.00	\$278.91	\$129.53		\$2,135.47
Middle School							-\$840.64		-\$840.64
Gardner Elementary School							\$2,093.42		\$2,093.42
GALT							\$38.06		\$38.06
Sub-Total	\$0.00	\$397.03	\$530.00	\$0.00	\$800.00	\$278.91	\$1,420.37	\$0.00	\$3,426.31

Location	Office Supplies	pre-emp exam	IT	Transportation	Legal	Tuition	Prof. Services	Facilities	Carry over	TOTAL
Special Education				\$7,875.00	\$2,752.60	#####	\$6,972.45			\$125,959.05
Administration		\$96.00	\$266.13		\$2,088.00			\$48,994.04	\$13,145.00	\$64,589.17
Sub-Total	\$0.00	\$96.00	\$266.13	\$7,875.00	\$4,840.60	#####	\$6,972.45	\$48,994.04	\$13,145.00	\$190,548.22

Revolving	\$214,427.74
Grants	\$44,203.02
Student Activity Acct	\$3,189.87
Sub-Total	\$261,820.63

GRAND TOTAL	\$455,795.16
--------------------	---------------------

**GARDNER PUBLIC SCHOOLS
SYNOPSIS OF WARRANT**

WARRANT #: 25-36

WARRANT DAT 03/06/25

Location	Office / General / Custodial Supplies	Curriculum	Athletics	IT	Prof Dev	Utilities	Facilities	Prof Dev	TOTAL
High School				\$2,701.22	\$275.00		\$29,108.76		\$32,084.98
Middle School		\$75.12		\$1,443.03	\$104.65		\$22,740.23		\$24,363.03
Gardner Elementary School				\$2,722.32			\$38,985.32		\$41,707.64
GALT							\$3,376.55		\$3,376.55
Sub-Total	\$0.00	\$75.12	\$0.00	\$6,866.57	\$379.65	\$0.00	\$94,210.86	\$0.00	#####

Location	Office Supplies	Prof Dev	IT	Transportation	Legal	Tuition	Prof. Services	Facilities	Carry over	TOTAL
Special Education			\$700.88	\$98,755.22		\$26,750.52				\$126,206.62
Administration		\$2,144.00	\$3,867.46					\$4,628.80	\$321.93	\$10,962.19
Sub-Total	\$0.00	\$2,144.00	\$4,568.34	\$98,755.22	\$0.00	\$26,750.52	\$0.00	\$4,628.80	\$321.93	\$137,168.81

Revolving	
Grants	\$186,276.38
Sub-Total	\$186,276.38

GRAND TOTAL	\$424,977.39
--------------------	---------------------

GARDNER PUBLIC SCHOOLS

Elm Street School
160 Elm Street, Gardner, MA 01440
Finance Sub-Committee Meeting
Tuesday, March 4, 2025 at 5:00pm

Minutes

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

Members Absent:

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

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

A motion was made by Ms. Pelavin and seconded by Mr. Lafreniere to approve the minutes of the January 30, 2025 Finance Subcommittee meeting. So voted.

Expense Report Review:

The committee asked questions regarding the report and Mr. Hawke answered them. It was noted that the Gas line items for each of the building was now in the negative. This is due to increased usage and cost this fiscal year. It was also noted that the Police/Fire Detail line item was now slightly negative. This is due to a couple fire details related to the GHS Auditorium renovation being charged to this line item. The plowing and sanding line item is now negative due to the plethora of storms in February. Other areas of the budget were discussed in general.

Projects Update: N/A

New Business:

The Committee reviewed the budget sheets. Mr. Hawke spoke to the current deficit, which is due almost entirely to Indirect Costs and more specifically Health Insurance costs. Mr. Hawke noted that the budget sheets were already incorrect as the updated Indirect Costs had just been received and Health Insurance costs increased even more.

While all the schools held expenses to approximately the same as last year, the costs associated with the custodial contract, transportation and chromebooks were the biggest expense drivers. The budget does contain four (4) new positions and one (1) restoration.

The Committee reviewed and questioned the budget. It was also noted that an anticipated decrease in some Gas line items were not possible now with the increased price. The current FY 26 deficit stands at -\$882,531.

Motion to adjourn 5:40pm, So Voted.

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]

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]

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]

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]



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]

Gardner High School School Improvement Plan 2024-2027

Mission

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

Core Values

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

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

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

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

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

Vision

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

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

feel welcomed, safe, and included in our community;

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

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

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

- Disciplinary practices will be done through a restorative approach.

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

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

Theory of Action

If we:

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

Strategic Objectives

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

Action Steps

<p>Comprehensive professional development for staff and common planning time based on an MTSS tiered approach</p>	<p>Comprehensive professional development for staff based on an MTSS tiered approach</p>	<p>Comprehensive professional development for staff based on an MTSS tiered approach</p>	<p>Produce and administer student, staff, and parent feedback surveys</p>
-------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	---------------------------------------------------------------------------

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

Outcomes

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

Implementation Timeline

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

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

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

Mission			
<p>Gardner Academy is a restorative school that focuses on relationships and building a community of learners who care for and support each other. Restorative practices are embedded in all aspects of our community on a daily basis.</p> <p style="text-align: center;"><i>We are learners, not finishers!</i></p>			
Core Values			
Community	Compassion	Responsibility	Integrity
Vision			
<p style="text-align: center;">Gardner Academy will be a model of a restorative, alternative high school that meets the social, emotional, and academic needs of all our students in partnership with their families and the wider community.</p> <p>Every student, in every classroom, every day, will:</p> <p><i>feel welcomed, safe, and included in our community;</i></p> <ul style="list-style-type: none"> ● Adults will personally welcome each student as they enter the school and each classroom. ● Students will learn social-emotional skills through direct instruction, supports, and institutional practices. ● Our school will actively engage families in the education of their students and community. <p><i>have adults consistently interact in ways that foster positive, supportive relationships;</i></p> <ul style="list-style-type: none"> ● School expectations, practices, and rules will be informed by the chronological and actual developmental levels of the children we serve. ● Adult responses to student’s behaviors will be trauma-informed and restorative and provide opportunities for students to learn from their mistakes, take accountability, and make amends. ● The school will work proactively and collaboratively with families to support the whole child. ● Disciplinary practices will be done through a restorative approach. <p><i>and be engaged in relevant, academically rigorous instruction, informed by data.</i></p> <ul style="list-style-type: none"> ● Each lesson will incorporate rigorous student tasks that engage all learners, support higher-order thinking, monitor each student’s progress, and provide feedback to students for improvement. ● The school will monitor and adapt its instruction to ensure students learn the skills and knowledge to prepare them for their own future. 			
Theory of Action			
<p><i>If we:</i></p> <ul style="list-style-type: none"> ● Create a clear set of expectations and strategies that are shared across every classroom to assess, monitor, and utilize academic, behavioral, and social emotional data to inform our instruction and interventions, 			

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

Strategic Objectives

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

Action Steps

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

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

Outcomes

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

Implementation Timeline

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

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

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

Gardner 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
-------------------------	------------------------------	----------------------------	-----------------------------	---------------

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 <u>ACADEMIC ACHIEVEMENT</u> 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>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



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.
---------------------------------------------------------------------------------------------------------------------	-----------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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	

