

Bourne Public Schools



Staff Resource Handbook

2022-2023

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BOURNE PUBLIC SCHOOLS DISTRICT PERSONNEL

School Committee

Chairperson	Ms. Emily Berry
Vice Chairperson	Mr. Paul McMaster
Secretary	Ms. Erin Perry
Members	Ms. Ryan Bagdonas
	Ms. Maureen Fuller
	Ms. Kerri Scofield
	Ms. Kari Macrae

Administration

Superintendent of Schools	Dr. Kerri Anne Quinlan-Zhou	508.759.0660
Assistant Superintendent	Dr. Barbara Starkie	508.759.0660
Director of Special Education and Student Services	Mrs. Krisitin Donahue	508.759.0673
Director of Business Services	Mr. Jordan Geist	508.759.0660
Executive Administrative Assistant	Ms. Celeste Sullivan	508.759.0660
Director of Technology	Mr. Chris Oliver	508.759.0660
Athletic Director	Mr. Scott Ashworth	508.759.0674
Transportation Coordinator	Ms. Sue Downing	508.759.0698

Principals

High School Principal	Ms. Amy Cetner	508.759.0670	x6228
Middle School Principal	Ms. Christine Borning	508.759.0690	x6403
Bourne Intermediate Principal	Ms. Jane Norton	508.759.0680	x25
Bournedale Principal	Ms. Elizabeth Carpenito	508.759.3800	x6703

Vision		
We are proud to be a community where one hundred percent of Bourne Public School students graduate with the knowledge, habits and skills to compete and collaborate effectively as society evolves. The Town of Bourne is enthusiastically committed to empowering students and staff to achieve personal goals and demonstrate life-long learning.		
Mission		
The Bourne Public Schools mission is to connect individuals to their success; engage the community in new ways to facilitate student achievement; guarantee a relevant, viable curriculum; and assure universal accountability that supports the success of all students.		
Core Beliefs about Learning		
<ul style="list-style-type: none"> • All students can learn, grow, and be successful. • All decisions are made in the best interest of students. • Learning is meaningful when applied to authentic & relevant tasks & when students are actively involved in the learning process. • A culture of high expectations and accountability promotes the success of all students and staff. 		
B2B Core Values		
We are Bourne to be Respectful, Responsible, and Safe.		
Strategic Objectives		
<u>Building Community</u> <i>Expand opportunities to promote a consistent positive climate and culture through communication, collaboration and social-emotional support.</i>	<u>Promoting Equity</u> <i>Develop more opportunities and structures to meet the needs of ALL learners to increase student achievement and access.</i>	<u>Striving for Excellence</u> <i>Provide engaging learning experiences that are rigorous, relevant & increase student ownership of their learning by offering personalized learning.</i>
Strategic Areas of Focus		
Engage all stakeholders through consistent communication and outreach efforts for multiple opportunities to partner with the district.	Develop capacity in all educators to identify and eliminate equity gaps, monitor student progress and identify intervention and enrichment learning opportunities.	Continue to refine lesson planning and vertically align curriculum in all subject areas with an emphasis on: cultural responsiveness, relevance, and promotion of the skills/habits of mind outlined in the BPS Vision of a Graduate.
Foster a safe, welcoming, and diverse learning environment that actively promotes an equitable and inclusive culture where differences are valued.	Strengthen inclusive practices and streamline special education protocols to ensure every student receives instruction and support in the least restrictive environment PK-12+.	Monitor student progress and identify intervention and enrichment learning opportunities by utilizing a system of benchmarks and common assessments at intervals throughout the school year.
Continue to promote shared expectations for behavior by employing our B2B attributes, PBIS and MTSS strategies with all students and staff.	Ensure that all students have the opportunity to participate in high quality academic, civic, creative, social, innovative, athletic and wellness learning throughout their PK-12+ experience.	Expand opportunities for analysis and sharing of both resources and evidence-based instructional practices through consistent grade-level, departmental and co-teaching common planning time, coaching and mentoring, learning walks, and calibrated supervision and observation practices.
Expand the culture of collaboration, coaching, mentorship and professional discourse that centers on life-long learning and the collective refinement of knowledge and skill for the betterment of our students.	Identify ways to better leverage scheduling and programming for all students to receive personalized intervention, acceleration and enrichment opportunities during the school day and/or out of school.	Strengthen opportunities to challenge and extend the learning of high performing students at all levels as well as refine college and career pathways, pre-AP/AP and early college experiences at the secondary level.
Expand and deepen civic partnerships with community organizations to provide our students with learning opportunities both in and out of school.	Continued refinement of the Multi-Tiered System of Support (MTSS) and development of Universal Design for Learning (UDL) to ensure that all students access high-quality curriculum and social/emotional support.	Continue to explore opportunities for technology integration and technology enhanced blended and personalized learning.

SECTION I

Policies, Laws, and Regulations

CIVIL RIGHTS AND RESPONSIBILITIES

Public schools have the responsibility to provide a hostile-free environment for its employees and to overcome barriers that prevent students from achieving their potential. These commitments are affirmed in Bourne School Committee Policies, in laws enforced by our state and the Office of Civil Rights, and in our Bullying Prevention and Intervention Plan.

Age Discrimination Act of 1975: Prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance. Age Discrimination in Employment Act: Prohibits employers from discriminating against workers and applicants who are 40 years of age and older, based on their age.

Family and Medical Leave Act: Gives employees the right to take time off from work in order to care for a newborn (or recently adopted) child, or to look after an ill family member.

Title I of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title II of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

Title IV of the Civil Rights Act of 1964: Prohibits discrimination on the basis of race, color, or national origin.

Title VI: Title VI of the Civil Rights Act of 1964: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of race, color or national origin.

Title VII: Title VII of the Civil Rights Act of 1964: Prohibits employment discrimination based on race, color, religion, sex, and national origin.

Title IX of the Education Amendments of 1972: Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.

Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination, exclusion from participation and denial of benefits on the basis of disability.

MGL, Ch. 76, and Section 5: Massachusetts General Laws, Chapter 76, Section 5: Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion, gender identity, and sexual orientation.

District Civil Rights Officer and District 504/ADA Coordinator

Dr. Barbara Starkie, Assistant Superintendent for Learning and Teaching

36 Sandwich Road

Bourne, MA 02532

508.759.0660

bstarkie@bourneps.org

All employees of Bourne Public Schools are responsible for adherence to and implementation of all School Committee Policies of the Bourne School Committee.

SC Policy: AC

NONDISCRIMINATION

Adoption Date: 11/3/1999, Revised: 1/29/2013; Revised 05/11/2016

A - Foundations and Commitments

I. Policy

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed in the following statements of School Committee intent to:

- A. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
- B. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
- C. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
- D. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
- E. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
- F. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The committee's 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 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 basis of race, color, sex, gender identity, religion, national origin, ethnicity, genetic information or testing [1].

II. Procedures

- A. The Superintendent shall designate a Civil Rights Officer for the school district.
- B. If you have a complaint or feel that you have been discriminated against because of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age or disability, see Policy ACB: ADULT ANTI-HARASSMENT POLICY AND GRIEVANCE PROCEDURE; Policy ACAB: ADULT SEXUAL HARASSMENT POLICY OF THE BOURNE PUBLIC SCHOOLS; Policy ACEA: SECTION 504/ADA GRIEVANCE PROCEDURE; and/or Policy JIIA: STUDENT ANTI-HARASSMENT POLICY AND GRIEVANCE PROCEDURE for specific policies and procedures and grievance procedures applicable to such complaints.

[1] Included in this policy is the commitment of the Committee and its staff to make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law (known as Chapter 622 of the Acts of 1971), which prohibits discrimination in public school admissions and programs.

Policy References:

Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972

Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L.76:5; Amended 2011

M.G.L.76:16

Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, as amended 10/24/78

Board of Education 603 CMR 26:00

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

Board of Education 603 CMR 28:00

SC Policy – ACAB

ADULT SEXUAL HARASSMENT POLICY OF THE BOURNE PUBLIC SCHOOLS

Adoption Date: 11/3/1999, Revised: 1/29/2013

A - Foundations and Commitments

I. Policy

It is the policy of the Bourne Public Schools to promote a workplace and learning environment that is free of sexual harassment. Sexual harassment of employees, visitors and/or contractors occurring in the workplace, classroom or in other settings in which employees, visitors and/or contractors may find themselves in connection with their employment and/or learning is unlawful and will not be tolerated by this District. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. If any form of retaliation occurs, it could be considered grounds for dismissal of staff and contractual personnel. Additionally, referral to law enforcement may be made if warranted by the facts.

The conduct that is described in this policy will not be tolerated and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees. Because the Bourne Public Schools takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and, where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate. This policy is not designed or intended to limit our authority to discipline or take remedial action for workplace conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

II. Definition of Sexual Harassment

In Massachusetts, the legal definition for sexual harassment means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- A. submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions or participation in school activities or programs; or
- B. such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

The legal definition of sexual harassment is broad and, in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace and/or learning environment that is hostile, offensive, intimidating, or humiliating to male or female employees, visitors and/or contractors may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- 1. Unwelcome sexual advances -- whether they involve physical touching or not;
- 2. Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- 3. Displaying sexually suggestive objects, pictures, cartoons;
- 4. Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- 5. Inquiries into one's sexual experiences; and,
- 6. Discussion of one's sexual activities.

Retaliation in any form against any person who has made or filed a complaint relating to sexual harassment is forbidden.

III. Complaint of Sexual Harassment

Any employees, visitors and/or contractors who believe they have been subjected to harassment have the right to file a complaint and to receive prompt and appropriate handling of

the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of and/or all information received. This may be done in writing or orally.

Any employees, visitors and/or contractors who wish to file a complaint may do so by contacting the principal of the building in which he/she works or attends classes and/or by contacting the Civil Rights Officer, 36 Sandwich Road, Bourne, MA 02532; Phone: 508-759-0660 Phone; Fax:508-759-1107. The principal of the building in which one works is also available to discuss any concerns and to provide information about this policy on sexual harassment and the complaint process.

Any school employee, visitor or contractor who has information that would lead a reasonable person to suspect that a person covered by this policy is a target of sexual harassment and/or retaliation, shall immediately report it to a building administrator who shall immediately report it to the Civil Rights Officer; each school shall document any prohibited incident as soon as it is reported.

A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member's employment for purposes of M.G.L.C. 258. As a result, the school district shall indemnify staff members from any cause of action arising out of good faith report of sexual harassment and/or the district's subsequent actions or inaction in connection thereto.

If an instance of staff member to student sexual harassment and/or student to staff member sexual harassment is reported to any employee or contractor, the employee or contractor shall inform both the building principal and the Civil Rights Officer immediately. In a situation involving a charge of student to staff member sexual harassment the staff member shall notify the building principal or the Civil Rights Officer.

Any complaints of sexual harassment of students must be brought under the Student Anti-Harassment Policy and Grievance Procedure, Policy JIIA.

It is the responsibility of every employee, visitor, contractor and parent to recognize acts of sexual harassment and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented. Visitors and contractors are strongly encouraged to report sexual harassment according to the procedures set forth above.

IV. Sexual Harassment Investigation

When a complaint of sexual harassment is received, the allegation will be promptly investigated in a fair and expeditious manner. The investigation will be directed by the Civil Rights Officer, who may delegate the interviewing of witnesses and/or the gathering of facts from other sources to building principal(s) and/or counsel. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation will include a private interview with the person filing the complaint and with witnesses. The person alleged to have committed sexual harassment will also be interviewed. . When the investigation is completed, to the extent appropriate, the person filing the complaint and the person alleged to have committed the conduct will be informed of the results of that investigation.

