

2024

Annual Report of the Gateway Regional School District



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Member towns include:

Blandford, Chester, Huntington, Middlefield, Montgomery, Russell

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GATEWAY TELEPHONE DIRECTORY

GATEWAY SUPERINTENDENT'S OFFICE	685-1000
PUPIL SERVICES DEPARTMENT	685-1017
LUNCH PROGRAM	685-1005
GATEWAY REGIONAL SCHOOL	685-1100
GATEWAY REGIONAL SCHOOL GUIDANCE DEPARTMENT	685-1107
LEARNING RESOURCE CENTER	685-1106
SECURITY OFFICE (main campus)	685-1051
CHESTER ELEMENTARY SCHOOL	685-1360
LITTLEVILLE ELEMENTARY SCHOOL	685-1300

“No School” signals will be broadcast between 5:00 a.m. and 7:30 a.m. over the following stations:

WYHN	Holyoke
WAQY	Springfield
WNNZ	Westfield
WHMP	Northampton
WMAS	Springfield
WPKX	Springfield
WWLP	TV 22, Springfield
WGGB	TV 40, Springfield

As well as on the website and the weather line @ 685-1001

**THE GATEWAY REGIONAL DISTRICT SCHOOL COMMITTEE
AND ASSOCIATED PERSONNEL
THE COMMITTEE**

**Jason Fogue, Chair
Keri Morawiec, Vice Chair
Tara Balboni
Jeana Briggs
Nicole Daviau
Pegg Dragon
Brian Fogue
Lisa Goding
Alicia Hansen
Michael Morrissey
Lyndsey Papillon
Alex Seid
Tasha Strong**

**Chester
Blandford
Russell
Chester
Blandford
Huntington
Chester
Huntington
Russell
Montgomery
Russell
Middlefield
Middlefield**

ASSOCIATED PERSONNEL

**Kristen M. Smidy
Stephanie Fisk
Stacy Stewart
Deborah Kuhn
Deborah Burkott
Scott Caron
Dupere Law Offices**

**Superintendent
Assistant Superintendent for Finance & Facilities
Administrative Assistant
District Treasurer
Transportation Coordinator
Accounts Payable
Counsel for the Committee**

BUSINESS OFFICE

**Gateway Regional School District
12 Littleville Road
Huntington, MA 01050**

**Telephone (413) 685-1000
FAX: (413) 667-8739**

Hours: 7:30 a.m.-4:00 p.m.

SCHOOL COMMITTEE MEETINGS

Most regular meetings of the School Committee are held one Wednesday of each month at 7:00 p.m. A calendar with specific dates and location can be found on the district's website – www.grsd.org under the school committee tab.

ADMINISTRATIVE STAFF

William Sullivan Val Zeh	Principal – Gateway Regional School Assistant Principal - Gateway Regional School
Melissa McCaul Martha Gendron	Principal - Littleville Elementary School Assistant Principal - Littleville Elementary School
Vanna Maffuccio	Principal–Chester Elementary School
Kurt Garivaltis Christopher Tamburrino	Director of Pupil Services Assistant Director of Pupil Services
Deanna LeBlanc	Director of Curriculum
Kelly Sudnick	Nurse Leader
Christopher Parker	Technology Director

REPORT OF THE SUPERINTENDENT OF SCHOOLS 2024 - 2025

The 2024–2025 school year has been one of growth, reflection, and meaningful transformation across the Gateway Regional School District. At the heart of our progress was the creation and rollout of a shared instructional vision, which has become the foundation for all our work in teaching and learning. This vision centers on the belief that all students can learn, that learning must be relevant to students’ lives, and that students benefit from persevering through appropriately challenging tasks. It emphasizes the importance of helping students understand both what they are learning and why they are learning it, with the ultimate goal of preparing them to succeed through effort, resilience, and purposeful engagement. The full instructional vision is here:

Instructional Vision

Students will:

- Engage in their school community
- Recognize their strengths and areas of growth to reach their potential
- Work together to support each other as members of the learning community
- Seize opportunities and direct next steps for learning based on interests and abilities
- Push through challenging tasks with a positive attitude.
- Know what they are learning and why they are learning it.

Gateway Staff will:

- Know and reach every student
- Believe in every student’s potential
- Push every student to grow as a learner and community member
- Create meaningful and personalized opportunities for all students
- Trust students to succeed after **productive struggle**
- Empower students to know what and why they are learning.

Students are empowered through **intentional design**.

Professional development this year was intentionally aligned to support that vision. Our educators focused deeply on instructional strategies that encourage students to engage with more rigorous content. Teachers have been working to design lessons that dig beneath surface-level understanding and push students to experience and overcome productive struggle. This intentionality has led to more authentic learning experiences and higher expectations for all students.

In our continued pursuit of deeper learning, we have provided opportunities for site based learning excursions around the state and across the country through our partnership with the Barr Foundation. We saw cutting edge districts in Kentucky, Maine, Arizona, New Hampshire, Rhode Island, and other schools in Massachusetts for continued learning and inspiration. These excursions have offered our staff and select students and community members incredible exposure to innovative practices and real-world implementation of models that inform our work and fuel ongoing collaboration.

To further our growth and learning related to our instructional vision, I’m pleased to share two significant grants that the district was awarded. The CPPI (Commonwealth PreSchool Partnership Initiative) grant and the PRISM (Partnership for Reading Success) grant are both long term grants to build programming and support for our early learners. The PRISM grant is particularly noteworthy, as Gateway—through a collaborative partnership with Farmington River

School District—was one of only fifteen recipients statewide and the only rural district selected. This multi-year grant will provide critical funding to enhance early literacy, with professional development and planning in the first year, followed by staffing and materials support in subsequent years. We are grateful to Deanna LeBlanc for her work in assembling the grant application and to the staff who participated in the rigorous interview process associated with the award. These grants are welcome news as we navigate what is expected to be a challenging fiscal year.

Central Office Reorganization

There will also be significant staffing changes this year in our Central Office, marked by the retirements of long-time Assistant Superintendent Stephanie Fisk and District Treasurer Deb Kuhn. The impact of these two remarkable women cannot be overstated. Assistant Superintendent Fisk and Ms. Kuhn have been pillars of the Gateway Regional School District, each dedicating decades of service defined by unwavering commitment, deep institutional knowledge, and a passion for supporting the district with integrity and strong work ethic. Their contributions have been instrumental in ensuring the financial stability, operational continuity, and overall success of our district. Their leadership has helped to navigate challenges, implement lasting improvements, and sustain a culture of excellence and care. Their departures prompted thoughtful restructuring within our Central Office to align every role with our instructional mission.