Field Trip Approval Form

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

School: **Gardner Middle School**

Person(s) Responsible for Organizing Trip: **Annette M. Lussier** (7th grade science teacher at GMS)

Grade or Class: **Grade 6**

Number of Students Attending: **Approximately 70**

Destination: **Outdoor Classroom in Groton Massachusetts** (formerly known as Nature's Classroom)

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

“A broad range of science classes are offered at Outdoor Classroom that can pique the interest of any student. Whether it’s building a structure in an engineering class, dissecting an animal, or playing a game to supplement a lesson, the classes allow students to learn in different ways. With less lecture time and more time engaged in hands-on activities, the students are able to make better connections with each other and the lessons.” (modified from: <https://outdoorclassroom.com/why-outdoor-classroom/>)

Active engagement of middle school students with the science and engineering practices is critical: students generally make up their minds about whether they identify with science and engineering by the time they leave grade 8, and whether they will pursue these fields in high school and beyond. Students must have opportunities to develop the skills necessary for a meaningful progression of development in order to engage in scientific and technical reasoning so critical to success in civic life, postsecondary education, and careers. (<https://www.doe.mass.edu/frameworks/scitech/2016-04.pdf>)

Outdoor Classroom provides our students an opportunity to actively engage in the science and engineering practices as well as providing students with unique field experiences that augment thier classroom experiences.

Departure date/ time/ place: **May 06, 2025/ 9:00 am/ Gardner Middle School**

Return date/ time /place: **May 09, 2025/ 1:30 pm/ Gardner Middle School**

Transportation Provider **NRT Transportation** Cost of Transportation **\$1,500.00**

N.B.: Additional cost for transportation may be required for students with special needs that will only be attending the day program. At the present time the need for this service is still being determined.

Cost of Activity **\$395.00 per student**

How will the cost of transportation and activity be paid?

The cost for transportation will be paid using funds awarded by the Williams-Rockwell Educational Gift Fund. Additionally each student's tuition was subsidized by the Williams-Rockwell Educational Gift Fund and a fundraising dance. The remaining \$257.00 will be paid by the student's families.

N.B. Money from the Williams-Rockwell Educational Gift Fund will also be used to fund full or partial scholarships on an as needed and individual basis and day transportation for students with special needs.

Ratio of chaperones to students **1:10**

Sample parent permission slip attached

YES, please see the attached parent packet that must be completed by all students prior to attending Outdoor Classroom

Emergency Phone Contact List:

Nature's Classroom Coordinator: Annette Lussier (978) 580-7796

School office/ administration: (978) 632-1603

School Nurse		Date	2/25/25
Principal		Date	2/25/25
Superintendent		Date	2/28/25

Part Two: This section of the form must be completed for all overnight trips/activities, Out-of-State Trips, and Out-of-Country Trips. All trips of this nature must be submitted for School Committee review and approval sixty (60) days prior to the scheduled event.

Supervision plan (attached)

Please see the chaperone packet from Outdoor Classroom attached to this document. The chaperone packet outlines the responsibilities of the school chaperones that are attending the program with students. During classes and field times students will be supervised by the Outdoor Classroom staff.

Behavior contract as necessary - principal's decision (attached)

You will find the behavior expectations from Outdoor Classroom in the parent packet attached to this document, additionally all students are expected to follow the GMS student conduct expectations. There may be students that require individual behavior contracts, this will be determined by the school principal, special education administrator and the 6th grade guidance counselor.

Medical release forms obtained

See parent packet attached to this document from Outdoor Classroom. In this packet you will find the Medical release forms required for each student.

Daily Itinerary (attached)

See the parent packet attached to this document from Outdoor Classroom. In this packet you will find a sample daily itinerary. You will also find attached a weekly sample itinerary. The specific "classes" offered will be determined by the Outdoor Classroom staff a few weeks prior to our school attending the program.

Health Care Professional Attending

"Our on-site medics (RNs, LPNs, and EMTs) will be available 24 hours a day during the entire trip and will dispense medications and provide excellent medical care. We work closely with local and regional officials to ensure we are fully prepared for any emergency situation."

(<https://outdoorclassroom.com/health-safety/>)

If it is determined that a student or students attending require additional medical supervision a Gardner Public school nurse may also attend.

Administrator Attending: GMS administrators attend on a rotating basis with one administrator there each day.

The procedures of this form are in accordance with the Policy of the Gardner Public School Committee on Field Trips.

[Revised: January 2006]

[Reviewed: September 2013]

[Reviewed: October 2024]



PO Box 4627
Portsmouth, NH 03802

FAMILY PACKET

Please review this document in its entirety. Pages 5-9 must be completed and returned to your student's teacher by the designated deadline (set by the school teachers).

Dear Families,

We're thrilled that your child is joining us at Outdoor Classroom. This Family Packet will help students and families get ready for the Outdoor Classroom experience. In this packet you will find answers to frequently asked questions and other important information.

Your child's physical, mental, and emotional safety are our number one priority during their time with us. During instructional activities and mealtimes, your child will be supervised by enthusiastic and experienced Outdoor Classroom staff who have undergone background checks and training to provide your child with an inspiring and safe experience. Our staff are also certified in CPR and First Aid. During free-time and nighttime, students are in the care of their teachers and parent chaperones.

If you have any questions about the trip, please contact your school directly. If you have any questions that your school is unable to answer, please feel free to reach out to us at info@outdoorclassroom.com or (603) 539 8053.

We can't wait to share the field-trip of a lifetime with your student!

Sincerely,
The Outdoor Classroom Team

Outdoor Classroom Locations

Location	Host Site	Address
Freedom, NH	Camp Cody	9 Cody Rd, Freedom, NH 03836
Ocean Park, ME	Ocean Wood Camp	17 Royal St, Ocean Park, ME 04063
Groton, MA	Grotonwood Camp	167 Prescott St, Groton, MA 01450
Yarmouthport, MA	Camp Wingate Kirkland	79 White Rock Rd, Yarmouth Port, MA 02675
Great Barrington, MA	URJ Eisner Camp	53 Brookside Rd, Great Barrington, MA 01230
Lakeside, CT	Camp Washington	190 Kenyon Rd, Lakeside CT 06758
Ivoryton, CT	Incarnation Camp	253 Bushy Hill Rd, Deep River, CT 06417



Overview of the Program

Outdoor Classroom is a residential outdoor education program that focuses on science and engineering, social and emotional learning, and teambuilding. Our hands-on lessons focus on building critical thinking skills and exploring the connections between the natural and human-made world.

We work with each school group to help design a program that best fits the needs and outcomes of the group. Each program is rooted in the following components: Field Group, Class Choice, Large Group Activities, Evening Programs, Meals, and Free Time.

Students at Outdoor Classroom are always supervised by adults and a medical staff member is available on site 24/7.