If it is determined that inappropriate conduct has occurred, the district will act promptly to eliminate the offending conduct, and where appropriate, will also impose disciplinary action.

V. Disciplinary Action

If it is determined that inappropriate conduct has been committed by one or more employees, students and/or contractors, we will take such action as is appropriate under the circumstances. Such action may range from counseling to termination from employment or expulsion from school, and/or such other forms of disciplinary action as is deemed appropriate under the circumstances.

VI. State and Federal Remedies

In addition to the above, any person who believes he/she has been subjected to sexual harassment may file a formal complaint with either or both of the government agencies set forth below. Using the district's complaint process does not prohibit filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC - 300 days; MCAD - 300 days; OCR – within 180 calendar days after the harassment occurred.).

1. [The United States Equal Employment Opportunity Commission \("EEOC"\)](#)

Location: John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000
Fax: 617-565-3196

2. [The Massachusetts Commission Against Discrimination \("MCAD"\)](#)

2.One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone: 617-994-6000
TTY: 617-994-6196

Policy References:

LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964 as amended
45 Federal Regulation 74676 issued by EEO Commission
Education Amendments of 1972, U.S.C. 1681 et seq. (Title IX)
Board of Education 603 CMR 26:00

SC Policy: ACB

ADULT ANTI-HARASSMENT POLICY AND GRIEVANCE PROCEDURE

Adoption Date: 11/3/1999, Revised: 1/29/2013

A - Foundations and Commitments

I. Policy

It is the policy of the Bourne Public Schools to provide an atmosphere for all employees, visitors and/or contractors free from discrimination and/or harassment. Discrimination, including harassment,(hereinafter referred to as "harassment") on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age or disability

(hereinafter “membership in a protected class”) will not be tolerated. Retaliation against any employee, visitor, contractor, and/or other individual who has complained of discrimination, including harassment, or individuals, who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and will also develop procedures to accomplish this end. The district is responsible for providing a nondiscriminatory educational environment free from harassment, and to that end will enforce this policy in cases where harassment of an employee, visitor, and/or contractor is the result of actions not only by its agents and/or employees but also by students, outside contractors of the district, and/or others who have permission to be in contact with students.

II. Definitions

- A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.
- B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person’s actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person’s ability to participate in the District’s programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment.
- C. Hostile Environment: Harassment also occurs when harassing conduct (e.g., physical, verbal, graphic, or written) creates a hostile environment which interferes with and/or limits the ability of an individual to work and/or to participate in or benefit from the services, activities or privileges provided by the Bourne Public Schools. To determine whether a hostile environment exists, the harassment must be severe, pervasive or persistent. The harassment must in most cases consist of more than casual or isolated incidents to establish a violation of this policy. To determine severity, the nature of the incidents will also be considered. Evidence may reflect whether the conduct was verbal or physical and other relevant facts which help define the nature of the incident. In some cases, a hostile environment requiring appropriate responsive action may result from a single incident that is sufficiently severe. If it is determined that the harassment was sufficiently severe that it would have adversely affected the ability of an individual to work and/or to participate in or benefit from the services, activities or privileges provided by the Bourne Public Schools., the district will find that a hostile environment existed.
- D. Harassing conduct based on a person’s protected status may include, but is not limited to:
 - 1. Degrading, demeaning, insulting, or abusive verbal or written statements;
 - 2. Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
 - 3. Drawing or writing graffiti, slogans, visual displays, or symbols on school or another’s property;
 - 4. Telling degrading or offensive jokes;
 - 5. Unwanted physical contact of any kind;
 - 6. Physical violence, threats of bodily harm, physical intimidation, or stalking;
 - 7. Threatening letter, emails, instant messages, or websites that come within the scope of the District’s disciplinary authority;
 - 8. Defacing, damaging, or destroying school or another’s property.
- E. The Bourne School District will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing digital recordings of material for the blind, or assuring a

barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

III. Harassment Prohibited

- A. Harassment: Unwelcome verbal, written or physical conduct directed at a person based on His/her:
 - 1. Disability - disability or perceived disability, including damaging or interfering with use of necessary equipment, imitating manner of movement, using disability-related slurs, or invading personal space to intimidate.
 - 2. National Origin - national origin, ancestry, or ethnic background such as negative comments about surnames, customs, language, accents, immigration status or manner of speaking.
 - 3. Race - race or color, including racial slurs or insults based on characteristics of a person's race or color, racial graffiti or symbols, hostile acts based on race, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.
 - 4. Religion - religion, including derogatory comments about religious beliefs, traditions, practices (includes non-belief), or religious clothing.
 - 5. Gender Identity - actual or perceived gender identity, such as anti-gay slurs or insults, imitating mannerisms, taunting, or invading personal space to intimidate.
 - 6. Sexual Orientation - actual or perceived sexual orientation, such as anti-gay slurs or insults, imitating mannerisms, taunting, or invading personal space to intimidate.
 - 7. Age – actual or perceived less favorable treatment because of age such as offensive remarks about a person's age; slurs or insults based on actual or perceived characteristics of a person's age; graffiti or symbols promoting age related stereotypes; hostile acts based on age; nicknames based on age related stereotypes; negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.
 - 8. Sex—actual or perceived less favorable treatment because of gender; slurs or insults based on actual or perceived characteristics of a person's gender; sexist and/obscene graffiti or symbols; hostile acts based on gender, nicknames based on gender stereotypes; negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.
- B. Sexual Harassment: See Policy ACAB: ADULT SEXUAL HARASSMENT POLICY OF THE BOURNE PUBLIC SCHOOLS for policies and procedures dealing with the sexual harassment of adults.
- C. It is a violation of this policy for any administrator, teacher or other employee, or any student to engage in or condone harassment in school, or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of harassment.
- D. This policy is not designed or intended to limit the schools authority to take disciplinary action and/or to take remedial action when such harassment occurs out of school but has a connection to school or is disruptive to or participation in school related activities. Reports of cyber harassment by electronic or other means occurring in or out of school will be reviewed and, when a connection to school exists, will result in discipline.
- E. It is the responsibility of every employee, contractor, student and/or parent to recognize acts of harassment and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.

- F. Complaints of discrimination against and/or harassment of students on must be brought under the Student Anti-Harassment Policy and Grievance Procedure, Policy JIIA.
- IV. Grievance Procedure
- A. Any employee, visitor, and/or contractor who believes that he or she has been subjected to discrimination and/or harassment has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any and all information received.
 - B. Any person who believes she or he has been subjected to discrimination and/or harassment may file a grievance under this procedure. This procedure does not deny the right of the grievant to file formal complaints with other state and federal agencies or to seek private counsel for complaints alleging discrimination.
 - C. It is against the law and a violation of this policy for the **Bourne School District** to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.
 - D. Procedure:
 - 1. Grievances must be submitted to the Superintendent of Schools within **ninety (90) days** of the date the person filing the grievance becomes aware of the alleged discrimination and/or harassment. The Superintendent of Schools will forthwith forward grievances to the Civil Rights Officer to be processed in accordance with this procedure. This time limit may be waived as determined by the Civil Rights Officer on a case by case basis to avoid injustice. It is the policy of the **Bourne School District** to process all grievances in a fair, expeditious and confidential manner to the extent possible.
 - 2. A grievance must be in writing, containing the name and address of the person filing it, but if necessary, the Civil Rights Officer will assist the complaining party in drafting the complaint.
 - 3. The complaint must state the problem(s) or action(s) alleged to be discrimination and/or harassment and the remedy or relief sought. If the complaining party consents, the Civil Rights Officer will transmit the grievance to the appropriate principal for possible informal resolution. If the complaining party consents to informal resolution, he/she may at any time opt to return to the formal complaint process.
 - 4. Upon receipt of a grievance, the Civil Rights Officer shall make the complaining party aware of the availability of interim measures such as counseling, stay away mechanisms, and/or academic adjustments while the grievance is being investigated and decided.
 - 5. If no informal resolution is achieved within 14 days of such referral, or if the complaining party did not consent to a referral, the Civil Rights Officer (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to present witnesses and/or submit evidence relevant to the complaint.
 - 6. If there is no resolution in the course of the investigation, the Civil Rights Officer (or her/his designee) will prepare a written report of the investigation within forty-five (45) days of the receipt of the written grievance, which shall include the following:
 - a) A clear statement of the allegations of the grievance and the remedy sought by the grievant.
 - b) A statement of the facts as found by the Officer.

- c) A list of all witnesses interviewed and documents reviewed during the investigation.
 - d) A narrative describing attempts to resolve the grievance.
 - e) The Officer's conclusion based on the preponderance of the evidence as to whether the allegations in the grievance are meritorious. If the Officer believes the grievance as valid, the Officer will recommend appropriate action to the Superintendent of Schools.
7. The Civil Rights Officer will maintain the files and records of the Bourne School District relating to such grievances.
 8. The person filing the grievance may appeal the decision of the Civil Rights Officer by writing to the Superintendent of Schools within 21 days of receiving the Civil Rights Officer's decision.
 9. The Superintendent of Schools shall conduct a hearing, and issue a written decision in response to the appeal based on the preponderance of the evidence no later than 45 days after its filing. A copy of said decision will be mailed to all parties and their representatives, if any; on the date it is issued. If a grievance is taken to the Superintendent for a hearing, the parties shall have the right to representation at their own expense and to present witnesses and evidence for consideration by the Superintendent of Schools. The scope of the witnesses and evidence presented to the Superintendent may extend beyond that presented to the Civil Rights Officer.
 10. In the event that it is determined that discrimination and/or harassment in violation of this policy has occurred, the Bourne Public Schools will act promptly to take the actions necessary to end the discrimination and prevent its recurrence. Such steps include but are not limited to discipline of students and/or employees; referral of perpetrators to state and/or federal authorities for further action as appropriate; restricting contact between perpetrators and victims of such conduct, and/or academic adjustments. Additionally, the Bourne Public Schools will promptly take reasonable steps to remedy the effects of the discrimination and/or harassment on the victims thereof.

V. Other Options for Complaining Party

Using the Bourne Public Schools' investigation and grievance procedure does not prohibit the filing of a formal complaint with the government agencies set forth below. Each of the agencies has a short time period for filing a claim (EEOC - 300 days; MCAD - 300 days; OCR – within 180 calendar days after the harassment occurred.).

At any time during the process, a grievant may file a complaint with any of these agencies.

**The United States Equal
Employment Opportunity
Commission ("EEOC")**

Location: John F. Kennedy
Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000
Fax: 617-565-3196

**The Massachusetts Commission
Against Discrimination
("MCAD")**

One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Telephone: 617-994-6000
TTY: 617-994-6196

**U.S. Department of
Education Office for Civil Rights
(OCR)**

U.S. Department of Education
Office of Civil Rights
J.W. McCormack Post Office and
Courthouse
5 Post Office Square, 8th Floor
Boston, MA 02109-4577
617.289.0111

SECTION 504/ADA GRIEVANCE PROCEDURE

Adoption Date: 1/29/2013

A - Foundations and Commitments

I. Policy

It is the policy of the Bourne School District to provide a learning and working environment free from discrimination of any kind. In compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA) the District prohibits discrimination on the basis of disability and retaliation against persons exercising their rights under these laws. The Bourne School District has adopted this internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 and Title II (i.e. failure to implement a 504 plan). Any complaints of harassment of students on the basis of disability should be brought under the Student Anti-Harassment Policy and Grievance Procedure, Policy JIIA. If you disagree with the 504 team's decision regarding the identification, evaluation, or placement of a student, you can contact the Massachusetts Bureau of Special Education Appeals at www.doe.mass.edu/bsea/ or 617.626.7250.