The Central Office reconfiguration process was rooted in the belief that each role should directly contribute to student success. Following a rigorous selection process, the screening committee unanimously recommended Amy Mason for the School Business Administrator position. Amy, a Huntington resident, has spent the past year apprenticing under Assistant Superintendent Fisk, earning her DESE licensure in the field, and completing coursework to build her expertise. She has also been involved in transition planning, including key discussions around special education services. The committee successfully negotiated a contract and approved Amy's appointment at their April meeting.

A new Human Resource Director position was also created this year to respond to the growing complexity of staff recruitment, onboarding, retention, and support. This position replaces the Treasurer role that had already taken on many HR-related responsibilities. After stakeholder engagement and data analysis, the role was designed to provide consistency in human resources processes across the district and support the towns with their HR needs as well. Following a thorough hiring process involving eight members of the screening committee, Stacy Stewart was selected unanimously for the role. Stacy's knowledge of the district, her trustworthiness, and her forward-thinking approach made her the ideal candidate. She will transition into the role on July 1.

Another significant organizational change is the replacement of the Director of Curriculum role with a newly created Director of Grants and Accountability position. While the Director of Curriculum had long served as our lead on grant writing and programmatic oversight, the new position brings clarity and focus to that work. The role will be responsible for grant acquisition and compliance, as well as supporting DESE accountability measures through data and analysis. As the Central Office evolves, I have committed to ensuring the new team is aligned, connected, and focused on our shared purpose.

Recognitions

In 2024, Chester Elementary School was recognized as a School of Recognition by the Massachusetts Department of Elementary and Secondary Education (DESE). This prestigious designation placed the school among just 57 schools out of 1,827 statewide that demonstrated high achievement and notable growth under the state's MCAS accountability system. Chester Elementary earned an accountability percentile of 76, and achieved 97% of its possible points toward improvement targets.

This year also brought a well-deserved recognition for Ms. Abbey Keeler, who was named a recipient of the Grinspoon Excellence in Teaching Award. Abbey teaches health education for students in grades 6 through 12, and her classroom is a space where her curriculum is handled with care and professionalism. She is deeply respected by her students, and her impact extends far beyond the classroom. She is a key leader of PBIS (Positive Behavioral Interventions and Supports), the organizer of school-wide events like the Reindeer and Snowmen Games, and an active member of the Academic Council. Abbey also coaches the girls' softball team, supports volleyball, and volunteers twice a week in the afterschool "Later Gators" program. Her positivity, dedication, and school spirit can be felt in every corner of our community. Abbey will be honored on April 30 at the Grinspoon Awards Dinner at the Log Cabin.

School Safety

We continue to prioritize school safety and emergency preparedness, and this year we were invited to participate in a pilot training program through the Executive Office of Public Safety and Security (EOPSS). Huntington Police Chief Garriepy invited Jeff Farnsworth, Senior Police Advisor for EOPSS, and Captain Richard Ridlon of the MA State Police to present to our district. They shared information about a statewide initiative known as ALERRT (Advanced Law Enforcement Rapid Response Training), which includes CRASE (Civilian Response to Active Shooter Events) training. The training does not replace current protocols but supplements them.

Budget Advocacy

After a busy spring of various advocacy events to request more state funding for our schools, our push culminated on April 8, when Gateway students, staff, and administrators participated in the final public budget hearing held at the Massachusetts State House. The high level of turnout for the event underscored the growing urgency around public education funding, particularly for rural districts like ours.

Gateway's delegation included Mikayla Menin's 4th grade class from Chester Elementary, with four students who prepared and delivered powerful, thoughtful, heartfelt testimony. Chris Mosher's 8th grade civics class also sent ten students who eloquently shared their perspectives on how state funding directly impacts their learning experience. The testimonies delivered by Gateway students were widely recognized across the state as particularly impactful. Legislators, education advocates, and fellow attendees took note of their confidence, clarity, and authenticity, highlighting Gateway as a model for meaningful student engagement in civic processes. This moment served as a powerful testament to the strength of student voice within our district and the deep understanding our young people are developing about public policy and advocacy.

Labor Negotiations

We are pleased to report that contract negotiations with both the secretarial and custodial bargaining units have been successfully completed. We appreciate the collaborative and productive approach taken by all parties throughout the process.

This school year has brought both meaningful change and powerful affirmation of our shared values. Please join me in honoring those staff who are retiring from Gateway this school year:

- Nancy Blume-School Adjustment Counselor - 19 years in the district
- Mike D'Astous-Custodian- 13 years
- Chris O'Malley-Art Teacher-19 years
- Deborah Kuhn-District Treasurer-28 years
- Stephanie Fisk-Assistant Superintendent-36 years

I am incredibly proud of our staff, students, and community for their engagement and resilience throughout this year of growth.

Pupil Services

The 2024-25 school year is marked by continued growth and change but students remain our top priority and all efforts within the department are aligned with our instructional vision to improve outcomes for students and families. The growth of students requiring IEP or 504 plans to successfully access the curriculum appears to have plateaued after two years of steady growth following the pandemic. Despite our best efforts, students continue to struggle to reach academic baseline markers established before the pandemic. Our data tells the same story as schools across the Commonwealth and the nation; the pandemic wreaked havoc on the progress all students had worked so hard to attain. The regression suffered across academic, behavioral and social emotional domains continues to be the biggest obstacle to improving outcomes.

The department continues to creatively adapt to effectively meet the needs of all students. As I've mentioned in prior reports, we are very proud of our efforts to create and deliver a full continuum of programs and services across all four schools to ensure that we might successfully program for all students without the need to send many students out to costly out of district placements. The reason we have been able to deliver on this goal is by developing, managing, and sustaining programs from the most restrictive levels of care (substantially separate, self contained) through the least restrictive, full inclusion in the mainstream with their typical peers. I had previously shared our efforts to include all disabled students more in the mainstream and we have attained this goal as represented by the fact an astounding 90% plus of all students with IEPs that reflect a placement of full inclusion.