Below is an example of a typical day:

7:00 Wake up 7:30 Morning Meds
7:40 Set/ 8:00 Breakfast
9:15 Field Group
11:30 <u>Free Time</u>
11:40 Set & Lunch Meds 12:00 Lunch
1:15 Class Choice
2:45 Break/Snack
3:00 Class Choice
4:30 <u>Free Time</u>
5:10 Set & Dinner Meds 5:30 Dinner
6:45 Evening Activity
8:00 Quiet Sing Nighttime Meds
8:30 Back to Cabins



Medications

All "Scheduled" medications will be overseen and distributed to your child by a medical staff member, as ordered by your child's medical provider. Children are not permitted to keep medications on their person, and this includes prescription and over-the-counter medications (Tylenol, vitamins, cough drops, etc.). Emergency medications (e.g. Epi-pens and rescue inhalers) will be available to your child at all times. When possible, children are encouraged to self administer under the care and guidance of trained medics or staff members.

All medications need to be sent **in the original bottle / packaging with the PHARMACY LABEL, Doctor's name, student's name, medication, strength, dosage, and usage instructions on the bottle / packaging**, if applicable. Please place the bottle / package in a clear ziplock bag with your child's name, school, date of birth and **fill out the medication document on page 9 of this packet**. School teachers will collect medications prior to departure, **do not pack medications in your child's bag**. We have basic medicines (Tylenol, cough drops, tums, etc) and first-aid supplies for students who may need them throughout the trip on an AS NEEDED basis.

Food Allergies / Dietary Needs

Our facilities can accommodate a variety of dietary needs. There is a section in this packet for you to indicate any dietary allergies, restrictions, or preferences. If you have concerns about your student's dietary needs while at Outdoor Classroom, please inform us as soon as possible.

Visitors and Communication

We ask you not to visit your student during their field trip. Visiting parents/guardians can distract students and may make some students homesick. Students are not permitted to have cell phones at Outdoor Classroom. This is to encourage them to enjoy life "unplugged" - live in the moment and appreciate their surroundings. If there is an emergency and you need to reach your child, please contact your student's school teacher, or you can contact us at (603) 539-8053.

Behavior Expectations

Below is a copy of our Outdoor Classroom Behavior Expectations. We require every student and their family to read the expectations and sign an acknowledgement statement.

We are committed to providing a safe, positive experience for all students. As part of the Outdoor Classroom community, students are expected to be familiar with and follow these behavior expectations. Students who are unable to follow them may be disciplined and sent home at the discretion of the school. Parents/Guardians are then expected to pick up their student(s). Please discuss these expectations with your student prior to the field trip.

- Students must remain with their group and instructor or teacher/chaperone at all times. Students should never be alone in camp or leave the property alone.
- Students must remain in the cabins with chaperones after lights-out.
- Students may not have in their possession any prohibited items (please review the Packing List).
- All medications should be given to the school teacher or medical staff.
- Students are expected to take care of the property and report any damages.
- Students should use equipment for its intended purpose and in a safe manner.
- Physical fighting or altercations are not tolerated and may result in immediate separation/dismissal without refund.
- Bullying is not tolerated and all suspected bullying instances will be dealt with firmly and may result in immediate separation or dismissal without refund of tuition.
- All school rules will be enforced at Outdoor Classroom.



Packing List

Mark all items with your child's name.
Please send old / play clothes (students will get dirty).
Laundry facilities are not available for general student use.

Arrival day: Students should be ready to participate in activities when they get off the bus. They should be wearing closed-toed shoes and have a day pack ready with sunscreen, a water bottle, and an extra layer.

Weather: Please check the weather for your Outdoor Classroom location, and pack according to expected precipitation and temperatures. Students will be outside all day (unless there is a safety concern).

Important! Prohibited items include:

- Cell phones
- Other electronics - iPods, iPads, portable video games or movie devices
- Candy, gum, or food of any kind
- Swiss army knives/leathermen or any other weapons
- Illegal substances, drugs, or alcohol
- Lighters / matches

Quantities: Adjust the number of clothing items based on the length of the field trip.

<p>Clothing</p> <ul style="list-style-type: none"> • Long pants/jeans • 1 or 2 pairs of pajamas • T-shirts & Long-sleeved shirts • Sweatshirt or fleece • Warm jacket • Socks (pack a few extra) • Underwear • 2 pairs of sneakers or hiking boots* • 1 raincoat or poncho • 1 pair of crocs or water shoes if going to Ocean Park or Yarmouth <p>Cold Weather (November, March-April)</p> <ul style="list-style-type: none"> • Warm insulated snow Jacket • Snow pants • Snow boots • Gloves/ Mittens • Wool socks • Warm hat • Thermal Baselayer <p>Bedding / Linens</p> <ul style="list-style-type: none"> • Sleeping bag or bedroll (sheets/blankets) • Pillow • 1 towel • Laundry bag for dirty clothes 	<p>Toiletries</p> <ul style="list-style-type: none"> • Toothbrush and toothpaste • Soap, shampoo, conditioner • Deodorant • Comb or brush • Lip balm/chapstick <p>Miscellaneous</p> <ul style="list-style-type: none"> • 1-day pack/backpack • 1-2 reusable water bottles (1 Liter) • Flashlight or Headlamp • Sunscreen/Bug Spray <p>Optional Items</p> <ul style="list-style-type: none"> • Flip flops for the shower • Book • Ballcap • Disposable Camera (No cell phones!) • Fitted sheet for the mattress (Twin) <p>*All footwear must be closed-toed **Outdoor Classroom is not responsible for items lost, stolen or left behind.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PLEASE FILL OUT AND TURN IN THE FOLLOWING PAGES



Student's Name: _____ School: _____
 Date of Birth : _____ Gender: _____ Grade: _____

Parent/Guardian Student Participation Waiver

My child and I understand what is expected of us before and during Outdoor Classroom and that we are familiar with these rules and agree to abide by the rules, procedures, and behavior expectations detailed within. I realize that no environment is risk-free and I am aware of these risks, and so I have instructed my child on the importance of abiding by the center's rules. I grant permission for my child to participate in all activities and Outdoor Classroom programs, including but not limited to challenge-course, out-of-camp trips by foot (hiking), and out-of-camp emergency transportation by school chaperone or ambulance. I understand that part of the outdoor education experience involves activities and group interactions that may be new to my child and that they come with uncertainties beyond what my child may be used to dealing with at home. I also understand that during my child's participation they may be exposed to a variety of risks and hazards, foreseen or unforeseen, which cannot be eliminated without fundamentally altering the unique character of the program. Those hazards include, but are not limited to, uneven terrain, standing and moving water, forested and other areas that may result in wildlife encounters including mammals, reptiles, and insects that could result in infections and various insect-transmitted diseases. Additionally, certain risks may be associated with activities such as field and court sports, high and low ropes elements courses, waterfront, hiking, walking, running, playing outside, as well as other activities. Other risks might include sunburn and heatstroke, dehydration, hypothermia and other mild or serious conditions or injuries; and unpredictable forces of nature (including weather that may change to extreme conditions without notice), etc. Outdoor Classroom is not responsible for lost, stolen or damaged articles. I, the undersigned, have read and understand my responsibility to complete and submit all necessary forms and fees on time (and that my child will not be allowed to attend the program if any forms in the Family Packet are incomplete). I also acknowledge that participation is entirely voluntary, and I agree that any dispute concerning, relating, or referring to this contract, any representation concerning my child's outdoor education experience, or the outdoor education experience itself shall be resolved exclusively by binding arbitration in in the state and county where this camp is physically located, according to the then existing commercial rules of the American Arbitration Association and the substantive laws of that state.