Any student, parent, or third party who believes she/he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for the Bourne School District to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. This procedure does not deny the right of the grievant to file formal complaints with other state and federal agencies or to seek private counsel for complaints alleging discrimination.

The Section 504 and Title regulations may be examined in the office of the Assistant Superintendent, 36 Sandwich Road, Bourne, MA 02532 (508.759.0660), who has been designated to coordinate the efforts of the Bourne School District to comply with Section 504/Title II. The Section 504/ADA Coordinator will maintain the files and records of the Bourne School District relating to such grievances.

II. Procedure

- A. Parents, students and/or other interested parties may file a grievance under this policy. Grievances must be submitted in writing to the Section 504/ADA Coordinator at the below listed address¹ within ninety (90) days of the date the person filing the grievance becomes aware of the alleged discriminatory action. Persons seeking assistance in filing a complaint may contact the Section 504/ADA Coordinator prior to filing and assistance will be provided to them. This time limit may be waived as determined by the Section 504/ADA Coordinator on a case by case basis to avoid injustice. It is the policy of the Bourne School District to process all grievances in a fair, expeditious and confidential manner to the extent possible.
- B. A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought. The 504/ADA Coordinator will reduce an oral complaint to writing, if necessary.
- C. The Bourne School District will make appropriate arrangements to ensure that persons with disabilities are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing

¹ Dr. Barbara Starkie

504 ADA Coordinator

Bourne Public Schools 36 Sandwich Road Bourne, MA 02532 508-759-0660 Phone 508-759-1107 Fax 508-759-1107

interpreters for the deaf, providing digital recordings of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

- D. Upon receipt of a grievance, the 504/ADA Coordinator shall make the complainant aware of the availability of interim measures such as counseling, stay away mechanisms, and/or services or accommodations while the grievance is being investigated and decided.
- E. Informal Process: If the complainant consents, the 504/ADA Coordinator will transmit the grievance to the appropriate principal or immediate supervisor for possible informal resolution. The informal resolution process may be terminated at any time by either the complainant or the Bourne School District, and the formal complaint process will then be utilized. If no informal resolution is achieved within 14 days of such referral, the complainant will be referred to the formal process.
- F. Formal Process: A complainant may pursue the formal complaint process at any time. The Section 504/ADA Coordinator (or her/his designee) shall conduct an investigation of the complaint. Generally, the investigation will take no longer than 14 school days from the date the formal complaint is filed. This investigation will be thorough, affording all interested persons an opportunity to submit evidence and present witnesses to the complaint.
 - 1. The Coordinator will make a determination using the preponderance of the evidence standard. If the Coordinator finds that discrimination occurred, the Coordinator will act promptly to take the actions necessary to end the discrimination, prevent its recurrence, and take reasonable steps to remedy the effects of the discrimination and/or harassment on the victims thereof. Such steps can include, but are not limited to, discipline of students and/or employees; counseling for the victim and/or perpetrator; restricting contact between perpetrators and the victims of such conduct, and/or services or accommodations.
 - 2. Upon conclusion of the investigation, the Section 504/ADA Coordinator (or her/his designee) will prepare and issue to both parties a written report of the investigation which shall include the following:
 - a) A clear statement of the allegations of the grievance and the remedy sought by the complainant.
 - b) A statement of the facts as found by the Coordinator.
 - c) A list of all witnesses interviewed and documents reviewed during the investigation.
 - d) The Coordinator's conclusion as to whether or not discrimination was found.
 - e) If a violation occurred, information about corrective action consistent with applicable confidentiality laws.
 - 3. Appeals: Either party may appeal the decision of the Section 504/ADA Coordinator by writing to the Superintendent of Schools within 10 days of receiving the Section 504 Coordinator's decision. In the appeal, the party must explain why he or she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied *and* how this would change the District's determination in the case.
 - 4. The Superintendent of Schools will issue a response to the appeal no later than 10 days after its filing. A copy of said decision will be mailed to all parties and their representatives, if any, on the date it is issued.

III. Other Options for Complaining Party

At any time during the process, a grievant may file a complaint with either of the following:

Massachusetts Department of Education

Program Quality Assurance
350 Main St.
Malden, MA 02148-5023

U.S. Department of Education

Office of Civil Rights
J.W. McCormack Post Office and Courthouse
5 Post Office Square, 8th Floor
Boston, MA 02109-4577
617.289.0111

SC Policy: AF

BULLYING & HAZING POLICY

Adoption Date: 4/7/2010, Revised: 1/29/2013

A - Foundations and Commitments

I. Policy

- A. It is the policy of the Bourne Public Schools to provide a learning and working atmosphere for students free from bullying and/or hazing. Bullying and/or hazing on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age or disability (hereinafter "membership in a protected class") will not be tolerated. Complaints of bullying and/or hazing based on a student's membership in a protected class will be processed under the Student Anti-Harassment Policy and Grievance Procedure, Policy JIIA.
- B. It is a violation of this policy for any administrator, teacher or other employee, or any student to engage in or condone bullying and/or hazing in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying and/or hazing.
- C. This policy is not designed or intended to limit the school's authority to take disciplinary action or take remedial action when such bullying and/or hazing occurs out of school but has a connection to school, or is disruptive to an employee's or student's work or participation in school related activities. Reports of cyber bullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to work or school exists, will result in discipline. Parents of students alleged to have engaged in cyberbullying and/or hazing will be invited to attend a meeting at which the activity, words or images subject to the complaint will be reviewed. A student disciplined for cyber bullying will not be readmitted to the regular school program until his or her parent(s) attend such meetings.
- D. It is the responsibility of every employee, student and parent to recognize acts of bullying and/or hazing, and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.
- E. Any employee or student who believes that he or she has been subjected to bullying and/or hazing has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of and/or all information received.
- F. The Building Principal or designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying and/or hazing.

II. Definitions

- A. Bullying Prohibited: Bullying may take a variety of forms. It is unacceptable in a school or work environment. As a result, no student or employee shall be subjected to harassment, intimidation, bullying, or cyberbullying in any public educational institute.
 - 1. “Bullying and Cyberbullying” means unwelcome written, electronic, verbal or physical acts or gestures where a student or employee feels coerced, intimidated, harassed or threatened and under the circumstances (1) may cause a reasonable person to suffer physical or emotional harm to a student or employee, (2) may cause damage to another student’s or employee’s property, or (3) may cause a disruptive or hostile school environment. The behavior must interfere with an employee’s ability to perform his or her duties or with a student’s academic performance or ability to perform his or her duties or with a student’s academic performance or ability to learn, or interfere with a student’s ability to participate in or benefit from services, activities, or privileges:
 - a) That are being offered through the School District; or
 - b) During any education program or activity; or
 - c) While in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities or at school sanctioned events;
 - 2. Through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute.
 - 3. As used in this section, “electronic communication” means any communication through an electronic device including a telephone, cellular phone, computer or pager
 - B. Hazing Prohibited: The term “hazing” shall mean any conduct or method of initiation, even if consented to, into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.
 - 1. Such conduct shall include, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.
 - 2. Whoever knows that another person is the victim of hazing and is at the scene of such activity, shall, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable.
 - C. Retaliation Prohibited: Retaliation in any form against any person who has made or filed a complaint relating to bullying and/or hazing is forbidden. If it occurs, it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made.
- III. Guidelines for Investigating Bullying and/or Hazing Claims: Complaints of bullying and/or hazing based on a student’s membership in a protected class as defined in paragraph IA will be processed under the Student Anti-Harassment Policy and Grievance Procedure, Policy JIIA. In school systems, hazing may take many forms and cross many lines. The situation may be an instance of staff member to staff member, staff member to student, student to staff member, or student to student. Guidelines for dealing with any charge of hazing are as follows:
- A. By law, hazing is defined by the victim’s perception in combination with objective

standards or expectations. What one person may consider acceptable behavior may be viewed as hazing by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.

- B. In all charges of hazing, bullying, or intimidation, the victim should describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result, no disciplinary action shall be taken on anonymous complaints unless verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard.
- C. Any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of hazing, bullying, or intimidation shall immediately report it to the administration; each school shall document any prohibited incident that is reported and confirmed, and report all hazing, intimidation, bullying or cyberbullying and the resulting consequences, including discipline and referrals, to the Superintendent's office as they occur.
- D. A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member's employment for purposes of M.G.L.C. 258. As a result, the school district shall indemnify staff members from any cause of action arising out of good faith report of hazing or the district's subsequent actions or inaction in connection thereto.
- E. If an instance of student to student hazing is reported to a staff member other than an administrator, the staff member **must** inform the Assistant Principal or the Building Principal.
- F. If a situation involving a charge of staff member to student hazing is brought to the attention of any staff member, the staff member should notify the Building Principal or Assistant Superintendent immediately.
- G. In a situation involving a charge of student to staff member hazing the staff member should notify the Building Principal or the Assistant Superintendent.
- H. In a situation involving a charge of staff member to staff member hazing the staff member should notify the Building Principal or the Assistant Superintendent.
- I. Once a charge of hazing has been made, including charges of mental, emotional or physical harassment as well as threats to a person's safety or position in the school or work environment, the following course of action should be taken.
 - 1. The Building Principal should investigate the charge through discussions with the individuals involved. In situations involving allegations against a staff member, he/she should be informed of his/her rights to have a third party present at the time of the discussion. In situations involving students the Principal should engage the appropriate classroom or special subject area teacher. Parents will be informed of the situation and invited to participate in resolution discussions. It is important that the situation be resolved as confidentially and as quickly as the circumstances permit.
 - 2. If the harasser and the victim are willing to discuss the matter at a resolution meeting in the presence of the Principal/designee or Assistant Superintendent, a supportive faculty member and/or parent should be included in the discussion. During this discussion, the offending behavior should be described by the victim and administration, a request for a change in behavior should be made, and a promise should be made that the described behavior will stop. If circumstances do not permit a face-to-face meeting the administration will present the victim's

position. Follow-up verification procedures will be explained. Failure to comply after a resolution meeting will result in appropriate discipline.

- J. If after a resolution meeting with the involved parties, the Building Principal determines that further disciplinary action must be taken, the following could occur:

1. In instances involving student to student or student to staff member hazing, the student may be subject to discipline including but not limited to counseling, suspension, and in appropriate cases expulsion.
2. In instances involving staff member to student and staff member to staff member hazing, findings will be reported to the Superintendent of Schools for further action. Personnel action may also be initiated at this point, consistent with the applicable law and collective bargaining agreement.
3. In all cases a referral to law enforcement will be considered by the Principal or Superintendent based on the circumstances. School officials will coordinate with the Police Department to identify a police liaison for hazing cases.

IV. Confidentiality

Reports of bullying and/or hazing should be kept completely confidential, consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.

For further information about these guidelines or help with bullying and/or hazing problems or any other form of harassment, consult the Assistant Superintendent of the Bourne Public Schools.

If the alleged harasser is responsible for conducting an investigation, the Superintendent or School Committee shall designate an alternative Harassment Coordinator, who is the Assistant Superintendent.