Last year, I shared that our speech and language needs had grown exponentially and that we had hired an additional SLPA, Christina Kadzick to round out the department. I further explained that we had struggled to hire a second "in-person" Speech Pathologist and thus, hired a Telehealth SLP-CCC for the third year in a row. Although a telehealth specialist ensures the district fulfills our obligation under the State and Federal regulations, it is not the optimal model for service delivery as many students struggle to succeed with a specialist who is on the computer. This year, we were elated to hire "In-person" Speech pathologist, Sarah Girouard back to the district. Sarah was originally a Gateway employee, hired straight from graduate

school. She left the district for two years but thankfully rejoined us after realizing that the grass is not always greener elsewhere. We are very happy to have Sarah back, as are the students and families of Chester Elementary and Gateway Middle/High school. The district is very fortunate that presently, all staff and specialists are working in-person across all schools.

Shifting gears to compliance, every three years, the Department of Elementary and Secondary Education (DESE) comes out to the district to deliver a comprehensive audit of all programs and services, the integrated monitoring review. The 2024-25 school year marked year three in that cycle and this past fall, the DESE mandated a comprehensive self assessment in which the district is required to upload a plethora of civil rights and special education criteria through a secure portal. Once the department has assurance that the district is operating all programs and services in strict accordance with State and Federal laws and Regulations, they schedule a series of on-site visits to ensure what we say is occurring on campus (through the self assessment) is genuinely happening on campus. This audit is a herculean project that requires significant contributions from the leadership, staff and even our students and families. As usual, the Gateway community delivered! Last month, the Integrated monitoring review concluded and I am pleased to report that out of a multitude of Civil Rights and Special Education criterion reviewed, the DESE has identified only three areas for corrective action. One has to do with professionals ensuring appropriate licensure and Superintendent Smidy has been working tirelessly with these staff members and the DESE to resolve this matter. The second area has to do with updates to the district physical restraint policy. The required updates are drafted into the proposed policy and scheduled for a first reading at the upcoming school committee meeting. The final area of action includes ensuring all individual Teachers in the district review all their respective educational and instructional materials to ensure they are free from bias, demeaning generalizations or lacking intellectual merit. The leadership team will be working with staff to prepare a systemic and sustainable resolution to this issue.

The US Department of Education Office for Civil Rights released its Annual report for Fiscal Year 2024. The report states: 2024 was OCR's busiest and most productive fiscal year in history. Of note, the OCR received 22,687 complaints (of civil rights violations), the highest number ever and an 18% increase over the previous record high in FY '23 of 19,201 complaints. This trend mirrors our experience in the district. The Pupil Services Department is investigating allegations of civil rights violations across our schools at a similarly increased rate. Like the Federal OCR, the district remains steadfastly committed to using all the tools legally available to ensure education is provided to all, on equal terms.

Finally, the pupil services department has made significant progress with the funds provided through the CPPI grant of Commonwealth Preschool Partnership Initiative. At present, the district is offering three full time, five day a week preschool programs across both Elementary Schools. We have hired a STREAM Teacher at Littleille and a STEM Teacher at Chester that deliver services to our youngest learners. Additionally, the district hired a Board Certified Behavior Analyst using grant funds to support preschool students. We believe these programmatic changes will lead to increased outcomes for early childhood students and contribute to improved learning outcomes aligned with the district Instructional Vision. If the district application for additional funding is accepted for next school year, we have a series of strategic actions and supports planned that we believe will result in preparing our youngest learners for success in Kindergarten and beyond.

Gateway Regional School District Curriculum Updates - 24/25

Professional Development

This year's professional development was centered around instructional practices and student ownership of the learning. The district's instructional vision guided all professional learning across the district throughout the year. We had many enriching experiences, including two half-day sessions with The New Teacher Project and Lynch Leadership, focused on student ownership. We also had coaching opportunities, a district kick-off event that centered the new instructional vision at Union Station in Northampton, and a half-day session that centered the new IEP with Laurel Pelletier and School Safety with a pilot presentation from the state police. Gateway's dedicated staff provided regular feedback to the professional development committee, who worked under the coordination of the Director of Curriculum to create a comprehensive professional development menu of offerings. Staff feedback was overwhelmingly positive, and the committee is already planning for 2025-2026 with enthusiasm.

In addition to our internal professional development workshops and release time, Gateway Regional School District has tenaciously advocated for and been enrolled in the Massachusetts DESE Multi-tiered Systems of Support Academies for math for additional support years (FY '24 and FY '25). This academy includes extensive professional development for a team of staff that is paid for by the state through their own internal grant system. The math academy is specifically designed around the Add-Vantage Math Recovery program, with Heather Cabral at Chester Elementary being trained and completing rigorous coursework to be a Math Recovery Champion and Allison Craig at Littleville Elementary being trained as a Math Recovery Specialist. There are now 5 staff in the district with this intensive training, making our math interventions much more sustainable. This opportunity is helping build capacity and improving instructional strategies, which will improve outcomes for students.

Grants

FY '25 has been another strong year in grant funding. Above our entitlement and targeted grants managed through the curriculum office, Gateway Regional School District was able to secure competitive grant funding from the Student Opportunity Act Evidence-Based Practice grant (FC 117) for \$200,000, the PRISM I Grant for Early Literacy (FC 592) for \$15,000, the SEL & Mental Health Grant (FC 332) for \$100,000, the Safe and Supportive Schools Grant (FC 335) for \$10,000, which have totaled \$325,000 in competitive state grants that the curriculum office is directly involved in. We have open applications already for FY '26, and the PRISM I grant will have continuation opportunities moving forward. While this is less than previous years, the grants are very focused on our work, and will push forward Gateway's instructional vision.

Curriculum

Gateway Regional School District is in the fourth year of implementing Illustrative Mathematics in grades K-8 and in the first year of implementing Illustrative Mathematics in Algebra I, Geometry and Algebra II. This program really pushes students' understanding of the three aspects of number in early grades, and student ownership of multiple problem-solving strategies in upper grades. The curricular materials are designed around the research-based theory of

action that students learn math by doing math. They are asked to try new problems and think through how they might approach something before it is modeled.

Our English Language Arts (ELA) curriculum is in the third year of implementation of the following: Amplify Core Knowledge Language Arts (CKLA) for grades K-3, and Wit and Wisdom for grades 4-8. Amplify CKLA has the foundational skills built into their program, so that our students in K-3 are receiving explicit instruction in phonics to support students decoding text. Wit and Wisdom uses authentic text, both informational and fictional, to build schema for students' world and ask them to think deeply about different topics. We continue to review our ELA practices, and look more deeply at how we support students who are not seeing as much growth in decoding and comprehension.