I HAVE READ THIS AGREEMENT AND REVIEWED IT IN FULL WITH MY CHILD. I FULLY UNDERSTAND AND AGREE TO BE LEGALLY BOUND BY IT.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Photo Release-Check only one (1).

_____ **I DO** give permission for photo/video of my child(s) and the writing, artwork and/or testimonials created by my child, to be used in Outdoor Classroom's school outreach marketing materials, brochures, either while enrolled, or after leaving the school.

_____ **I DO NOT** give permission for photo/video of my child(s) and the writing, artwork and/or testimonials created by my child, to be used in Outdoor Classroom's school outreach marketing materials, brochures, either while enrolled, or after leaving the school.

I acknowledge that since participation in publications is voluntary, I will receive no financial compensation. I further agree that participation in any publication format by Outdoor Classroom confers upon me no rights of ownership whatsoever. I release Outdoor Classroom and its employees from liability for any claims by me or any third party in connection with participation.

Parent/Guardian Signature: _____ Date: _____



Student's Name: _____ **Date of Birth :** _____ **School:** _____

Emergency Information

*Please Note: Outdoor Classroom will not distribute the personal information contained in these forms to a third party.

Guardian (Primary Contact) Name: _____ **Relationship to student** _____

Street Address: _____ **City** _____ **State** _____ **Zip** _____

Home Phone: _____ **Cell Phone:** _____ **Work Phone:** _____

Email: _____

Secondary Contact Name: _____ **Relationship to student** _____

Street Address: _____ **City** _____ **State** _____ **Zip** _____

Home Phone: _____ **Cell Phone:** _____ **Work Phone:** _____

Email: _____

Is there a custody agreement we need to be aware of? Yes (please attach additional information) No

NOTE: We are authorized to release the child only to the contacts listed above unless a note from the Guardian/Primary Contact states otherwise.

Authorization for Treatment

I hereby give permission to Outdoor Classroom to provide first aid and/or seek emergency medical treatment to my child if needed . I agree to the release of any records necessary for treatment or referral if sent off site. I give permission to Outdoor Classroom to arrange necessary transportation for my child to a nearby hospital or other medical facilities as required. In the event I cannot be reached in an emergency, I hereby give permission to the physician selected by Outdoor Classroom to secure and administer treatment, including hospitalization, for the person named above. Information in this paperwork may be given to the medical provider. I agree to incur all costs related to any medical emergency for the person named above.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ **Date:** _____



Student's Name: _____ **Date of Birth :** _____ **School:** _____

Restrictions

- Student is cleared for unrestricted activity and full participation at Outdoor Classroom.
- Student is cleared for participation at Outdoor Classroom, but the following restrictions apply:

Notification of Allergies and Food Restrictions

Does your child have any food allergies, intolerances, or dietary needs?

- Yes. Please specify type, reaction, severity, and applicable treatment.

- No

Does your child have any other allergies (ie. environment, bees) etc?

- Yes. Please specify allergen, severity, reaction and treatment:

- No.

Health History

Are there any concerns (medical, behavioral, emotional)?

- Yes No

If YES please specify:



Student's Name: _____ **Date of Birth :** _____ **School:** _____

Permission to Dispense Over-the-Counter Medications ON an AS NEEDED Basis

We carry all of the following medications, you do not need to send these medications with your student (unless they take it daily). **Not all medications are approved for under 12 years of age.** Medical staff will give according to label instructions and our Standing Orders on file. If your child takes any of the following medications on a regular schedule please **DO send those medications with your child along with a physician's order or a physician's signature on page 9 to include those Over the counter medications.**

I give permission for Outdoor Classroom to administer **ONLY** the over-the-counter medications I have **CHECKED.** (If nothing is checked, then no medications, on this list, will be administered to your child.)

<input type="checkbox"/> Acetaminophen (Tylenol)	<input type="checkbox"/> Cetirizine (Zyrtec products)	<input type="checkbox"/> Antibiotic ointments for first aid (ie, triple antibiotic, bacitracin, etc.)
<input type="checkbox"/> Ibuprofen (Advil)	<input type="checkbox"/> Diphenhydramine (Benadryl)	<input type="checkbox"/> Antifungal cream/powder (Tolnaftate, Athlete's foot powder, Lotrimin, etc)
<input type="checkbox"/> Antidiarrheal (over 12 only)	<input type="checkbox"/> Loratadine (Claritin products)	<input type="checkbox"/> Hydrocortisone (anti-itch cream)
<input type="checkbox"/> Antacid (TUMS)	<input type="checkbox"/> Cough Drops (Generic)	<input type="checkbox"/> Poison Ivy Treatment (Ivy-Dry)
<input type="checkbox"/> Bismuth Subsalicylate (Pepto-Bismol products-over 12 only)	<input type="checkbox"/> Guaifenesin (Mucinex, Robitussin, products, etc)	
<input type="checkbox"/> Dramamine or generic equivalent	<input type="checkbox"/> Cough suppressants (Delsym, Robitussin and/or dextromethorphan products, etc.)	

Parent/Guardian name: _____

Parent/Guardian Signature: _____ **Date:** _____

Emergency Medications (e.g. Epi-pens and rescue inhalers) will be held by the OC staff member who is with your child and sent to the cabin with the school chaperone responsible for your child at night. This will be managed by the medic on site, and administered as needed by the child (if trained to do so) or a trained staff member. List any emergency medications on the medication list and send any allergy response plans if applicable.

Medical Providers Name: _____

Medical Providers Phone Number: _____



Student's Name: _____ **Date of Birth :** _____ **School:** _____

Medications - Instructions

Send ALL medications in the original Pharmacy bottle / packaging with your child's name, Doctor's name, medication, strength, dosage, and usage instructions on the bottle / packaging. Place the bottle/package in a clear ziplock bag with your child's name, date of birth and school. **DO NOT Send pre-packaged pill planners, envelopes, etc. (any medication not sent in the original package CAN NOT be administered).**

Medication List

Please include emergency & "As Needed" medications, such as Epi pens or rescue inhalers.

Medication/Form	Strength	Dose	Time(s)	Reason	Special Instructions	As Needed
<i>Example Amoxicillin liquid</i>	<i>125mg/5 ml</i>	<i>250mg/10ml</i>	<i>AM Lunchtime Bedtime</i>	<i>Infected tooth</i>	<i>Give after eating</i>	<i>No</i>

Comments: _____

I give permission for my child to receive the above scheduled medications as dictated above and ordered by his/her/their Doctor while at Outdoor Classroom.

Print Name: _____ **Relationship to Student:** _____

Signature: _____ **Date:** _____

For melatonin, vitamins, nasal sprays, and other meds not listed in the over-the-counter chart on page 8 or if taken daily, **MUST be sent with a doctor's order, or the doctor can sign this form below to agree to the medications listed.** **MEDICAL PERSONNEL CAN NOT ADMINISTER MEDICATION THAT DOESN'T COME WITH A DR'S NOTE/SIGNATURE UNLESS IN A CORRECTLY LABELED PRESCRIPTION BOTTLE.

Doctor/medical provider signature: _____ **Date:** _____



CHAPERONE PACKET

Please review this document in its entirety. Page 6 must be completed and returned to the lead teacher at your school prior to attending the trip to Outdoor Classroom.