Policy References:

The Bullying Prevention Intervention Plan can be found on the district website at <https://www.bourneps.org/Content2/84>

SC Policy: JIIA

STUDENT ANTI-HARASSMENT POLICY AND GRIEVANCE PROCEDURE

Adoption Date: 2/18/2013

J - Students

- I. Policy: It is the policy of the Bourne Public Schools to provide an atmosphere for students free from discrimination and/or harassment. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age or disability will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals, who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and has developed procedures to accomplish this end. The district is responsible for providing a nondiscriminatory educational environment free from harassment and, to that end, will enforce this policy in cases where harassment of a student is the result of actions not only by its agents and/or employees but also by other students, outside contractors of the district, and/or others.
- II. Definitions
 - A. Discrimination: Treating people differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in

a protected class.

- B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person's actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person's ability to participate in the District's programs or activities.
- C. Hostile Environment: Harassment also occurs when conduct (e.g., physical, verbal, graphic, or written) based on a person's protected class status creates a hostile environment which interferes with and/or limits the ability of a student to participate in or benefit from the services, activities or privileges provided by the Bourne Public Schools. To determine whether a hostile environment exists, the harassment must be severe, pervasive or persistent. The harassment must in most cases consist of more than casual or isolated incidents to establish a violation of this policy. In some cases, a hostile environment requiring appropriate responsive action may result from a single incident that is sufficiently severe. Additionally, the age and cognitive ability of the students involved and the special nature and purposes of the educational setting will be considered. If it is determined that the harassment was sufficiently persistent, pervasive or severe that it would have adversely affected the enjoyment of some aspect of the District's educational program by a reasonable student of the same protected class and similar age and development as the victim, the district will find that a hostile environment exists.
- D. Harassing conduct based on a person's protected class status may include, but is not limited to:
 - 1. Degrading, demeaning, insulting, or abusive verbal or written statements;
 - 2. Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
 - 3. Drawing or writing graffiti, slogans, visual displays, or symbols on school or another's property;
 - 4. Telling degrading or offensive jokes;
 - 5. Unwanted physical contact of any kind;
 - 6. Physical violence, threats of bodily harm, physical intimidation, or stalking;
 - 7. Threatening letters, emails, instant messages, or websites that come within the scope of the District's disciplinary authority;
 - 8. Defacing, damaging, or destroying school or another's property.

III. Harassment Prohibited

- A. Harassment: Unwelcome verbal, written or physical conduct directed at a person based on his/her:
 - 1. Disability - disability or perceived disability, including but not limited to damaging or interfering with use of necessary equipment, imitating manner of movement, using disability-related slurs, or invading personal space to intimidate.
 - 2. National Origin - national origin, ancestry, or ethnic background including but not limited to negative comments about surnames, customs, language, accents, immigration status or manner of speaking.
 - 3. Race - race or color, including but not limited to racial slurs or insults based on characteristics of a person's race or color, racial graffiti or symbols, hostile acts based on race, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.
 - 4. Religion - religion, including but not limited to derogatory comments about religious beliefs, traditions, practices (includes non-belief), or religious clothing.

5. Gender Identity - a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, including but not limited to slurs or insults, imitating mannerisms, taunting, or invading personal space to intimidate.
 6. Sexual Orientation - actual or perceived sexual orientation, including but not limited to anti-gay slurs or insults, imitating mannerisms, taunting, or invading personal space to intimidate.
- B. Sexual Harassment:
1. *Quid pro quo* sexual harassment occurs when a person explicitly or implicitly conditions participation in a program or activity or bases a decision concerning a student on her/his submission to unwelcome sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual nature, whether or not the other person submits to the conduct. *Quid pro quo* sexual harassment, occurs, for example when a school employee causes a student to believe s (he) must submit to sexual advances to receive a better grade than deserved, or is threatened with a loss of a promised college application recommendation unless the student dates the employee.
 2. Hostile environment sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature by a student, a school employee, or third party on school property or at school related activities is sufficiently severe, pervasive or persistent so as to interfere with or limit a person's ability to participate in or benefit from the District's programs or activities by creating a hostile educational environment. A victim may also be someone affected by conduct directed toward another individual of the same protected class. Sexual harassment may occur adult to student, student to student, adult to adult, male to female, female to male, female to female, and male to male.
 3. Depending on the circumstances, sexual harassment may include, but is not limited to:
 - a) Verbal forms of sexual harassment, including repeated unwanted requests for dates, sexual rumors, sexually explicit jokes, howling, whistles, catcalls, soliciting conversation regarding sexual activity and experiences, making unwanted gender-based references to a person's physical characteristics;
 - b) Written forms of sexual harassment, including offensive sexual notes, emails or other writing; sexual comments about the victim written in public places;
 - c) Nonverbal forms of sexual harassment, including offensive gestures, following or stalking another, cornering or blocking a person, leering, pressuring for sexual activities;
 - d) Visual forms of sexual harassment, including displaying sexually suggestive or sexually provocative photographs, pictures, objects, cartoons, or posters; or
 - e) Unwelcome physical touching, including grabbing, groping, squeezing, sexual fondling, kissing, brushing against another's body, body hugs, and other unwelcome contact.
- C. It is a violation of this policy for any administrator, teacher or other employee, or any student to engage in or condone harassment in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of

harassment.

- D. This policy is not designed or intended to limit the schools authority to take disciplinary action and/or to take remedial action when such harassment occurs out of school but has a connection to school or is disruptive to a student's work or participation in school related activities. Reports of cyber harassment by electronic or other means occurring in or out of school will be reviewed and, when a connection to school exists, will result in discipline.

IV. Grievance Procedure

- A. Any student who believes that he or she has been subjected to discrimination and/or harassment has the right to file a grievance and to receive prompt and equitable handling of the grievance. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure on any and all information received.
- B. Any person who believes she or he has been subjected to discrimination and/or harassment may file a grievance. This procedure does not deny the right of the grievant to file formal grievances with state and federal agencies and/or to seek private counsel for grievances alleging discrimination. Any complaints of discrimination on the basis of disability, other than harassment, should be brought under the Section 504/ADA Grievance Procedure, Policy ACEA.
- C. It is against the law and a violation of this policy for the Bourne School District to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.
- D. The Bourne School District will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing digital recordings of material for the blind, or assuring a barrier-free location for the proceedings. The Civil Rights Officer, Assistant Superintendent, will be responsible for such arrangements.
- E. Initiating a Grievance
 - 1. A student or parent of a student who believes that the student has been harassed or otherwise discriminated against is encouraged to report this information immediately to the Principal. If the student reports to another school staff person, and or if a school staff person observes the harassment, the staff person shall report to the Principal. If the grievance is against the Principal, the report can be made to the Civil Rights Officer or the Superintendent of Schools. Reports/grievances are to be filed within ninety (90) days of the date the student, or parent on behalf of a student filing the grievance becomes aware of the alleged discrimination and/or harassment. The time limit may be extended for good cause.
 - 2. The Principal, or designee, from here forward "Principal", will process grievances in a fair, expeditious and, to the extent possible, confidential manner. Upon receipt of a grievance, the Principal, if appropriate, shall make the person filing the grievance aware of the availability of interim measures such as counseling, stay away mechanisms, and/or services or accommodations while the grievance is being investigated.
 - 3. A grievance must be in writing but, if necessary, the Principal will assist the student or parent in writing the complaint.
 - 4. The grievance should state the problem(s) or action(s) alleged to be discrimination and/or harassment, identify any witnesses and written evidence, and what the person believes will stop the discrimination and or make the

student feel safe from further discrimination. The Principal's investigation shall include an interview of the grieving party and the accused; securing any physical and/or documentary evidence; and/or interviewing any other witnesses to events relevant to the grievance. This investigation must be thorough, affording all interested persons an opportunity to present witnesses and/or submit evidence relevant to the grievance.

5. The Principal will submit a written report of the investigation to the parties within thirty (30) days of the receipt of the written grievance, which shall include the following:
 - a) A clear statement of the allegations of the grievance.
 - b) A statement of the facts as found by the Principal and the basis for such findings.
 - c) A list of all witnesses interviewed and documents reviewed during the investigation.
 - d) The Principal's conclusion as to whether or not a hostile environment was found applying a preponderance of the evidence standard of review to the evidence.
 - e) If a violation occurred, information about corrective action and reported to each party to the extent allowed under applicable confidentiality laws.
6. In the event that it is determined that discrimination and/or harassment in violation of this policy has occurred, the Bourne Public Schools will act promptly to take the actions necessary to end the discrimination and prevent its recurrence. Such steps include but are not limited to counseling, development of a safety plan, discipline of students up to and including expulsion, discipline of employees up to and including termination; as appropriate, and if not done previously, referral of perpetrators to law enforcement; restricting contact between perpetrators and victims. Additionally, the Bourne Public Schools will promptly take reasonable steps to remedy the effects of the discrimination and/or harassment on the victims thereof.
7. The Civil Rights Officer will maintain the files and records of the Bourne School District relating to such grievances.
8. Either party may appeal the decision of the Principal by writing to the Superintendent of Schools within 10 days of receiving the Principal's decision. The appeal will not be a *de novo* review of the Principal's decision. Rather the appealing party must explain why he or she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this would change the District's determination in the case. Failure to do so may result in the denial of the appeal. The Superintendent of Schools shall issue a decision on the appeal no later than 15 days after its filing. A copy of said decision will be mailed to all parties and their representatives, if any, on the date it is issued.

V. **Other Options for Complainant Party**

Using the Bourne Public Schools' investigation and grievance procedure does not prohibit the filing of a formal complaint with the government agencies set forth below. Each of the agencies has a designated time period for filing a claim. Please contact these agencies to learn about their applicable time frames.

At any time during the process, a grievant may file a complaint with any of these agencies.

**U.S. Department of Education
Office for Civil Rights (OCR)**
U.S. Department of Education
Office of Civil Rights
J.W. McCormack Post Office and Courthouse
5 Post Office Square, 8th Floor
Boston, MA 02109-4577

**The Massachusetts Commission
Against Discrimination (MCAD)**
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
617.994.6000
TTY: 617.994.6196

SC Policy - JRA-R

STUDENT RECORDS

Adoption Date: 10/03/2001

J-Students

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.C. 71 and 34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth," and under M.G.L.C. 71 and 34F which directs that "the board of education shall adopt regulations relative to the retention, duplication, and storage of records under the control of School Committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975 and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of an access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student's records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

1. These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parents.
2. If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
3. If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such a student. Such a student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student's record. Pursuant to M.G.L. C. 71 and 34E, the parent of a student may inspect the student record regardless of the student's age.
4. Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

1. School administrators, teachers, counselors, and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
2. Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
3. The Evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L. c. 71B (St. 1972, C. 766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. The term as used in 603 CMR 23.00 shall include a divorced or separated parent, subject to any written agreement between parents or court in order governing the rights of such parents that is brought to the attention of the school principal.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age Child with Special Needs: shall have the definition as that given in M.G.L.C. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School Committee: shall include a School Committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L.C. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way

that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information is in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

Policy References

Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended P.L. 113-382, 1994
M.G.L. 66:10; 71:34A, B, D, E
Board of Education Student Record Regulations adopted 2/10/77 and June 1995

SC Policy AG

LOCAL WELLNESS POLICY

Adopted Date: 6/28/2006; Revised 9/4/2013

A-Foundation and Commitments

Mission Statement

Based on research conducted by the Center for Disease Control the Bourne Public School District's School Committee acknowledges the district correlation between health and academic success. Therefore, we will provide the necessary resources in nutrition, health and physical education, school based activities and food services to promote healthy lifestyles and maximize student performance. In accordance with Public Law 108-265, Section 204 Child Nutrition and WIC Reauthorization Act 2004, and Public Law 111-296, The Child Nutrition Reauthorization Healthy, Hungry Free Kids Act of 2010, Healthier US Schools Challenge and the Richard B. Russell National School Lunch Act section 9f and 17a, the following guidelines shall be implemented.