Gateway Regional School is in the first year of implementing OpenSciEd in grades 6-8, which is a highly-rated phenomena-based set of instructional materials that are open source. Our amazing middle school team attended a week-long institute over the summer to prepare to teach using these materials, then brought tremendous energy to their first module implementation.

Data

Gateway Regional School District is continuing to develop data practices at all levels. While building leaders are continuing to grow and strengthen Multi-Tiered Systems of Support in their buildings, the district is also developing the District Data Team, who will set data practices, review fidelity data, and ensure that appropriate training and support is available to continue to grow data practices. The Curriculum Director has been facilitating the development of the team using the DESE data team toolkit. This has been an important project that will support our growth in using data to make instructional and systemic decisions.

Mentoring

The curriculum office coordinated a team to improve the mentoring program at Gateway. A team of dedicated educators met to make recommendations for change last summer, and we have started to implement these recommendations. We took a critical look at the new teacher induction day, and made important adjustments. We added the New Teacher Institute, which is a once monthly after school collaboration time for teachers new to Gateway, which is facilitated by a different administrator each month. We have also implemented mentor collaboration sessions, and started to develop a more comprehensive mentor training. Our district continues to see a significant number of new teachers each year, and in order to retain staff, we will continue to focus on ensuring that they are supported during the critical first two years in the district.

Technology

Technology is in a constant state of change, and as such, the Technology Department at Gateway's main focus is to try to keep up with such changes. As a result, there are very few days to stop and take a breath. The FY '25 school year has been one filled with updates, upgrades, and changes in an effort to remain a front runner in the use of everyday technology.

The fall saw us making several large scale changes to our own infrastructure as we changed to a new helpdesk system for both technology and maintenance. The new system allows us to streamline services, track work, and identify recurring issues with both staff and student devices, as well as maintain our facilities. Teachers and staff can easily login and quickly fill out a request form which allows both the technology and maintenance staff to perform work quickly and accurately. Additionally, in the first couple of months of school, we were able to facilitate a redesign of our website in order to provide easy access to important information. While the project is ongoing, our hope is to build a dynamic website, full of up to date and important information pertaining to our district and each individual school.

As we continue to showcase our vocational programs, upgrades to the computers that the students use in our welding labs became a priority. We were able to upgrade the desktops in the welding lab in order to provide the most up to date technology to support the new equipment in the welding shop. Students can now effectively learn to weld virtually, as well as accurately design materials to be cut and welded for projects without having to wait unnecessarily for the technology to catch up.

Based on feedback from the Department of Homeland Security, the Massachusetts State Police, and local Police and Sheriff departments we were able to undertake upgrades to our camera and door security systems to provide the safest environment for our staff and students. Cameras in high traffic locations were upgraded to provide enhanced high definition pictures to help identify people, as well as to cover as much of the exterior and interior of our buildings as possible. Exterior doors were upgraded to allow quick access for staff and students to enter buildings in the rare case of an external threat. Safety and security has always been a priority at all our buildings so keeping current with upgraded technology is something we take great pride in.

In addition to the overhaul of our website, we have added a new comprehensive messaging system for all calls to staff and students. This new system allows us to also schedule daily automated attendance calls as well as integrate our new 'add on' for PowerSchool, Report Creator, which enables us to send attendance letters as well as report cards securely and electronically to parents and guardians.

As we start planning for the upcoming school years, keeping our technology current and up to date to support our learning and teaching process remains at the forefront of our future plans. Gateway strives to be among the leaders in K-12 technology in our state, and by doing so, prepares our students for their future.

Chester Elementary School 24-25

Vision: We strive to empower the students of today to create the world of tomorrow!

Mission: At Chester Elementary School, we believe a meaningful education has the power to shape lives, inspire new ways of thinking, and build a better, brighter future. We are committed

to building community partnerships that serve as catalysts to rich, relevant learning experiences and to empowering our students to push new boundaries of innovation and productivity within a culture of belonging, joy, and high expectations for what students learn and for who they become.

Chester Enrollment 2024-2025

Grade	Enrollment
PreK	25
K	17
1	19
2	16
3	13
4	8
5	16
Total	114

Supporting the Instructional Vision

Throughout the year, Chester Elementary made a concerted effort to enhance instructional strategies that promote student perseverance and individualized support. Faculty participated in professional learning focused on supporting student perseverance, the use of formative assessments, and targeted interventions. These practices helped teachers provide both enrichment for advanced learners and additional support where needed.

The school also fully implemented high-quality instructional materials in both math and English Language Arts across grades K–5. Teachers, in collaboration with reading and math specialists, incorporated evidence-based strategies to strengthen reading comprehension, fluency, and mathematical reasoning, creating a cohesive and engaging learning experience for all students.

Hands On Learning

Environmental stewardship and STEAM (Science, Technology, Engineering, Arts, and Mathematics) education were key themes of the 2024–2025 school year.

- **Hydroponics Program:** The school’s hydroponic garden yielded year long harvests. Students helped grow lettuces and bok choy, which were prepared by the school’s kitchen staff and incorporated into meals. Students took pride in eating vegetables they had helped grow.
- **Composting Initiatives:** To further sustainability efforts, the school composted breakfast and lunch scraps. Due to the success and volume of the program, a second outdoor

composting bin was purchased. Guest educator Mary Stucklen from Tommy's Composting dressed as a banana and visited classrooms to teach students about composting and distribute individual compost bins and biodegradable bags.

- **Teaching with Trout:** Through a partnership with MassWildlife, the school received brook trout eggs throughout the winter and plan to release them this spring. Students are caring for the trout and monitoring their development from eggs to fish, culminating in a celebratory release event in the spring. The project provided hands-on learning about ecology, water quality, and life cycles. A special thanks to Ashley Therrien who took the lead teacher role with supporting this project.
- **Railway Makerspace:** Dave Pierce, president of the Chester Foundation, led a lesson on the town's railway history. He also introduced a student-centered railway-themed makerspace, complete with a model train and creative materials for student design and exploration.

Chester Elementary continued to nurture a school culture rooted in kindness, respect, and responsibility. Monthly assemblies celebrated students who exemplified core character traits. Honorees received medals, certificates, and capes to wear in recognition of their positive contributions to the school community.