Dear Teachers and Parent Chaperones,

Thank you for volunteering your time for this trip. Without your support, we would not be able to provide this experience to your students. This packet is designed to help prepare you for your adventure with us. It includes important information regarding your role, as well as a packing list and answers to frequently asked questions.

Thanks,

Outdoor Classroom Staff

Outdoor Classroom Locations

Location	Host Site	Address
Freedom, NH	Camp Cody	9 Cody Rd, Freedom, NH 03836
Ocean Park, ME	Ocean Wood Camp	17 Royal St, Ocean Park, ME 04063
Groton, MA	Grotonwood Camp	167 Prescott St, Groton, MA 01450
Yarmouthport, MA	Camp Wingate Kirkland	79 White Rock Rd, Yarmouth Port, MA 02675
Lakeside, CT	Camp Washington	190 Kenyon Rd, Lakeside CT 06758
Ivoryton, CT	Incarnation Camp	253 Bushy Hill Rd, Deep River, CT 06417
Great Barrington, MA	URJ Eisner Camp	53 Brookside Rd, Great Barrington, MA 01230



PO Box 4627
Portsmouth, NH 03802

Overview of the Program

Outdoor Classroom is a residential outdoor education program that focuses on science, engineering, social and emotional learning, and adventure education. Our lessons are standards-aligned and each program is customized to support student learning in the classroom. The hands-on lessons focus on building critical thinking skills and exploring the connections between the natural and human-made world.

We work with each school group to help design a program that best fits the needs and outcomes of the group. Each program is rooted in the following components: Field Group, Class Choice, Large Group Activities, Evening Programs, Meals, and Free Time.

Students at Outdoor Classroom are *always* supervised by adults. Outdoor Classroom staff are responsible for leading all day and evening activities. **Overnight cabin supervision and free time supervision is the responsibility of the school's teacher and parent chaperones** (unless other arrangements have been made). A medical staff member is available on site 24/7.

Below is an example of a typical day:

7:00 Wake up 7:30 Morning Meds
7:40 Set/ 8:00 Breakfast
9:15 Field Group or Large Group Activity <u>11:30 Free Time</u>
11:40 Set & Lunch Meds 12:00 Lunch
1:15 Class Choice 2:45 Break/Snack 3:00 Class Choice <u>4:30 Free Time</u>
5:10 Set & Dinner Meds 5:30 Dinner
6:45 Evening Activity 8:30 Quiet Sing Nighttime Meds 8:45 Back to Cabins



Teacher/Chaperone Role and Responsibilities

Cabin Supervision

We encourage you to take some time on the first day/evening to review your cabin expectations with the students. Topics to cover: introductions, shower schedules, cabin clean-up, lights out time, wake up time (and what to do if you wake up early), and appropriate behavior.

Students are never allowed in a cabin without adult supervision.

At night, once the students are dismissed to the cabin, it is your responsibility to get them settled and asleep. They will need time to shower, brush their teeth, and get ready for bed. Do not allow reckless or irresponsible behavior in the cabin; people get hurt and facilities get damaged when students are rowdy and/or unsupervised. Days at Outdoor Classroom are very long and active, so it is important that you enforce the "lights out" time so students get the sleep they need.

In the morning, chaperones must wake up the students and make sure they are packed and ready for morning lessons. You should wake students up approximately one hour before breakfast to allow enough time for them to shower, get dressed, and pack their day packs.

We ask that chaperones set some time aside each day for students to tidy up their cabins. This will also make the packing and move-out process go smoother on departure day.

Free Time

Free time is also supervised by teachers and parent chaperones. Instructors will directly hand students off to chaperones before lunch and dinner. You should make time for students to go back to their cabin and get prepared for the next activity (change clothes/ shoes, add things to the day pack etc.). If they are ready for the next activity they can use sports fields, rec hall, and sports equipment.

Students are not allowed to spend time outside of the cabin during free time without adequate chaperone supervision. Please enforce boundaries for students based on the number of chaperones available to supervise.

Daytime and Evening Lessons

Teachers and chaperones are more than welcome to join students in most classes and activities. When joining a class or activity, we simply ask that you watch rather than participate, and allow the NC instructor to take the lead on behavior management and instruction.

Meals

We ask that all chaperones attend meals at Outdoor Classroom. This is a great time to say hi to students and gives the Program Coordinator an opportunity to make important announcements. At some sites, we may ask you to eat at a student table, while at others we may ask that you eat at the chaperone table.



Behavior Expectations

Our goal is to provide a safe, fun experience for every student. In order to do that, students must be accountable for the choices they make regarding their behavior. Every family will receive the information below and sign an acknowledgment. As a chaperone, please make sure you are familiar with the student behavior expectations written below.

We are committed to providing a safe, positive experience for all students. As part of the Outdoor Classroom community, students are expected to be familiar with and follow these behavior expectations. Students who are unable to follow them may be disciplined and sent home at the discretion of the school. Parents/Guardians are then expected to pick up their student(s). Please discuss these expectations with your student prior to the field trip.

- Students must remain with their group and instructor or teacher/chaperone at all times. Students should never be alone in camp or leave the property alone.
- Students must remain in the cabins with chaperones after lights-out.
- Students may not have in their possession any prohibited items (please review the Packing List to view the complete list).
- All medications should be given to the school teacher or medical staff.
- Students are asked to take care of the property and report any damages.
- Students should use any equipment for its intended purpose and in a safe manner.
- Physical fighting or altercations are not tolerated and may result in immediate separation or dismissal without refund of tuition.
- Bullying is not tolerated and all suspected bullying instances will be dealt with firmly and may result in immediate separation or dismissal without refund of tuition.
- All school rules will be enforced at Outdoor Classroom.

Behavior expectations for visiting teacher and chaperones are as follows:

- **Students are not to be left unsupervised.**
- **Being alone one-on-one with a student is prohibited.**
- There will be no recreational swimming or boating unless special arrangements have been made prior to the trip.
- Use of low or high ropes courses is not allowed unless facilitated by a trained NC instructor.
- Chaperones are not to enter any restricted areas including the kitchen and maintenance areas.
- Entrances to any building may not be locked or unlocked without permission from NC staff.
- No moving items that belong to NC or the Host Site without permission.
- Smoking is only permitted with permission from the Host Site at designated smoking areas
- Alcohol, weapons, fireworks, and illegal substances are not allowed on the Host Site property at any time.
- Fires are only to be made in designated fire-pits and with the permission of NC staff.



Packing List

Prohibited items include:

- Candy, gum, or food of any kind
- Swiss army knives/leathermans or any other weapons
- Illegal substances, drugs, or alcohol

Please note:

Chaperones and teachers may bring **cell phones** and **computers** to communicate with family at home and keep up with work. Students are not permitted to bring or use cell phones. Please refrain from using cell phones in front of students other than to take pictures.

Laundry facilities are not available for general use.

Quantities: Adjust the number of clothing items based on the length of the field trip.