Policy

The BPS-SC will create a School Wellness Advisory Committee appointed by the Superintendent. The School Committee will elect a school committee member to the School Wellness Advisory Council. The SWAC will establish and assess goals for Nutrition Education, Nutrition Promotion, Physical Activity, and other school based activities that promote school wellness in accordance with MGL 223, Chapter 111, 105 CMR 215.00. The SWAC will conduct an assessment of implementation annually and report to the School Committee, public, and all stakeholders within the school community. At the conclusion of each year, recommendations will be presented to the school committee for action.

Food available on the school campus will follow USDA Regulations and MA School Nutrition Standards for Competitive Food and Beverages.

Policy References:

Section 204 of Public Law 108-265-June 20, 2004: Child Nutrition & WIC Reauthorization Act of 2004
MA Dept. of Education: Comprehensive Curriculum Health Frameworks
MA Dept. of Public Health: Wellness at Work Program

Bourne Public Schools Wellness Plan

The School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the school district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.

Wellness Committee

The school district will establish a wellness committee that consists of at least one (1): parent, student, nurse, school food service representative, School Committee member, school administrator, member of the public, and other community members as appropriate. If available, a qualified, credentialed nutrition professional will be a member of the wellness committee. The school committee designates the following individual(s) as wellness program coordinator(s): Assistant Superintendent. Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. Wellness coordinators, in consultation with the wellness committee, will be in charge of implementation and evaluation of this policy.

Nutrition Guidelines

It is the policy of the school district that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. Guidelines for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The district will create procedures that address all foods available to students throughout the school day in the following areas:

- Guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and moderating portion size of each individual food or beverage sold within the school environment;
- Separate guidelines for foods and beverages in the following categories:
 - Foods and beverages included in a la carte sales in the food service program on school campuses;
 - Foods and beverages sold in vending machines, snack bars, school stores, and concession stands;
 - Foods and beverages sold as part of school-sponsored fundraising activities; and
 - Refreshments served at parties, celebrations, and meetings during the school day; and
 - Specify that its guidelines will be based on nutrition goals, not profit motives.

Nutrition and Physical Education

The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program and the School Breakfast Program in all grades. The school district will provide physical education training aligned with the standards established by the Dept. of Elementary and Secondary Education. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition and physical education.

Nutrition Education

- Students receive nutrition education that teaches the skills they need to adopt and maintain healthy eating behaviors.
- Nutrition education is offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and other school personnel, including teachers.

- Students receive consistent nutrition messages from all aspects of the school program.
- Division health education curriculum standards and guidelines address both nutrition and physical education.
- Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
- Schools link nutrition education activities with the coordinated school health program.
- Staff who provide nutrition education have appropriate training.
- The level of student participation in the school breakfast and school lunch programs is appropriate.

Physical Education Activities

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate.
- Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- Schools work with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.
- Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- Schools provide training to enable staff to promote enjoyable, lifelong physical activity among students.

Other School-Based Activities

The wellness program coordinators, in consultation with the wellness committee, are charged with developing procedures addressing other school-based activities to promote wellness.

- An adequate amount of time is allowed for students to eat meals in adequate lunchroom facilities.
- All children who participate in subsidized food programs are able to obtain food in a non-stigmatizing manner.
- Environmentally-friendly practices such as the use of locally grown and seasonal foods, school gardens, and non-disposable tableware have been considered and implemented where appropriate.
- Physical activities and/or nutrition services or programs designed to benefit staff health have been considered and, to the extent practical, implemented.

Evaluation

The wellness committee will assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance and consistency with the state and district's educational goals and standards. Wellness program coordinators shall be responsible for devising a plan for implementation and evaluation of the district wellness policy and are charged with operational responsibility for ensuring that schools meet the goals of the district wellness policy. Wellness program coordinators will report to the School Committee annually.

SOURCE: MASC

ADOPTED: April 20, 2006

LEGAL REFS.: The Child Nutrition and WIC Reauthorization Act of 2004, Section 204,
P.L. 108 -265
The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 - 1769h
The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 - 1789

CROSS REFS.: EFC, Free and Reduced-Cost Food Services

SC Policy IKAB

REPORTING TO STUDENTS AND PARENTS/CAREGIVERS

Adopted Date: 12/10/2012

I-Instruction

The Bourne Public School District believes that effective home-school communication is essential to maintain the partnership which must exist to maximize student achievement. Ongoing communication that allows a free exchange of comments, ideas and problem solving among the parents/caregivers, students and teachers is the best way to improve individual student performance.

Parents/Caregivers will receive performance reports a minimum of three times per year in grades PreK-12. Preschool teachers will report on the student's developmental progress a minimum of three times a year.

Students in grades K-12 will receive generalized progress reports in all curricula areas either handed to the student, online or through the mail. Progress reporting will be communicated once per quarter in grades 5-12. Throughout the year teachers in all grades will report the following to students and parents/caregivers during periods between formal progress reports:

1. All grades from homework, quizzes, and tests will be made available to parents/caregivers and students within ten school days of the material being handed in to the teacher. Teachers will communicate to students and parents/caregivers when assignments will not be returned within 10 days for a grade (e.g. lengthy papers, large scale projects, etc.)
2. All grades for a given semester will be made available to students and parents/caregivers by the close of the grading period.
3. A pattern of missing homework assignments or homework detrimental to the student's success will be communicated to students and parents/caregivers.
4. When a student's performance has a significant decline, dropping twenty (20) points or two full letter grades between formal reporting periods, communication by the teacher will be initiated with the student and parent/caregiver. Teachers will offer students and parents/caregivers the opportunity to meet to discuss the change in performance and to develop an improvement plan for said student.
5. Inappropriate classroom behavior or significant change in classroom behavior will be communicated to the student and parent/caregiver by the teacher.
6. If a student is removed from the classroom for inappropriate conduct, parents/caregivers will be notified on the day of the occurrence by an administrator in consultation with the teacher. If a student is excluded from a special school event for inappropriate conduct, the teacher in consultation with the administrator will communicate the occurrence with the parent/caregiver.
7. Teachers will communicate when student performance/conduct improves based upon above

actions or plans utilizing pre-established communication systems.

SC Policy IJNDB

RESPONSIBLE USE POLICY

Adopted Date: 08/13/2019

I-Instruction

Introduction:

Bourne Public Schools (BPS) believe the teaching of safe and responsible behavior is essential for all BPS users. Twenty first century learning presents increasing amounts of time online to learn, socialize, and share. To be safe and gain the greatest benefit from the opportunities provided through an online environment, all BPS users need to learn to be responsible digital citizens, particularly when no one is watching.

Safe and responsible behavior is explicitly taught in our schools and parents/caregivers are requested to reinforce the behavior at home.

Children's Online Privacy Protection Act (COPPA):

Congress enacted the Children's Online Protection Act, 15 U.S.C. § 6501, et seq. (COPPA) in 1998. COPPA required the Federal Trade Commission to issue and enforce regulations concerning children's online privacy. The Commission's original COPPA Rule became effective on April 12, 2000. The Commission issued an amended Rule on December 19, 2012 that became effective on July 1, 2013.

Bourne Public Schools works diligently to comply with COPPA requirements. Bourne Public Schools does not collect student personal information or transmit such information directly to online entities for the purpose of creating web-based accounts or web-based presence.

Expectation of Privacy:

Bourne Public Schools monitors the use of the school department's network to protect the integrity and optimal operation of all technology system networks. There is no expectation of privacy related to information stored and transmitted over the network. The information on the network in general files and email is not private and is subject to review by the network manager at the request of administration to substantiate inappropriate activity and to comply with requests of law enforcement agencies as part of their investigations.

A complete copy of the Responsible Use Plan can be found here:

SC Policy IJNDD

PUBLISHING POLICY

Adopted Date: 08/13/2019

I-Instruction

Purpose:

The Bourne Public Schools established a digital presence that links users to district information. Bourne Public Schools maintains these accounts for educational purposes only, in furtherance of the educational mission, vision, and district objectives. All published material and correspondence links to other digital content must relate to the district's educational mission, vision, and objectives.

Supervision and Approval of Webpages:

The Superintendent (or his/her designee) may select the person or persons responsible for overseeing the school and district digital presence in a manner consistent with this policy and policy IJNDB.

Content Standards:

All digital content materials are expected to be accurate, grammatically correct and free of spelling errors. Students' work may deviate from the standard depending upon the age and grade level of the student. Bourne's digital presence should be well organized and professional in appearance.

Safety Precautions:

In general

Identifying information about students, such as first and last names, personal phone numbers, or home address will not be published. First names or first names and first letter of the student's last name may be used where appropriate.

Student Photographs

Student photographs will not be accompanied by identifying information about the student or students.

Student Work

Student work (e.g. voice, likeness, quotes, written material, video, musical pieces, and graphic or other artwork) may be published unless otherwise informed by a parent/caregiver or guardian.

SC Policy IJNDD

SOCIAL MEDIA POLICY

Adopted Date: 08/13/2019 / I-Instruction

The Superintendent and School Principals will remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to:

- Improper fraternization with students using any social media including but not limited to Facebook, Instagram, SnapChat, and other social sites, voice communications, chat rooms, texts, other media sharing sites, cellular smartphones or other digital means.
 - Teachers may not list current students as "friends" on personal networking sites.
 - All e-contacts with students should be through the district's information, mail, or communication systems, except for emergency situations.
 - All contact and messages by coaches with team members shall be sent to all team members, except for messages concerning emergency matters related to team schedules, medical matters, or academic reasons.
 - School personnel will not give out their private cellular telephone or home telephone numbers without prior approval of the district.
- Inappropriateness of posting items with sexual content
- Inappropriateness of posting items exhibiting or advocating the use of drugs and alcohol
- Examples of inappropriate behavior from other districts, as behavior to avoid
- Monitoring and penalties for improper use of district technology
- The possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct

If inappropriate use of social media is discovered, the School Principals and Superintendent will promptly bring that inappropriate use to the attention of the staff member and may consider and apply disciplinary action up to and including termination.

M.G.L.C. 149 s. 185 WHISTLEBLOWER PROTECTIONS

An employer shall not take any retaliatory action against an employee because the employee does any of the following:

1. Discloses, or threatens to disclose to a supervisor or to a public body an activity, policy or practice of the employer, or of another employer with whom the employee's employer has a business relationship, that the employee reasonably believes is in violation of a law, or a rule or regulation promulgated pursuant to law, or which the employee reasonably believes poses a risk to public health, safety or the environment;
2. Provides information to, or testified before, any public body conducting an investigation, hearing or inquiry into any violation of law, or a rule or regulation promulgated pursuant to law, or activity, policy or practice which the employee reasonably believes poses a risk to public health, safety or the environment by the employer, or by another employer with whom the employee's employer has a business relationship; or
3. Objects to, or refuses to participate in any activity, policy or practice which the employee reasonably believes is in violation of a law, or a rule or regulation promulgated pursuant to law, or which the employee reasonably believes poses a risk to public health, safety or the environment.