Extracurricular and Family Engagement

To foster deeper student engagement, Chester Elementary expanded its extracurricular and after-school offerings. New clubs included the Student Media Club, Kids Who Code, and Student Advisory Club, along with an expanded Drama Club and the return of Girls on the Run. The latter culminated in a celebratory 5K race at Westfield State University, where every student runner completed the course and received a commemorative medal.

The school also hosted a range of family-centered events, including Mad Scientist Night and the popular BOO! Bash, held on October 18. The annual Fall Food Drive resulted in the donation of 271 food items to the Food Bank of Western Massachusetts' Huntington location.

Commitment for the Future

As we reflect on the accomplishments of the 2024/2025 school year, we are looking ahead towards the future of Chester Elementary. Moving forward, we will continue to refine our instructional practices, expand our SEL initiatives, and provide more opportunities for student engagement. We remain committed to fostering a school environment where all students feel supported, challenged, and inspired to achieve their full potential.

With a shared commitment to excellence, the school looks forward to another year of growth, collaboration, and achievement in creating an exceptional learning experience for all students.

Littleville Elementary School

Mission: At Littleville, we are committed to offering the challenge, support, and enrichment necessary for each child to find meaning and purpose in their lives.

Vision: LES will create a learning community where students grow holistically. By emphasizing real-life learning, community connections, and collaborative experiences, students will be empowered to take ownership of their education and become lifelong learners.

Littleville Enrollment 2024-2025

Grade PreK- 38 students
Grade K- 38 students
Grade 1- 38 students
Grade 2- 45 students
Grade 3- 37 students
Grade 4- 37 students
Grade 5- 34 students

I am pleased to present to you the annual report of Littleville Elementary School for the 2024/2025 school year.

Littleville Elementary School remains committed to fostering an engaging and supportive learning environment where students are empowered to take ownership of their education. Grounded in our district's instructional vision, we strive to cultivate a school community where students recognize their strengths, persevere through challenges, and understand the purpose behind their learning. This year, we have implemented significant initiatives to enhance instruction, support student behavior, and enrich curriculum opportunities to better serve our students and families.

Enhancing Student Support To further our commitment to student success, we welcomed an assistant principal this year. This role has been instrumental in providing additional behavioral support to students, ensuring a structured and nurturing environment that allows every child to thrive. By proactively addressing behavioral needs, we have seen increased student engagement and a more positive school culture.

Additionally, together we have strengthened our attendance policy and our Multi-Tiered System of Supports (MTSS) process, creating a handbook for each to provide clearer guidelines and support structures for students, families, and staff.

Advancing Instructional Practices Professional development has been a key focus this year, particularly in strengthening our approach to productive struggle and making student thinking visible. Teachers engaged in targeted training designed to help students navigate challenges, articulate their thought processes, and develop deeper conceptual understanding. These efforts align with our belief that students learn best when they are challenged in meaningful ways and supported through intentional instructional design.

Curriculum Enrichment and Engagement Recognizing the importance of student engagement and personalized learning, we have expanded our curriculum enrichment opportunities. By incorporating activities that align with student interests and strengths, we have fostered a more dynamic learning environment. Whether through project-based learning,

enhanced STEM opportunities, or arts integration, our students have had greater access to hands-on and interest-driven experiences that deepen their learning and engagement.

This year, we also blended our Library time with STEM to create STREAM, which stands for Science, Technology, Reading, Engineering, Art, and Math. By doing so, we were able to once again offer access to Library services on a weekly basis. This new program also allowed for better teacher collaboration to enhance the curricular work of the classroom. Additionally, our library underwent a makeover to blend a classroom space within the library, further supporting collaborative and interactive learning experiences.

Looking Ahead As we reflect on this year's progress, we remain dedicated to continuous improvement. Moving forward, we will continue to refine our instructional practices, further strengthen our support systems, and explore additional ways to connect learning to students' interests and aspirations. Our commitment to empowering students through intentional design will remain at the forefront of our efforts.

We appreciate the town's ongoing support of Littleville Elementary School and look forward to continued collaboration in fostering an exceptional learning environment for our students.

Gateway Regional School

The 2024-2025 school year has focused on the expansion of our work with the Barr Foundation, school culture, and teaching and learning. It has also been a year of new and exciting opportunities for students and staff. Starting this school year, Gateway Regional Middle School and Gateway Regional High School combined to form one school, Gateway Regional School (GRS). GRS serves 334 students from our six towns and surrounding areas in grades 6-12.

Enrollment 2024-2025

Grade 6- 58 students
Grade 7- 62 students
Grade 8- 60 students
Grade 9- 38 students
Grade 10- 49 students
Grade 11- 36 students
Grade 12- 30 students
Post HS- 1 student

Class of 2024:

On May 31, 2024, the Class of 2024 at their graduation ceremony out on the field. All of our 41 seniors graduated from Gateway Regional School. The valedictorian was Alexi Bonenfant and the Salutatorian was Kaitlyn Maynard. Both gave wonderful speeches about their time at Gateway and what was next. The class also heard from Class President, Joseph Pisani. Sue Luppino, a long time teacher at Gateway Regional School gave the commencement speech after being nominated by the students in the class.

Barr Foundation:

In the spring of 2024, a small group of staff on the Barr Foundation Team crafted a plan and proposal for the Barr Foundation to review to determine if we would continue our work with them. This plan included professional development for staff, student trips and experiences, staff school visits, and community building opportunities. Our plan was accepted by the foundation and have continued our work with them into the 2024-2025 school year.

A big focus of our work this year connects to our newly created instructional vision. The focus this year at GRS, related to the instructional vision, is on answering real-world questions and grappling with real-world problems. Classroom lessons have included more opportunities for students to take the content they are learning and apply it to a real-world context or problems. This has allowed students to make connections beyond the classroom. In the fall, faculty and staff worked to develop a shared definition of what real-world problems look like in the classroom. Now, in the spring, GRS staff are working on implementing new instructional practices that get students to think deeply more consistently. The first instructional practice is the “3 Whys” which asks students to answer why what they are learning impacts them, the community, and the world. Each month we will focus on a new practice to build out our instructional toolkit.

Some of the funds we have received from the Barr Foundation have allowed staff to visit schools across the country. Staff have gone to California, Arizona, Maine, Colorado, Vermont, Kentucky, and New York. On each trip, staff visit schools and bring back ideas to the Gateway community. More trips are planned for the spring. Professional development has been focused on real-world problems and allowing students to productively struggle. There have also been opportunities for staff to collaborate with one another during the daily schedule and during faculty meetings after school.