<p>Clothing</p> <ul style="list-style-type: none"> ● Long pants/jeans ● Shorts ● Pajamas ● T-shirts ● Long-sleeved shirt ● Sweatshirt or fleece ● Warm jacket ● Socks (pack extras) ● Underwear ● Hat and gloves ● 2 pairs of sneakers or hikers ● 1 raincoat or poncho <p>Bedding / Linens / Toiletries</p> <ul style="list-style-type: none"> ● Sleeping bag or bedroll (sheets and a blanket) ● Pillow ● 1 towel ● Laundry bag/trash bag for dirty clothes 	<p>Toiletries</p> <ul style="list-style-type: none"> ● Toothbrush and toothpaste ● Soap, shampoo, conditioner ● Deodorant ● Comb or brush ● Lip balm/chapstick <p>Miscellaneous</p> <ul style="list-style-type: none"> ● 1-day pack/backpack ● 1 reusable water bottle (1 Liter) ● Flashlight ● Sunscreen <p>Optional Items</p> <ul style="list-style-type: none"> ● Flip flops for the shower ● Book ● Bandana ● Ballcap ● Bug spray ● Travel game/deck of cards ● Fitted sheet for mattress (Twin)
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Outdoor Classroom is not responsible for items left behind.



PO Box 4627
Portsmouth, NH 03802

PLEASE FILL OUT AND TURN IN THIS PAGE

Teacher/Chaperone Name: _____ School Name: _____

Authorization for Emergency Treatment

I hereby give permission to Outdoor Classroom to seek emergency medical treatment. I agree to the release of any records necessary for treatment, referral, billing, or insurance purposes. I give permission to Outdoor Classroom to arrange necessary transportation for me. I hereby give permission to the physician selected by Outdoor Classroom to secure and administer treatment, including hospitalization, for the person named above. Information in this paperwork may be given to the physician. I agree to incur all costs related to any medical emergency for the person named above.

Teacher/Chaperone Signature: _____ Date: _____

Notification of Food Allergy/Intolerance/Needs/Diseases

Each of our facilities can accommodate a number of food allergies, intolerances, restrictions, and preferences.

Do you have any food allergies, intolerances, or restrictions? Yes No

Please specify allergy, intolerance, or restrictions: _____

Chaperone / Teacher Contract and Waiver

I have read and completed the Teacher/Chaperone Packet in its entirety. I understand what is expected of me before and during Outdoor Classroom and agree to abide by the rules and procedures detailed within. I also understand that during my participation at Outdoor Classroom,, I may be exposed to a variety of risks and hazards, foreseen or unforeseen, which cannot be eliminated without fundamentally altering the unique character of the program. Those hazards include, but are not limited to, hiking/walking/running/playing outside; ticks, snakes, insects, and large-animals; sunburn and heatstroke, dehydration, hypothermia, and other mild or serious conditions or injuries; falling and rolling rock; drowning; lightning and unpredictable forces of nature (including weather that may change to extreme conditions without notice), etc. I am aware of and assume these risks. Outdoor Classroom is not responsible for lost, stolen, or damaged articles. I, the undersigned, have read and understand my responsibility to complete and submit all necessary forms and fees on time (and that I will not be allowed to attend the program if any forms in this packet are incomplete).I give permission for photo/video of me and the writing, artwork, and/or testimonials created by me to be used in Outdoor Classroom's school outreach marketing materials, brochures. I acknowledge that since participation in publications is voluntary, I will receive no financial compensation. I further agree that participation in any publication format by Outdoor Classroom confers upon me no rights of ownership whatsoever. I release Outdoor Classroom and its employees from liability for any claims by me or any third party in connection with participation. As a condition of my participation in the Outdoor Classroom program, I acknowledge that participation is entirely voluntary, and I agree to assume full responsibility for the risks that participation may entail. I voluntarily agree to release and hold harmless Outdoor Classroom to the fullest extent permitted by law. I agree that any dispute concerning, relating, or referring to this contract, any representation concerning my child's outdoor education experience, or the outdoor education experience itself shall be resolved exclusively by binding arbitration in the state and county where this camp is physically located , according to the then existing commercial rules of the American Arbitration Association and the substantive laws of that state.

I HAVE READ THIS AGREEMENT. I FULLY UNDERSTAND IT AND AGREE TO BE LEGALLY BOUND BY IT.

Signature: _____ Date: _____

School: Gardner Middle School Date 5/7 - 5/10		Students: 58 Groups: 5		Grade: 6th Cabins: Prescott, Goings
Tuesday	Wednesday	Thursday	Friday	
Instructors: Treeline Faith Yamna Victoria Prashad	7:00 Wake Up 7:30 Morning Meds	7:00 Wake Up 7:30 Morning Meds	7:00 Wake Up 7:30 Morning Meds	7:00 Wake Up 7:30 Morning Meds
	7:45 Waitrons/ 8:00 Breakfast	7:45 Waitrons/ 8:00 Breakfast	7:45 Waitrons/ 8:00 Breakfast	7:45 Waitrons/ 8:00 Breakfast
11:00 Arrival Unload Welcome! Move-in and Fire Drill	*Meet at Homebase 9:00 Field Group 11:15 Free Time	9:00 Free Time/ Get Ready! 9:30 Pack lunches for ALL DAY All Day Adventure	9:00 Community Clean/ Final Field Group 9:45 Predator v. Prey Line up outside the dining hall...	
12:00 Lunch	11:45 Waitrons & Lunch Meds 12:00 Lunch		11:30 Lunch	
1:00 Field Group *2:00 Chaperone Meeting 4:00 Student Meeting/ 4C Report 4:30 Free Time/ Snack	1:00 Break/ Meet Up 1:15 Class 1 2:30 Break/Snack 3:00 Class 2 4:30 Free Time	2:00 Extended Free Time/ Snack 3:30 Class 3 5:00 Free Time	12:30 Departure Thanks for coming!	
5:15 Waitrons & Dinner Meds 5:30 Dinner	5:15 Waitrons & Dinner Meds 5:30 Dinner	5:15 Waitrons & Dinner Meds 5:30 Dinner		
6:30 Short Free Time/ Prep 6:50 Science Fair 8:00 Quiet Sing/ Night Meds	(no break) 6:30 Night Story 6:50 Night Experience 8:00 Quiet Sing/ Night Meds	6:30 Short Free Time/ Prep 6:50 Tech Through Time 8:00 Quiet Sing/ Night Meds		

Field Trip Approval Form

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

School Gardner Middle School

Person(s) Responsible for Organizing Trip Heather Friend Francoeur

Grade or Class 7th Grade, Project Support, Options

Number of Students Attending ~150

Destination Canobie Lake Park, Salem NH

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

Celebration of completing middle school / PBIS / SEL

Departure date/time/place 6/11/25, 7:30am from GMS

Return date/time/place 6/11/25, ~5:00pm at GMS

Transportation Provider NRT Bus Cost of Transportation \$3,032.40

Cost of Activity \$90 per student (includes yearbook cost) (cost for subseparate students is \$75.)