(c)(1) Except as provided in paragraph (2), the protection against retaliatory action provided by subsection (b) (1) shall not apply to an employee who makes a disclosure to a public body unless the employee has brought the activity, policy or practice in violation of a law, or a rule or regulation promulgated pursuant to law, or which the employee reasonably believes poses a risk to public health, safety or the environment, to the attention of a supervisor of the employee by written notice and has afforded the employer a reasonable opportunity to correct the activity, policy or practice.

(2) An employee is not required to comply with paragraph (1) if he: (A) is reasonably certain that the activity, policy or practice is known to one or more supervisors of the employer and the situation is emergency in nature; (B) reasonably fears physical harm as a result of the disclosure provided; or (C) makes a disclosure to a public body as defined in clause (B) or (D) of the definition for "public body" in subsection (a) for the purpose of providing evidence of what the employee reasonably believes to be a crime.

(d) Any employee or former employee aggrieved of a violation of this section may, within two years, institute a civil action in the superior court. Any party to said action shall be entitled to claim a jury trial. All remedies available in common law tort actions shall be available to prevailing plaintiffs. These remedies are in addition to any legal or equitable relief provided herein. The court may: (1) issue temporary restraining orders or preliminary or permanent injunctions to restrain continued violation of this section; (2) reinstate the employee to the same position held before the retaliatory action, or to an equivalent position; (3) reinstate full fringe benefits and seniority rights to the employee; (4) compensate the employee for three times the lost wages, benefits and other remuneration, and interest thereon; and (5) order payment by the employer of reasonable costs, and attorneys' fees.

(e)(1) Except as provided in paragraph (2), in any action brought by an employee under subsection (d), if the court finds said action was without basis in law or in fact, the court may award reasonable attorneys' fees and court costs to the employer.

(2) An employee shall not be assessed attorney's fees under paragraph (1) if, after exercising reasonable

and diligent efforts after filing a suit, the employee moves to dismiss the action against the employer, or files a notice agreeing to a voluntary dismissal, within a reasonable time after determining that the employer would not be found liable for damages.

(f) Nothing in this section shall be deemed to diminish the rights, privileges or remedies of any employee under any other federal or state law or regulation, or under any collective bargaining agreement or employment contract; except that the institution of a private action in accordance with subsection (d) shall be deemed a waiver by the plaintiff of the rights and remedies available to him, for the actions of the employer, under any other contract, collective bargaining agreement, state law, rule or regulation, or under the common law.

(g) An employer shall conspicuously display notices reasonably designed to inform its employees of their protection and obligations under this section, and use other appropriate means to keep its employees informed. Each notice posted pursuant to this subsection shall include the name of the person or persons the employer has designated to receive written notifications pursuant to subsection (c).

CONFIDENTIALITY CONCERNING IEPs AND 504 ACCOMMODATION PLANS

All documents pertaining to the student are confidential including IEPs and 504 Plans. It is important that this confidentiality is respected as every IEP and 504 includes information relevant to the student's performance and disability. Psychological and related reports may also be included in the file. These documents are written annually and are updated throughout the year as needed.

All discussions and information shared during an IEP or 504 meeting is confidential. All comments and conversations in the student support services department are confidential and should not be discussed with others. Specific concerns regarding a student should not be discussed with anyone outside the school setting who is not directly involved with the student unless the parent has provided a written consent or release of information. Any discussions and/or recommendations regarding a student's IEP/504 Plan should only occur within the context of the Team meeting

MANDATORY REPORTING

Under MGL c. 119 §51A it is mandatory for school personnel to report child abuse and neglect to the Department of Children and Families. Please notify the principal or her/his designee when there is reasonable cause to suspect that a student under the age of 18 is suffering physical or emotional injury resulting from: 1) abuse, including sexual abuse, which causes harm or substantial risk of harm to the child's health or welfare; 2) neglect, including malnutrition, or 3) physical dependence upon an addictive drug at birth.

A copy of G.L. c. 119 §21 may be found at: <http://www.mass.gov/legis/laws/mgl/119-51a.htm>.

PROHIBITION AGAINST TEEN DATING VIOLENCE

Per M.G.L. 71 § 2C Bourne Public Schools prohibits dating violence on school grounds, at a school sponsored event, or at a school related activity, function, or program.

All complaints or reports of any alleged teen dating violence incidents on and/or off school grounds involving an enrolled student will be documented and promptly investigated per the procedures outlined above.

STAFF ATTENDANCE REVIEW PROCEDURES

Standards and Indicators of Effective Teaching Practice identify consistent attendance as an indicator of effective teaching practice (indicator IV.F.2).

If necessary, whenever an employee exceeds five occurrences of absence or establishes a pattern due to their use of sick leave* the principal of the building to which they are assigned may conduct a non-disciplinary attendance review subject to the following terms and conditions:

1. An occurrence of absence is defined as any absence of one or more consecutive days regardless of duration.
2. Although no discipline will result from the meeting, a union representative may be present at the employee's option.
3. The following topics will be discussed at the meeting:
 - i. Any assistance which the bargaining unit member believes might help avoid future absence. However, this provision creates no requirement that the employee request such assistance and/or that the employer grant the assistance requested.
 - ii. Any anticipated future absences in the current school year;
 - iii. Steps which may be taken to ameliorate the effects of absences on the students for which the unit member is responsible; and
 - iv. An expression by the Principal as to specific concerns, if any, which the Principal has concerning the unit members' past absences or anticipated future absences. The unit member is not expected to reply to any such concerns at this meeting.
4. Once a staff member has been absent for three consecutive absences, the building administrator will notify the Superintendent.
5. Weekly attendance will be reviewed by the designated Administrative Assistant responsible for Substitutes Online and the building Principal.

Staff members should reference their Collective Bargaining Agreement for additional information on staff attendance.

LEAVE FOR DOMESTIC VIOLENCE VICTIMS

A law signed by Massachusetts Governor Deval Patrick mandates that public and private employers with 50 or more employees grant up to 15 days of unpaid leave in any 12-month period if the employee or a covered family member of the employee is a victim of abusive behavior. The bill was signed into law on August 8 and became effective immediately. Covered employers are required to notify employees of their rights and responsibilities under the law.

Key features related to employee rights and responsibilities include the following: 1) the leave must be directly related to the abusive behavior, including, for example, seeking medical attention, counseling, victim services or legal assistance; 2) employees are required to exhaust all available leave before using the unpaid domestic violence leave, unless this requirement is waived by the employer; 3) employees cannot lose any benefits accrued prior to the leave and employees are entitled to restoration of their original job or an equivalent position; 4) employees must provide employers with advance notice of their decision to utilize the leave unless a threat of imminent danger exists; and 5) employees who fail to give advance notice of the decision to utilize leave are required to notify the employer within three work days that the leave is being taken under the law.

Key features related to employer rights and responsibilities include the following: 1) employers cannot take any negative action against employees with unauthorized absences if, within 30 days of the last

absence, the employee submits documentation that the absence was due to domestic violence; 2) employers may require documentation showing that the employee or the employee's family member has been a victim of abuse; and 3) employers may not retaliate or discriminate against employees for exercising their rights under the law.

The law is enforced by the Attorney General, who can seek injunctive and equitable relief against violators of the law. Additionally, employees may bring private enforcement actions under the same enforcement provisions used to pursue private claims for violations of the Massachusetts wage and hour laws. As a result of the passage of the new law, covered Massachusetts employers will need to develop domestic violence leave policies that comply with the law, update their employee handbooks, and educate their employees on the new leave requirements.

FAMILY MEDICAL LEAVE ACT (FMLA)

FMLA provides eligible employees up to 12 weeks of unpaid leave for their own serious illness, birth or adoption of a child, or the care of a seriously ill child, spouse or parent. FMLA also provides up to 26 weeks in a single 12-month period for military caregiver leave for employees caring for a parent, spouse, child or "next of kin" who is a "covered service member" with a serious injury/illness incurred in the line of duty. FMLA also provides up to 12 weeks of leave to parents, spouses or children of National Guard or Reserve personnel on active duty (or call to active duty status) for "qualifying exigencies"

For more information, visit the United States Department of Labor's website at <http://www.dol.gov/esa/whd/fmla/>

PARENTAL LEAVE

Parental leave of absence will be granted to any bargaining unit member in accordance with the provisions of the Family and Medical Leave Act of 1993 as amended and/or General Laws Chapter 149, Section 105D, whichever provides the most favorable treatment to the bargaining unit member. Parental leave will run concurrently with FLMA leave if the employee is eligible for such leave.

Staff members should reference their Collective Bargaining Agreement for information on Parental Leave.

NONDISCRIMINATION ON THE BASIS OF GENDER IDENTITY

An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011),² which became effective on July 1, 2012, amended several Massachusetts statutes prohibiting discrimination on the basis of specified categories, to include discrimination on the basis of gender identity. Among the statutes amended is G.L. c. 76, § 5, prohibiting discrimination on the basis of gender identity against students who enroll in or attend the public schools. G.L. c. 76, §5 now reads as follows:

Every person shall have a right to attend the public schools of the town where he 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**

² The Act can be found at <http://www.malegislature.gov/Laws/SessionLaws/Acts/2011/Chapter199>,

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, gender identity, religion, national origin or sexual orientation.

In June 2012, the Massachusetts Board of Elementary and Secondary Education (Board) adopted revised Access to Equal Education Opportunity Regulations, 603 CMR 26.00, and Charter School Regulations, 603 CMR 1.00, to reflect the broadened student anti-discrimination provision in G.L. c. 76, §5. The Board also directed the Department of Elementary and Secondary Education (Department) to provide guidance to school districts to assist in implementing the gender identity provision.

All students need a safe and supportive school environment to progress academically and developmentally. Administrators, faculty, staff, and students each play an important part in creating and sustaining that environment. This guidance is intended to help school and district administrators take steps to create a culture in which transgender and gender nonconforming students feel safe, supported, and fully included, and to meet each school's obligation to provide equal educational opportunities for all students, in compliance with G.L. c. 76, §5 and the state regulations.

Below are general principles based on the law that address common issues regarding transgender and gender nonconforming students. The guidance offers case studies based on the experiences of schools and students in Massachusetts, and reflects the need to consider issues on a case-by-case basis. The list of issues is not exhaustive, and the examples are intended to be illustrative, not prescriptive.

Definitions

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for students whose rights are protected under the law. The following terms appear in this document and are defined. Although these are the most commonly used terms, students may prefer other terms to describe their gender identity, appearance, or behavior. The term "gender identity" is specifically defined in the Mass. General Laws, as amended by *An Act Relative to Gender Identity* (the gender identity law).

- *Gender expression*: the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
- *Gender identity*: as defined in part at G.L. c. 4, § 7, is "a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth..."
- *Gender nonconforming*: a term used to describe people whose gender expression differs from stereotypic expectations. The terms "gender variant" or "gender atypical" are also used.
- *Transgender*: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

The Law

The gender identity law amended G.L. c. 76, § 5,³ to establish that 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 *gender identity*, among other characteristics. The amended Access to Equal Educational Opportunity regulations, 603 CMR 26.00, and the non-discrimination provision of the Charter School regulations, 603 CMR 1.00, require schools to

³ The Act amends several other statutes as well, including G.L. c. 151B (governing nondiscrimination in employment), to prohibit discrimination on the basis of gender identity.

establish policies and procedures, provide training, and implement and monitor practices to ensure that obstacles to equal access to school programs are removed for all students, including transgender and gender nonconforming students.