While our instructional focus has been on grappling with real-world problems, the focus of our Barr work with students has been on taking the real-world problems they are learning in the classroom and applying it to college and career planning. Coming soon, students in grade 10 will be going to local colleges, one private and one public, to get an experience on what both will be like. Students will have the opportunity to see specific programs of study and get to experience a day in the life of a college student. Students will also be provided with breakfast from Tandem Bagel and lunch at the college they are visiting. Students in grade 11 will be going to Berkshire Community College for a robust college fair that will include around 80 colleges from across the country.

Students in grade 6 will be doing a team-building field trip to the Adventure Park at Storrs in May of 2025. Recently, students in grade 7 did a tour of 9-12 programming that was led by school counselors and student leaders. Students visited classrooms, including our Chapter 74 Welding and EEC programs. Field trips are still being planned for grade 8 and 9 that will focus on team-building and career planning/development. Finally, for the Class of 2025, we are planning to celebrate their amazing accomplishments and their bright futures with a cookout for graduates, families, friends, and staff the week of graduation.

Teaching and Learning:

The high-quality instructional materials (HQIM), Wit and Wisdom (ELA) and Illustrative Math (math) continue to be implemented in grades 6-8. In the spring of 2024, the math department for

grades 9-11 reviewed curricular materials to implement a new program for the 2024-2025 school year, the program selected being Illustrative Math. This program is now used throughout the entire district. Science teachers in grades 6-8 are implementing one unit each this year of Open Sci Ed, an HQIM recommended by the state. For the upcoming year, staff will receive some additional training on Open Sci Ed with the intention of increased implementation for the following school year.

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As a result of a ballot question in the fall of 2024, competency determination will no longer be determined by the MCAS but instead by local expectations. At a recent school committee the competency determination requirements for the Class of 2025 were determined. Moving into the spring, there will be a more robust conversation with stakeholders in the community to reimagine what the competency determination could be for future classes.

Student Opportunities:

A focus in the last year at GRS is to provide students with more opportunities and choice in their daily schedule. One way this has looked has been with the new 6-8 exploratory periods each day. Students in grades 6 are assigned, while students in grades 7 and 8 get to select their exploratory periods. Each exploratory period meets every other day for one quarter of the

school year, allowing the students eight different exploratory periods during the year. Exploratory periods include wood tech, financial literacy, media literacy, community service, art, sign language, current events, team-building/outdoor education, choir, EEC, coding, choose your own adventure, independent study, cultural studies, and introduction to Spanish. The plan for the 2025-2026 school year is to expand options for all students.

For our students in grades 9-12, we have offered new courses this year for students as well. These courses include introduction to electronics, geology, theater/improv II, and world religions. Next year, new courses will be offered as well including mural painting, earth and space science, health fitness and lifestyle, athletic administration and leadership, scientific writing and publishing, and a senior capstone course that is a self-designed course of study focused on individual student interests.

In addition to new courses, students have also had field trips and out of classroom experiences that have expanded their content knowledge and understanding while providing them memorable moments with their peers. Field trips included going to Broadway as part of our music and band program, going to Spain in 2024 and Costa Rica in 2025 as part of our foreign language program, and going to Boston for an overnight trip as part of the grade 8 civics curriculum. Students in grade 7 went to the Franklin Park Zoo in June of 2024. More students in grades 10 and 11 went to Western Mass News to learn about a career in journalism in the fall of 2024.

Part of our work with the instructional vision is rolling it out to students. Starting in September of 2024, school administration began meeting with each grade level individually, monthly. The focus has been reviewing expectations and upcoming events, but also on what the instructional vision means for students. For students, the focus is on acquiring skills that are interdisciplinary and career focused. Students need to be leaders, service-minded, tech-savvy, communicators, collaborative, perseverant, knowledgeable, engaged, resourceful, and self-directed. Students spent time reviewing these skills and crafting definitions. This will be the focus of our work in administration meetings with students each month for the rest of this school year.

To provide students with community service opportunities and to support students and teachers in grades 6-8 with some additional classroom support, student leaders in grades 11 and 12 are serving as student interns. This includes going into classrooms and providing tutoring and support for students, or supporting teachers with instruction or logistical needs. In addition, some student interns are working on crafting a presentation for students in grade 7 and 8 that includes information about all of the amazing things going on in our school for students in grades 9-12.

Prior to the 2024-2025 school year, our woodshop was only made available to students for part of the day. Now, it is offered to students all day and allows students in from grades 7-12 instead of just grades 9-12. The program has recently acquired some new equipment to expand the program and provide students with more opportunities to build their skills. Our new woodshop teacher, Mr. Sheehan has brought new energy and enthusiasm to the program!

In collaboration with our local workforce board, MassHire, students have opportunities to seek out internships and jobs, as well as careers for when they finish high school. Every other

Tuesday, students can meet with MassHire to review available options to them. This will continue to expand in the 2025-2026 school year.

School Culture and Safety:

School culture and safety continue to be a big priority area for our school. Our culture committee meets monthly to discuss ways to make GRS a more inclusive and welcoming school for everyone. This includes creating a welcome package for new Gators, creating inclusive events and spaces for all students, reviewing policies to focus on equity and inclusion, and coming up with protocols for addressing acts of hate. The culture committee is also focused on creating an advisory program for the 2025-2026 school year. In March, members of the committee will go to a local high school to review their advisory program with the intention of bringing a plan back to GRS. Our school safety team also meets monthly to ensure our students and staff are safe. The work of the team is focused on making sure students have access to resources when needed, reviewing protocols and procedures with a lens of safety and prevention, and ensuring students have safe and trusted adults they can turn to in case they need it.

PBIS continues to expand at GRS. Students in grades 6-8 earn blue tickets for being respectful, responsible, safe, and kind. Our school store, run by the Sunrise Academy, which includes toys, supplies, GRS swag, and more, is where students can spend their tickets. PBIS events happen almost monthly where students are celebrated and rewarded for following our expectations. In the fall of 2024, we had a schoolwide pep rally to honor our fall athletes. A spirited staff v. student soccer game broke out at the end where staff had the upper hand. A pep rally to honor winter and spring sports will happen later this year.

Thanks to the Barr Foundation, at the end of 2024, we were able to make Spring Fling (9-12) and Field Day (6-8) more exciting than ever. This included sports, outdoor water games, snacks, portable mini-golf, bounce houses, video game trucks, and outdoor televisions. This was a great way to end the school year.