How will the cost of transportation and activity be paid? Students, multiple fundraisers

Ratio of chaperones to students 1:15 for 7th grade, 1:1 for Project Support

Sample Parent Permission Slip Attached: yes no & Options

Emergency Phone Contact List yes no

School Nurse Haley Dancy, RN Date 2/25/25

Principal [Signature] Date 2/25/25

Superintendent Ma T. P. [Signature] Date 2/28/25



Gardner Middle School

297 Catherine Street
Gardner, MA 01440
Telephone 978 632-1603
Fax 978 632-4234

Rebecca Leyva, Principal
Julio de Carvalho, Assistant Principal
Stephanie St. Joseph, Assistant Principal

March 4, 2025

Grade 7 Field Trip & Yearbook

Where: Canobie Lake Park, Salem, NH

Canobie Lake Park is an amusement and water park located in New Hampshire, about a 90 minute drive from Gardner. Students can enjoy rides, attractions, and games. There are also multiple dining options in the park. For more information, visit: <http://www.canobie.com/>

When: Wednesday, June 11, 2025

Please note: The buses will be leaving at 7:30 am promptly, and arriving back in Gardner at approximately 5:00 pm. Students will need to arrange to be picked up at GMS at 5:00 pm.

Who: *All seventh grade students are eligible to attend, and will be supervised by Gardner Middle School staff.*

Why: *To celebrate completing middle school!*

Cost: \$90 per student

This cost includes park admission, transportation, and \$20 to spend on food, games, and merchandise. The cost also includes the GMS Yearbook! Students will have a fundraising opportunity to earn money towards their trip.

To reserve a spot on the trip, a cash-only, non-refundable deposit of \$40 is due no later than Tuesday, April 15, 2025. The remaining balance is due no later than May 21st. Please plan ahead!

Please return the bottom portion of this form with \$40 cash deposit by April 15th.

I give my permission for my student to attend the field trip to Canobie Lake Park on June 11, 2025. I understand that all students will be expected to abide by both Gardner Middle School's Student Handbook and the Canobie Lake Park's Code of Safety and Conduct. I understand and agree to abide by all payment deadlines to ensure my student's eligibility for the field trip (deposit of \$40 cash by April 15, remainder due by May 21).

Yearbook only—my student will not attend the field trip but would like to purchase a yearbook for \$15 (cash-only payment due no later than April 15th)

Student Name: _____

Parent/Guardian Signature: _____

Quote Only
 Book Trip - pending school committee approval

NRT BUS
 16 Commercial Dr. Dracut, MA 01826
 Phone-978-788-6249
Request for Bus Transportation

There is no eating or drinking on the bus for any reason; do to unforeseen allergies
***Required Fields-Forms not filled out completely will hold up processing of the request.**

*Day & Date Requested for Bus: <u>Wed 6/11/25</u>	*Number of Buses: <u>4</u>	*Number of Passengers: <u>~180</u>	*Group or Function: <u>7m Grade</u>
---------------------------------------------------	----------------------------	------------------------------------	-------------------------------------

*School Name / Pick Up Location: Gardner Middle School
 *Address: 297 Catherine St.

*City: <u>Gardner</u>	*State: <u>MA</u>	*Zip: <u>01440</u>
-----------------------	-------------------	--------------------

*Pick up Time: <u>7:00/7:30</u>	*Return Time: <u>~5:00 pm</u>	The time you will be back at the school / pickup location
---------------------------------	-------------------------------	-----------------------------------------------------------

*Destination Location: Name Canobie Lake Park

*Address: 85 N. Policy St.
 *City: Salem *State: NH *Zip: 03079

*Name of Requestor <u>Heather Francoeur</u>	Phone # <u>978-302-5155</u>
Signature of Requestor <u>[Signature]</u>	Date Filled Out: <u>2/24/25</u>

** For Confirmation of trip please include Email: friendne@gardnerk12.org

*Responsible Party for Billing Name: Gardner Middle School

*Billing Address 297 Catherine St.
 *City: Gardner *State: MA *Zip: 01440

PO#

**For Weekend & Holiday Charter include contact name and Number
 Name: _____ Phone Number: _____

Special Notes:

Please Email the form to charters@nrtbus.com You will receive a confirmation number and pricing once processed

Confirmation #	Price Per Bus:	# of buses:	Total Price:
----------------	----------------	-------------	--------------

Name of North Reading Employee:	Date:
---------------------------------	-------



Quote

Trip #: 119740
 Trip Date: 11-Jun-2025

Gardner Middle School
 297 Catherine Ave
 Gardner , MA 01440
 Contact: Heather Friend Francoeur
 Contact Email: friendh@gardnerk12.org
 Phone: (978) 632-1603 Fax: (978) 632-4234

Quoted Date: 24-Feb-2025
 Total Vehicles: 4
 Sales Person: Belinda Poirier

Yellow School Bus

4 x \$758.10 = \$3,032.40

Pick Up	11-Jun-2025 7:00 AM	Gardner Middle School	297 Catherine St Gardner , MA 01440
Drop off at Destination	11-Jun-2025 8:19 AM	Canobie Lake Park	85 North Policy St Salem, NH 03079
Pick Up At Destination	11-Jun-2025 3:43 PM	Canobie Lake Park	85 North Policy St Salem, NH 03079
Drop Off	11-Jun-2025 5:00 PM	Gardner Middle School	297 Catherine St Gardner , MA 01440
			Total: \$3,032.40

Signature: _____ Date: _____

File: IJOA-E

Field Trip Approval Form

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

School Gardner High School

Person(s) Responsible for Organizing Trip Joanne Landry

Grade or Class Drama Club

Number of Students Attending 45-50

Destination New York City - Broadway show

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

Gives students involved in theater advance see a professional production to get inspired to improve their own acting skills + creativity in all aspects of production - set design, costumes, choreography etc.

Departure date/time/place June 18, 2025 6:15 AM from GHS

Return date/time/place June 18, 2025 10:30 PM GHS

Transportation Provider Wilson Cost of Transportation none

Cost of Activity William-Rockwell grant is paying \$245 per person. Only \$20 is due from participants

How will the cost of transportation and activity be paid? William Rockwell Grant

Ratio of chaperones to students 1/10 at most

Sample Parent Permission Slip Attached: yes no

Emergency Phone Contact List yes no

School Nurse [Signature]

Date 3/4/25

Principal [Signature]

Date 3/4/25

Superintendent [Signature]

Date 3/4/25

Bennett Student Travel, Inc.

Post Office Box 2205
7188 - Phone
Fitchburg, Massachusetts 01420
1579 - Fax

978-342-
978-342-

email:
doughbennett64@hotmail.com

**To: Joanne Landry
Gardner High School**

**From: Doug Bennett
Bennett Student Travel, Inc.**

Date: February 21, 2025

**Re: New York City Day Trip
June 18, 2025**

Enclosed, please find our proposal for the coordination of the travel arrangements for the Gardner High School Music Department's proposed trip to New York City in June 2025.

This information details how we would accommodate your group and has a specific price breakdown of each item that we have discussed. Please remember that this outline can be adjusted or changed completely should you need to.

Although we have been as specific as we could with relation to the details of your trip, please feel free to contact me at any time about questions that you may have.

Thank you for the opportunity to coordinate your travel plans for your trip to New York City. We are looking forward to spending time with you and your students in New York in June.

Thank you.

CONFIDENTIAL

Trip Pricing

This pricing breakdown includes a line-item listing for each component of your group's trip. This price is based on 55 travelers (45 students/10 chaperones). Should these numbers drop, some of the items listed below may increase due to less travelers contributing to their costs.

All of the individual prices listed are net prices. This means that our commission has not been added to each line item or that the listed prices are non-commissionable. We have added a line called Travel Services to cover the cost of our services. We find this approach to be more beneficial to the group instead of adding our commission into the individual items. Our policy is to be up front about our pricing procedures.