The gender identity law reflects the reality that transgender and gender nonconforming students are enrolled in Massachusetts public schools. These students, because of widespread misunderstanding and lack of knowledge about their lives, are at a higher risk for peer ostracism, victimization, and bullying. The 2011 National School Climate Survey by the Gay, Lesbian & Straight Education Network (GLSEN), found that 75.4% of transgender students had been verbally harassed in the previous year, 32.1% had been physically harassed, and 16.8% had been physically assaulted. Educators play an essential role in advocating for the well-being of these students and creating a school culture that supports them.

Understanding Gender Identity

The gender identity law defines “gender identity” to mean “a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth.”⁴ The law also states that “gender-related identity may be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held as part of a person’s core identity; provided, however, that gender-related identity shall not be asserted for any improper purpose.”⁵

Transgender youth are those whose assigned birth sex does not match their internalized sense of their gender (their “gender-related identity”), and gender nonconforming youth are those whose gender-related identity does not meet the stereotypically expected norms associated with their assigned sex at birth. A transgender boy, for example, is a youth who was assigned the sex of female at birth but has a clear and persistent identity as male. A transgender girl is a youth who was assigned the sex of male at birth but has a clear and persistent identity as female. Gender nonconforming youth range in the ways in which they identify as male, female, some combination of both, or neither.

The responsibility for determining a student’s gender identity rests with the student or, in the case of young students not yet able to advocate for themselves, with the parent.⁶ One’s gender identity is an innate, largely inflexible characteristic of each individual’s personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person’s social and familial social development.⁷ As a result, the person best situated to determine a student’s gender identity is that student himself or herself.

In one Massachusetts town, the parents of a preschool-age biologically female child noted throughout the child’s early years that their child identified as a boy. For as long as the parents could remember, the child preferred to play with boys rather than girls, wanted a short haircut, rejected wearing any clothing that the child identified as “something a girl would wear,” and ignored anyone who called him by his stereotypically feminine name. When it was time for the child to enter kindergarten, the child said to his parents, “You have to tell them when I go to kindergarten that I’m a boy.”

⁴ Mass. Gen. Laws. Ch. 4, § 7 (2012).

⁵ *Id.*

⁶ When used in this document, the term “parent” refers to parents as well as legal guardians.

⁷ See Gerald P. Mallon, “Practice with Transgendered Children,” in *Social Services with Transgendered Youth* 49, 55-58 (Gerald P. Mallon ed., 1999). See also Stephanie Brill & Rachel Pepper, “Developmental Stages and the Transgender Child,” in *The Transgender Child*, 61-64.

Consistent with the statutory standard, a school should accept a student's assertion of his or her gender identity when there is "consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as part of a person's core identity." If a student's gender-related identity, appearance, or behavior meets this standard, the only circumstance in which a school may question a student's asserted gender identity is where school personnel have a credible basis for believing that the student's gender-related identity is being asserted for some improper purpose.

In most situations, determining a student's gender identity is simple. A student who says she is a girl and wishes to be regarded that way throughout the school day and throughout every, or almost every, other area of her life, should be respected and treated like a girl. So too with a student who says he is a boy and wishes to be regarded that way throughout the school day and throughout every, or almost every other area of his life. Such a student should be respected and treated like a boy.

The statute does not *require* consistent and uniform assertion of gender identity as long as there is "other evidence that the gender-related identity is sincerely held as part of [the] person's core identity." Many transgender people experience discrimination, and some experience violence due to their status. Some environments may feel safe and inclusive, and others less so, challenging a person's ability to live consistently with one gender identity in all aspects of life. For example, it is possible that a biologically male student with a female gender identity who lives as a girl does not express her female gender identity all the time. In one case, such a student agreed to present as a boy when visiting relatives until the student's parents could explain the student's transgender identity to them. The fact that the student did not exclusively assert her female identity did not alter the fact that she had a female gender identity.

Confirmation of a student's asserted gender identity may include a letter from a parent, health care provider, school staff member familiar with the student (a teacher, guidance counselor, or school psychologist, among others), or other family members or friends. A letter from a social worker, doctor, nurse practitioner, or other health care provider stating that a student is being provided medical care or treatment relating to her/his gender identity is one form of confirmation of an asserted gender identity. It is not, however, the exclusive form upon which the school or student may rely. A letter from a clergy member, coach, family friend, or relative stating that the student has asked to be treated consistent with her/his asserted gender identity, or photographs at public events or family gatherings, are other potential forms of confirmation. These examples are intended to be illustrative rather than comprehensive.

In one Massachusetts middle school, a biologically male student explained to her guidance counselor that she was a transgender girl who expressed her female gender identity only at home. The stress associated with having to hide her female gender identity at school was having a negative impact on her mental health, as well as on her academic performance. The student and her parents asked if it would be okay if she expressed her female gender identity at school. The guidance counselor assured the student and her parents that she could do so. The fact that the student presented no documentation to support her gender identity was not a concern since the school had no reason to believe the request was based on anything other than a sincerely held belief that she had a female gender identity.

Gender Transition

Many, though not all, transgender youth undergo the experience of gender transition. The term "gender transition" describes the experience by which a person goes from living and identifying as one gender to living and identifying as another. For most youth, and for all young children, the experience of gender transition involves no medical intervention. Rather, most transgender youth will undergo gender

transition through a process commonly referred to as “social transition,” whereby they begin to live and identify as the gender consistent with their gender-related identity. Some transgender youth who are close to reaching puberty, or after commencing puberty, may complement social transition with medical intervention that may include hormone suppressants, cross-gender hormone therapy, and, for a small number of young people, a range of gender-confirming surgeries. The decision about whether and how to undergo gender transition is personal and depends on the unique circumstances of each individual. There is no threshold medical or mental health diagnosis or treatment requirement that any student must meet in order to have his or her gender identity recognized and respected by a school.

Some transgender and gender nonconforming students are not openly so at home for reasons such as safety concerns or lack of acceptance. School personnel should speak with the student first before discussing a student’s gender nonconformity or transgender status with the student’s parent or guardian. For the same reasons, school personnel should discuss with the students how the school should refer to the student, e.g., appropriate pronoun use, in written communication to the student’s parent or guardian.

Names and Pronouns

The issue of the name and pronoun to use in referring to a transgender student is one of the first that schools must resolve to create an environment in which that student feels safe and supported. Transgender students often choose to change the name assigned to them at birth to a name that is associated with their gender identity. As with most other issues involved with creating a safe and supportive environment for transgender students, the best course is to engage the student, and in the case of a younger student, the parent, with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school. The plan also could include when and how this is communicated to students and their parents. In the case of a transgender student who is enrolling at a new school, it is important that the school respect the student’s privacy (see the following section) and chosen name.

In one situation where a transgender girl was entering high school, she and her parent asked the principal to inform her teachers that even though her school records indicate that her name is John, she goes by the name Jane and uses female pronouns. The school principal sent the following memorandum to the student’s classroom teachers: “The student John Smith wishes to be referred to by the name Jane Smith, a name that is consistent with the student’s female gender identity. Please be certain to use the student’s preferred name in all contexts, as well as the corresponding pronouns. It is my expectation that students will similarly refer to the student by her chosen name and preferred pronouns. Your role modeling will help make a smooth transition for all concerned. If students do not act accordingly, you may speak to them privately after class to request that they do. Continued, repeated, and intentional misuse of names and pronouns may erode the educational environment for Jane. It should not be tolerated and can be grounds for student discipline. If you need any assistance to make sure that Jane Smith experiences a safe, nondiscriminatory classroom atmosphere, please contact me or Ms. O’Neill. – Mr. Jones, Principal.”

Massachusetts’ law recognizes common law name changes. An individual may adopt a name that is different from the name that appears on his or her birth certificate provided the change of name is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required.⁸ Hence, when requested, schools should accurately record the student’s chosen name on all records, whether or not the student, parent, or guardian provides the school with a court order formalizing a name change.

⁸ For certain transactions, such as banking and applying for governmental benefits or licenses, it may be necessary to have a formal legal document establishing one’s change of name for identity and other purposes.

The Department has a procedure in place to update name changes and gender markers in the Student Information Management System (SIMS) upon request. The document *Assigning State Assigned Student Identifiers (SASIDs) to Massachusetts' Public School Students*, which may be found at <http://www.doe.mass.edu/infoservices/data/sims/sasid/>, guides schools through changing names and gender markers on school records.

In sum, school personnel should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex. For those students who have been attending a school and undergo gender transition while attending the same school, it is important to develop a plan for initiating use of the chosen name and pronouns consistent with the student's gender identity.

Privacy, Confidentiality, and Student Records

Under state law, information about a student's assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its form, is part of the individual's student record (see Massachusetts Student Records Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances. 603 CMR § 23.04.⁹ One circumstance is when authorized school personnel require the information to provide administrative, teaching, counseling, or other services to the student in the performance of their official duties. For transgender students, authorized school personnel could include individuals such as the principal, school nurse, classroom teacher(s), or guidance or adjustment counselor.

When a student new to a school is using a chosen name, the birth name is considered private information and may be disclosed only with authorization as provided under the Massachusetts Student Records Regulations. If the student has previously been known at school or in school records by his or her birth name, the principal should direct school personnel to use the student's chosen name. Every effort should be made to update student records (for example, Individualized Education Programs) with the student's chosen name and not circulate records with the student's assigned birth name. Records with the student's assigned birth name should be kept in a separate, confidential file.

One school nurse dealt with information in the student's file by starting a new file with the student's chosen name, entered previous medical information (for example, immunizations) under the student's chosen name, and created a separate, confidential folder that contained the student's past information and birth name.

When determining which, if any, staff or students should be informed that a student's gender identity is different from the assigned birth sex, decisions should be made in consultation with the student, or in the case of a young student, the student's parent or guardian. The key question is whether and how sharing the information will benefit the student.

In one case, parents of a transgender male-to-female elementary school student requested that only the school principal and the school nurse be aware that the student was assigned the sex of male at birth. After a discussion with the school principal, the parents agreed that the student's teacher, the school secretary, and the district superintendent would also be informed. In this situation, the school principal kept the student's birth certificate in a separate, locked file that only the principal could access, and put a note in the student's other file saying that the principal

⁹ The federal Family Educational Rights and Privacy Act, 20 USC 1232g, also protects the privacy of education records and requires that personally identifiable information be kept secure and confidential.

had viewed the student's birth certificate. In another situation, where a biological male came to school after April vacation as a girl, the school principal and guidance counselor, in collaboration with the student and her parents, developed a plan for communicating information regarding the student's transition to staff, parents, and students. The plan included who was going to say what to whom, and when the communication would take place.

Transgender and gender nonconforming students may decide to discuss and express their gender identity openly and may decide when, with whom, and how much to share private information. A student who is 14 years of age or older, or who has entered the ninth grade, may consent to disclosure of information from his or her student record. If a student is under 14 and is not yet in the ninth grade, the student's parent (alone) has the authority to decide on disclosures and other student record matters.¹⁰

Gender Markers on Student Records

A gender marker is the designation on school and other records that indicates a student's gender. For most students, records that include an indication of a student's gender will reflect a student's assigned birth sex. For transgender students, however, a documented gender marker (for example, "male" or "female" on a permanent record) should reflect the student's gender identity, not the student's assigned sex. This means that if a transgender student whose gender identity is male has a school record that reflects an assigned birth sex as female, then upon request by the student or, in the case of young students not yet able to advocate for themselves, by the parent or guardian, the school should change the gender marker on the record to male.¹¹ Schools are advised to collect or maintain information about students' gender only when necessary.