On December 20, 2024, our students ended the calendar year with a new spin to some old traditions. For students in grades 6-8, the day began with the tradition of Reindeer Games. Students participated in trivia, a reindeer antler ring toss, toilet paper snowman competition and more. In the afternoon, students went into the performing arts center for a movie and popcorn. After a hot chocolate social, students in grades 9-12 began their day with four different stations that students could choose from. Stations included make your own spring rolls, ukulele lessons, holiday carols, Wii Rockband, breakfast for beginners, holiday bootcamp, holiday trivia, and more. The day ended with the tradition of Reindeer Games which included staff games for the first time.

Community:

In the last year, we made it a goal to invite our community into our school and have our students be involved in the community. Our partnership with the Village Closet has continued to grow over the past year. Most recently, we partnered with the Western Mass Food Bank to create a food pantry in our school. The Village Closet and the pantry have moved to a more accessible location and is now known as the Gateway Free and Sustainable Store. It is available to all members of our community. In our new community service exploratory, students organized a fundraiser for Dakin in Springfield that culminated in a field trip to see the shelter. Students also organized a food and clothing drive for the Gateway Free and Sustainable Store.

On October 10, 2024, Open House was similar to how it was organized in the spring. There was a traditional option for families to meet with staff, as well as include different community organizations and vendors for students and families to engage with. This ranged from Westfield Bank, the Child Advocacy Center, the Village Closet, SEPAC, and town officials. The GRS PTO put on a movie night in December for families where they showed "The Nightmare Before Christmas." Representing five out of the six towns, five Gateway students were selected to participate in Project 351. Students representing the 351 cities and towns in Massachusetts assemble virtually for dialogue, action, service, and celebration. We continue to appreciate the support and collaboration with our communities.

In February 2025, representatives from local police, the District Attorney's Office, the FBI, and the Department of Justice presented to students. The presentation, titled Project Safe Childhood, focused on digital footprint and the dangers with sharing information online. Students learned ways to spot dangerous activities and resources to support them if needed. In addition, GRS received a grant with the Sandy Hook Promise Organization for the next two years. Students had their first experience with the organization when they began with their Start With Hello program. This program focused on the impact saying hello can have on someone each day and ways to support a friend who might need it. We have additional assemblies and training coming the next few months for students.

Staffing:

At the end of the 2023-2024 school year, Mr. Mike Harper retired from GRS as the woodshop teacher after many years. His dedication to growing the program laid a positive and strong foundation for the program to grow even more. In addition, Karen Malinowski, the office secretary, retired after many years at GRS. Her hard work and professionalism brought a sense of calm and organization to the main office each day. During the 2024-2025 school year, our longtime school adjustment counselor, Ms. Nancy Blume, retired from GRS. She worked for many years at GRS and the positive impact that she had on students and staff was wide reaching and long lasting. Her retirement is well deserved and she will be greatly missed. Congratulations Mike, Karen, and Nancy!

In the last year, Daniel Sheehan was hired as our new woodshop teacher, Josh Mason was hired as our new physics teacher, Beth Brady was hired as our math interventionist, Carly Wright was hired as a school adjustment counselor and Sophie Dobosz who was a long term substitute for GRS last year, is now our full time PE teacher. Michelle Laurin was hired as the counseling secretary and we welcomed back Jen Jakubasz as the main office secretary. New para educators hired since last school year include Alicia Spaulding, Matthew Francis, Hailey Carluccio, Miranda Loucks, Shane Berthiaume, and Iris Colon. Finally, Mrs. Valerie Zeh, who served for many years as our Geometry and Algebra II teacher, transitioned into the role of assistant principal. All of our new staff have been very welcome additions to this community of learners.

Two staff were recognized for their incredible teaching over the last year. Mrs. Amy Mason, the teacher of the visually impaired, was recognized by the Western Mass Surprise Squad for her amazing work! The entire GRS and Littleville faculty and student body came together to celebrate this honor. More recently, Ms. Abbey Keeler was nominated for and won the

Grinspoon Excellence in Teaching Award. Ms. Keeler, the GRS health teacher, was nominated for her strong skills as a teacher, the dedication she shows to her students, and the many different roles and responsibilities she has throughout the school and district. She is a leader and fixture of the Gateway community. Congratulations Amy and Abbey!

Looking forward, we remain committed to improving teaching and learning for students and staff, our school culture, and our connection to the community. We will continue to seek out partnerships and opportunities for our students to prepare them for life after GRS. The future is bright at GRS and we look forward to what may come next!

Annual Athletic Report

Softball and baseball both had varsity and junior varsity squads, with both participating in district-directed mandatory only competition in the spring of 2024. Baseball qualified for the state tournament with a 6-6 record for the first time since 2014, and lost to defending state champion Bourne HS in a play-in game. Softball qualified for both the WMASS tournament (7th seed in Class D) and the state tournament as the 29th seed (6-10). Softball lost a very competitive game to eventual WMASS finalist Lee 2-0 in the WMASS tournament. In states, softball defeated English High School (Boston) in the play-in round, and had a highly spirited and competitive game with #4 seed Georgetown (eventual state finalist) 8-6 in the round of 32 (had the tying run at the plate in the top of the 7th, and had a lead in the early innings).

The Boys and Girls Soccer teams competed in district-directed mandatory only competition this season. Both programs had enough participation to field Junior Varsity teams. The boys JV team was not able to find a JV coach and had to have a sub coach fill in for JV when the JV and varsity games were played at the same time. However the girls program was lucky to have both a JV and varsity coach. Both boys and girls played in some very competitive games, had some wins along the way, but neither qualified for the postseason (boys were close to qualifying for WMASS, but missed out by percentage points).

The Girls and Boys Cross Country teams competed in a full season. Both teams competed in the Middle School Championship, PVIAC championship, and state qualification race (mix of schools from all regions, there were three locations for all division three schools).

Gateway participated in a co-op boys hockey program hosted by Southwick High School, and played a full schedule this year. There was one student participant.

The Girls and Boys basketball played in a district-directed mandatory only competition. The boys had some close games. Boys basketball had both varsity and junior varsity squads. Girls basketball also had close games during the season, and had numbers to field a full JV squad as well.