	<u>Per Person</u>
Bus Transportation	\$75.00
Lunch at Bubba Gump's Restaurant	\$30.00
Ticket to see Wicked	\$119.00
Bus Drivers' Tips	\$2.00
Travel Services	\$19.00 -----
Total Per Student (45)	\$245.00
Total Per Chaperone (10)	\$245.00

The Trip Price is based on a total of 55 travelers (45 students/10 chaperones).

Note - The show tickets cannot be purchased until the trip is paid in full.

Full Payment - Due March 20, 2025

In the event of a full group cancellation, the penalty would be the total amount of the expenses that cannot be recovered for the group.

Gardner High School Music Dept. New York City Trip Schedule

Wednesday - June 18, 2025

6:15 am	Load the bus at Gardner High School
6:30 am	The bus will depart from Gardner for New York City
11:00 am	Approx. arrival at Times Square in New York City
12:00 pm	Lunch at Bubba Gump's Restaurant - Included
1:30 pm	The group will walk to the theater
2:00 pm	Attend a performance of WICKED
5:30 pm	Load the bus near Times Square
5:45 pm	The bus will depart from New York City for Gardner
	Dinner stop in Darien, Connecticut - Not Included
10:30 pm	Approx. arrival at Gardner High School



Gardner Public Schools

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

www.gardnerk12.org

70 Waterford Street, Gardner, MA 01440

(978) 632-1000

March 3, 2025

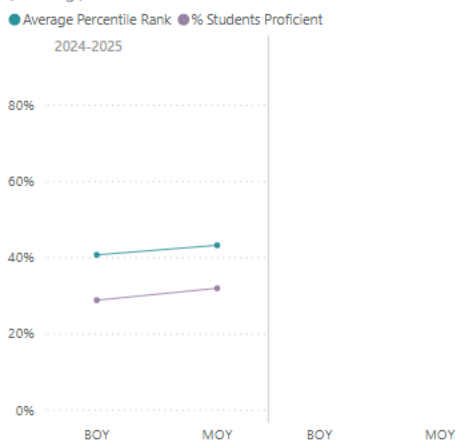
Data Driven Instruction:

As part of implementing the Multi-Tiered System of Supports (MTSS) model throughout the district, we have purchased the STAR Reading and Math assessment tool from Renaissance to administer universal assessments. We have also purchased a comprehensive Data Dashboard to monitor student progress in SEL and academics, and to inform adjustments to SEL and instructional practices to meet the needs of all learners. Below, you will see the aggregate results of the STAR benchmark assessments for reading and mathematics.

STAR benchmark assessments reveal growth in the acquisition and mastery of reading and mathematics standards. Results measure conceptual understanding and procedural fluency, identifying specific skill strengths and deficiencies unique to each grade level. The assessments are also predictive of MCAS success. As this is the first year using STAR assessments there is no comparison data to previous years. This will be considered a baseline year.

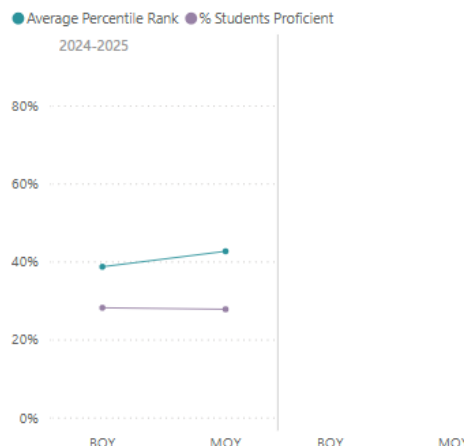
District STAR Reading Results BOY to MOY

% Students Proficient & Average Percentile Over Time (Reading)



District STAR Math Results BOY to MOY

% Students Proficient & Average Percentile Over Time (Math)



STAR Math Benchmark Assessment Data By Grade Level

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data
Percent of Students Meeting Expected Benchmark									
Actual Results 2024-2025	34%	32%	21%	25%	23%	27%	26%	25%	42%

STAR Reading Benchmark Assessment Data By Grade Level

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data	Winter Data
	Percent of Students Meeting Expected Benchmark								
Actual Results 2024-2025	N/A	40%	32%	24%	22%	17%	24%	47%	54%

The STAR Reading and Math line graph results above indicate the change in percent of students who were meeting expected benchmarks, as well as, the change in the average achievement percentile from the beginning of the school year to the middle of the school year. The two tables above show middle of year % of students meeting benchmark or specific grade levels.

For both math and reading, the District is currently monitoring the percentage of students who fall into three categories of achievement and need of support. Those categories are:

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

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



Gardner Public Schools

Courtney Dunn, *Grants & Communications Manager*

www.gardnerk12.org

160 Elm Street, Gardner, MA 01440

(978) 632-1000

Grants & Communications Update to School Committee – March 10, 2025

Grants

FY25 Grants

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

- 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.

The district is currently evaluating all open grants to ensure that programs are expending funds in a timely fashion in advance of upcoming deadlines (June 30, 2025 and September 30, 2025). District leadership will attend the Spring 2025 Federal Grants Regional Meeting at Tahanto Regional High School on March 17, 2025.

Community • Appreciation • Responsibility • Excellence

Gardner Public Schools



Joyce West, Director of Pupil Personnel Services

Tasha Gamble, Assistant Director of Pupil Personnel Services

www.gardnerk12.org

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 Special Education Administration has been in contact with consultants to discuss evaluating a few of our programs. For this school year we, are seeking evaluations for the preschool program and for our elementary social/emotional/behavioral program Project Support, which is a sub separate program for students with disabilities.

Our preschool programs follow a peer model with typically developing children alongside and interacting with children who have developmental delays or disabilities. Peer model programs in preschools foster a rich, supportive learning environment where both groups of children grow academically, socially, and emotionally. We have seen a growing number of preschool students with more significant social, language, and behavioral needs entering the program and want to assess the effectiveness of the Special Education Program offered to preschool students.

Through evaluating the program we aim to ensure that the program meets the needs of students with disabilities and supports their development, learning, and inclusion within the school community. Our goal is to focus on several key areas, including program structure, teaching strategies, language social supports, individualized education plans (IEPs), student outcomes, staff training, and resources. The Director of Pupil Personnel, Assistant Director of Pupil Personnel, and Director of Early Childhood are finalizing the process but anticipate that it will start towards the end of this school year and carry over into early next year.

The evaluation for our Project Support Program will occur over the next two months. Dr. Alex Hirshberg, clinical psychologist, will start the evaluation at the end of this month. Dr. Hirshberg is a clinical psychologist who provides school consultation, professional development, and assessment services for schools. The evaluation will include observations and teacher interviews in the sub separate setting as well as in inclusion classrooms. Dr. Hirshberg will also interview building administrators.

Special Education Parent Advisory Council (SEPAC):

Reading Specialist Jennifer Giancattarino conducted a presentation on Overcoming Reading Challenges and Supporting your Child at Home on February 27, 2025. Ms. Giancattarino gave an overview on common challenges and provided strategies and free resources to parents. Next SEPAC meeting will be held virtually on March 20, 2025 at 6:00 p.m.