The Wrestling team competed in a district-directed mandatory only schedule with the addition of select tournaments/dual meets to try to complete a comparable season as the other athletic teams. The wrestling team participated in the WMASS championship, as well as a female wrestler able to compete at the girls state wrestling championship.

Our athletic director will be completing their sixth year as a member of the PVIAC Executive

Board. Our AD also completed their third year as one of two District 1 representatives to the MIAA softball committee (there is one AD and one principal/assistant principal from each district) and is District 1's liaison to the other softball programs in District 1. In the fall of 2024, our AD was named the chair of the softball committee. Our AD also has continued on for the fifth year as a member of the WMASS tournament committee. Gateway hosted one of the monthly PVIAC AD meetings (which was catered by our wonderful food service department who was reimbursed by the PVIAC) due to its central location in the four counties of the PVIAC. AD is an instructor for NFHS/MIAA coaches education classes and NIAAA leadership training courses. Our AD was also able to attend the state AD conference in the spring of 2024.

Celebrating the Class of 2024

Gateway Regional High School held its fifty-first commencement exercises on Friday, June 2, 2024, at Gateway Regional High School, Huntington, MA. Kristen M. Smidy, Superintendent and Sarah Page, Chairperson of the School Committee, presented diplomas to the Class of 2024.

<u>Name</u>	<u>Town</u>
Bond, Charles	Blandford
Durgin, Ayden	Huntington
Arruda, Dylan	Huntington
Bilodeau, Kyleigh	Blandford
Bonenfant, Alexi	Westfield
Buckman, Dylan	Russell
Daggett, Molly	Russell
Davenport, Ethan	Blandford
DeBarge, Ollie	Russell
Fitzgerald, Rachael	Russell
Gilbert, Elijah	Huntington
Gilman, Meghan	Huntington
Glenn, Jaylin	Chester
Grant, Conan	Huntington
Grant, John Vincent	Springfield
Harding, Jackson	Chester
Kelso, Alexander	Huntington
Kibbe, Mia	Blandford
King, William	Montgomery
Kingsley, Sean	Montgomery
Lewandowski, Kylie	Blandford
Loiselle, Natalie	Huntington
Madru, Abigail	Huntington
Magyar, Angela	Russell
Maynard, Kaitlyn	Huntington
McCallister, Dakota	Chester

Morawiec, Reeghan
Nedeoglo, Andrew
Parker, Caiden
Pisani, Joseph
Plumley, Grace
Pritchard, Reese
Rahilly, Kai
Renaud, Nariyah
Sakaske, Anna
Santiago, Issabella
Savoy, Dalton
Tacke, Ryan
Wade, Tyler
Warner, Mina
Wilkinson, Sawyer
Wing, Emily
Zajko, Alexandra

Blandford
Russell
Dalton
Russell
Huntington
Russell
Huntington
Huntington
Huntington
Westfield
Chester
Huntington
Chester
Russell
Russell
Huntington
Blandford

SUMMARY OF FY '26 BUDGET

FUND - DESCRIPTION	ACTUAL FY '22	ACTUAL FY '23	ACTUAL FY '24	FY BUDGET '25	FY BUDGET '26	\$ CHANGE FROM '25	% CHANGE FROM '25
Chester Elementary School	\$1,410,718	\$1,406,696	\$1,258,374	\$1,434,846	\$1,494,787	\$59,941	4.20%
Littleville Elementary School	\$2,864,645	\$2,620,700	\$2,724,180	\$3,015,174	\$3,132,104	\$116,930	3.90%
Gateway Regional School	\$4,629,177	\$5,075,064	\$4,904,121	\$5,088,013	\$5,132,480	\$44,467	0.90%
District Special Education	\$482,566	\$462,769	\$638,043	\$598,979	\$552,903	-\$46,076	-7.70%
District	\$5,106,165	\$5,019,345	\$5,428,018	\$5,670,791	\$5,778,755	\$107,964	1.90%
Non-Foundation	\$1,879,121	\$2,006,912	\$2,116,765	\$2,163,957	\$2,163,640	-\$317	-0.01%
TOTALS	\$16,372,392	\$16,591,486	\$17,069,501	\$17,971,760	\$18,254,669	\$282,909	1.57%

GATEWAY REGIONAL SCHOOL DISTRICT
MARCH 1, 2025 CENSUS

TOWN	Pre Sch.	Kdg.	1	2	3	4	5	Total Pre-5	6	7	8	9	10	11	12	Total	Out of District Spec. Needs	TOTAL PRE-12	School Choice	Charter School	TOTAL	PERCENT
BLANDFORD	10	8	8	5	4	4	3	42	10	7	4	6	7	2	3	39	0	81	14	0	95.0	12.179%
CHESTER	13	10	8	10	7	5	12	65	9	4	10	6	10	9	7	55	0	120	8	0	128.0	16.410%
HUNTINGTON	19	16	16	17.5	24	13.5	14	120	20.5	18	18	10	11	15	6	98.5	4	222.5	30	4	256.5	32.885%
MIDDLEFIELD	2	0	2	1	0	1	1	7	2	3	4	0	0	0	1	10	0	17	5	2	24.0	3.077%
MONTGOMERY	7	7	10	7.5	4	4.5	3	43	3.5	5	1.5	0	3	2.5	0	15.5	0	58.5	10	1	69.5	8.910%
RUSSELL	10	14	11	18	6	9	16	84	12	16	19.5	13	15	5.5	10	91	1	176	30	1	207.0	26.539%
TOTAL	61	55	55	59	45	37	49	361	57	53	57	35	46	34	27	309	5	675	97	8	780.0	100.000%

TOWN	Pre Sch.	Kdg.	1	2	3	4	5	Total Pre-6	6	7	8	9	10	11	12	Total	Total Pre-12
EXCHANGE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TUITION	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	3	3
SCHOOL CHOICE	0	0	2	2	5	8	1	18	0	8	3	2	4	1	4	11	29
TOTAL	0	0	2	2	5	8	1	18	1	9	3	2	4	2	4	14	32
GRAND TOTALS	61	55	57	61	50	45	50	379	58	62	60	37	50	36	31	323	5

VOCATIONAL	West Voke	Smith Voke	Total Voke
TOWN			
BLANDFORD	4	7	11
CHESTER	4	5	9
HUNTINGTON	8	31	39
MIDDLEFIELD	0	3	3
MONTGOMERY	4	3	7
RUSSELL	14	9	23
TOTAL	34	58	92

3/1/2025