One school reviewed the documentation requests it sent out to families and noticed that field trip permission forms included a line to fill in indicating the student's gender. Upon consideration, the school determined that the requested information was irrelevant to the field trip activities and deleted the line with the gender marker request.

In addition, transgender students who transition after having completed high school, may ask their previous schools to amend school records or a diploma or transcript that include the student's birth name and gender. When requested, and when satisfied with the gender identity information provided, schools should amend the student's record, including reissuing a high school diploma or transcript, to reflect the student's current name and gender.

Restrooms, Locker Rooms, and Changing Facilities

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. In meeting with the transgender student (and parent) to discuss the issues set forth in this section, it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility. Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. While some transgender students will want that arrangement, others will not be comfortable with it. Transgender students who are uncomfortable

¹⁰ See 603 CMR §§23.01 and 23.07. If a student is from 14 through 17 years of age or has entered ninth grade, both the parent and the student may make decisions concerning the student record, or either the student or the parent acting alone may decide.

¹¹ As discussed in the section on Names and Pronouns, the Department's publication *Assigning State Assigned Student Identifiers (SASIDs) to Massachusetts' Public School Students* guides district staff through the process of adding or revising SIMS data.

using a sex-segregated restroom should be provided with a safe and adequate alternative, such as a single “unisex” restroom or the nurse’s restroom. Similarly, some transgender students may not be comfortable undressing in the changing facilities that correspond to the student’s gender identity. The following are examples of ways in which school officials have responded to these situations:

In one elementary school, a transgender second-grader socially transitioned from female to male. The principal informed the staff: For the remainder of this year, he will use Nurse Margaret’s restroom, and toward the end of the year we will make future determinations of restroom use in consultation with his family.

In one middle school, a male-to-female transgender sixth-grader socially transitioned after spring break. For the rest of the school year, she used the nurse’s restroom and the other unisex restrooms at the school. Beginning in seventh grade, she used the girls’ restroom.

In one high school, a transgender male-to-female student was given access to the female changing facility, but the student was uncomfortable using the female changing facility with other female students because there were no private changing areas within the facility. The principal examined the changing facility and determined that curtains could easily be put up along one side of a row of benches near the group lockers, providing private changing areas for any students who wished to use them. After the school put up the curtains, the student was comfortable using the changing facility.

Some students may feel uncomfortable with a transgender student using the same sex-segregated restroom, locker room or changing facility. This discomfort is not a reason to deny access to the transgender student. School administrators and counseling staff should work with students to address the discomfort and to foster understanding of gender identity, to create a school culture that respects and values all students.

School staff as well as students and their families may find the use of restrooms and changing facilities to be among the more challenging issues presented by the gender identity law, perhaps due to issues of personal privacy. As emphasized in other sections, these issues should be resolved on a case-by-case basis, through dialogue with students and parents, and through leadership in creating safe and supportive learning environments.

Physical Education Classes and Intramural and Interscholastic Athletic Activities

Physical education is a required course in all grades in Massachusetts’ public schools, and school-based athletics are an important part of many students’ lives. Most physical education classes in Massachusetts’ schools are coed, so the gender identity of students should not be an issue with respect to these classes. Where there are sex-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity. With respect to interscholastic athletics, the Massachusetts Interscholastic Athletic Association will rely on the gender determination made by the student’s district; it will not make separate gender identity determinations.

At one school, a transgender girl joined the girls’ cheerleading squad. The school supported the student’s participation on the team. When the team was going to a regional competition, however, several of the team members raised a concern that the school would be made to compete in the coed cheerleading portion of the competition rather than in the all-girls portion for which they prepared. With the permission of the student, the principal wrote a letter that she gave to the coach to take to the competition in case officials at the competition questioned the

team's participation in the all-girls' portion of the event. The letter explained: "Student, Jane Smith, is a transgender girl who has been a member of the girls' team since (date). Jane has a sincerely held female gender identity and, therefore, according to state law must be permitted to participate as a girl on the girls' cheerleading team." The team participated in the regional competition without incident.

Other Gender-Based Activities, Rules, Policies, and Practices

As a general matter, schools should evaluate all gender-based policies, rules, and practices and maintain only those that have a clear and sound pedagogical purpose. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, whether they are gender nonconforming or not. In some circumstances, these policies, rules, and practices may violate federal and state law. For these reasons, schools should consider alternatives to them.

Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such a rule, policy, or practice consistent with their gender identity.

The new law on gender identity provides a good opportunity for schools to review their gender-distinct policies. For example, some schools require students to wear gender-based garb for graduation or have gender-based dress codes for prom, special events, and daily attire. Schools should eliminate gendered policies and practices such as these. For example, one school that previously had blue graduation gowns for boys and white ones for girls switched to blue gowns for all graduates. The school also changed its gender-based dress code for the National Honor Society ceremony, which had required girls to wear dresses.

Similarly, some classroom teachers may routinely include gender-based practices in the classroom. For example, some teachers may have boys and girls line up separately to leave the classroom to go to lunch, the gymnasium, restrooms, or recess, and may never have considered the educational value of non-gendered alternatives, such as having students line up in the order of their birthdays, or alphabetically by name, or in the order in which they are sitting.¹²

Conclusion

This section cannot anticipate every situation in which questions may come up in the implementation of this law, and the needs of each transgender or gender nonconforming student should be assessed and addressed on a case-by-case basis. The Department of Elementary and Secondary Education will continue to provide assistance, support, and resources as we work together to create a safe and supportive school environment for all students.

*This section was adapted from the DESE **Guidance for Massachusetts Public Schools - Creating a Safe and Supportive School Environment - Nondiscrimination on the Basis of Gender Identity***

¹² Gender and Children: A Place to Begin for Educators www.welcomingschools.org

Building based BEA meetings are intended to be at ground zero for labor-relations concerns or issues brought forward to immediate supervisors/administrators for clarification and/or resolution. A building based BEA meeting has an established labor-relations agenda and subsequent outcomes that are to be shared with all employees via email within one week of the meeting. Joint Labor Management Committee.

There will be a joint labor management committee that will meet on *at least a quarterly* basis during the school year. The committee will be composed of the Superintendent *or* Assistant Superintendent, at least one member of the School Committee, other necessary administrative staff, and BEA leadership. The Committee will meet to discuss any major local, state, and/or federal initiatives and new district initiatives, programs and curricula. The agenda will be created jointly one week prior to the meeting and shared with the School Committee, administration and staff. Within one week after the meeting, the outcomes of the meeting will be jointly created and shared with the School Committee, administration and staff.

EDUCATOR EVALUATION SYSTEM SUMMARY

The Bourne Educator Evaluation System Subcommittee met during the 2018-2019 school year to make recommendations to update the educator evaluation system utilized by Bourne Public Schools. As a result of their work the Bourne School Committee and the Bourne Educator Association agreed to the following:

- The Classroom Teacher Rubric and the School Level Administrator Rubric, updated August 2018 will be used for the educator evaluation system.
- Observations will be rated using Unsatisfactory, Needs Improvement, Proficient, and Exemplary.

The educator evaluation system will be completed electronically.

2022-2023 Areas of Emphasis

Standard I-A-3

Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.

Standard I-B-2

Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.

Standard II-A-3

Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and level of readiness, including those of academically advanced students, students with disabilities, and English learners.

Standard II-D-3

Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.

Standard III-B-2

Regularly updates families on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.

Standard IV-C-1

Consistently and effectively collaborates with colleagues on a wide range of tasks such as implementing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate interventions

PROFESSIONAL DEVELOPMENT

The best professional development is embedded in the life of our schools and, for that reason, faculty meetings and common planning time are focused on learning and teaching. Additionally, Curriculum Directors are on staff to work with teachers on best practices through modeling, co-teaching, and working collaboratively on unit/lesson design and delivery. A district-wide Professional Development Committee/MTSS District Team meets monthly to assess overall needs in the district and to plan professional development opportunities to meet those needs on in-service days. Also, several teacher-facilitated workshops are offered after school annually and are published in the In District Course Catalog on PD Express where staff members can register for them. The Professional Development Committee/MTSS District Team encourages staff to submit proposals on PD Express for potential district offerings throughout the school year. Professional Development Points are awarded for many of these in district opportunities.

Professional development can also be obtained through attendance at outside workshops, seminars, and educational courses/degree programs that, once acquired, will assist the employee in performing his or her essential job functions and increase the employee's contribution to the organization. Employees must request outside professional development approval through PDExpress to attend and receive reimbursement. Upon satisfactory completion of the professional development, employees must provide documentation and submit with the Tuition Reimbursement Request form to receive reimbursement.

TUITION REIMBURSEMENT

Staff members should reference their Collective Bargaining Agreement for information on Tuition Reimbursement.

NURSE CONTACT

Dismissal for Illness

If a student indicates a desire to see the nurse, the classroom teacher should allow the student to go to the health clinic. If a student appears to be in immediate need of help, the teacher is to call and get assistance from the nurse.

Universal Precautions

Universal precautions refer to the usual and ordinary steps all school staff need to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood-borne organisms (such as the Hepatitis B virus).

These precautions are universal because they refer to steps that need to be taken in all cases, not only when a staff member or student is known to be HIV infected.

They are precautions because they require foresight and planning, and should be integrated into existing safety guidelines.

Appropriate equipment (mops, buckets, bleach, hot water, hand soap, disposable towels and latex gloves) are readily available to custodians who are responsible for the cleanup of body fluid spills.

1. Treat human blood spills with caution.
2. Clean up blood spills promptly.
3. Inspect the intactness of skin on all exposed body parts, especially the hands. Cover all open cuts or broken skin, or ask another staff member to do the clean up. Latex gloves contribute an added measure of protection, but are not essential if skin is intact.
4. Clean up blood spills with a solution of one part household bleach to ten parts water, pouring the solution around the periphery of the spill. Disinfect mops, buckets and other cleaning equipment with fresh bleach solution.
5. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of the body (be especially careful not to touch your eyes before washing up). Soap and water will kill HIV.
6. Clean up other body fluid spills (urine, vomit, feces) unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.

Adapted from Universal Precautions for School Settings, Massachusetts Department of Education and Medical Update to Massachusetts Policy Guidelines: Infants, Toddlers and Preschoolers with HIV Infection / AIDS in Early Childhood Settings (June 1989).

ALLERGIES

Reference School Committee Policy JU for Peanut, Peanut Product, and Tree Nut Procedure

In addition, the Bourne Public Schools (BPS) will maintain a system-wide response plan to address life threatening allergic reactions. Parents/caregivers, primary care physicians and/or allergists are encouraged to provide recommendations in writing to the appropriate building principal regarding the content of an Individual Health Care Plan (IHCP) for any student who has a life threatening allergy.

I. IMPLEMENTATION OF THE LIFE-THREATENING ALLERGY PROTOCOL (LTA)

The Bourne Public Schools (BPS) will:

- A. Provide life-threatening allergy awareness education and EpiPen training for all BPS employees based on Department of Public Health and Department of Elementary and Secondary Education recommendations.
- B. Ensure that the use of food for curriculum instruction or special luncheons during the school day will be restricted to approval by the principal and school nurse. The use of food as a reward in any classroom will be eliminated, unless otherwise specified in an Individualized Education Plan (IEP) or 504.
- C. Implement a “No Food or Utensil Sharing” practice, with particular focus at the elementary school level to be monitored by the principal or her/his designee.
- D. If necessary, each elementary school will provide allergy "specific" free tables in the cafeteria in the elementary schools. Reasonable efforts will be made for such tables to become “free” of

identified allergens as deemed needed for an individual student through documentation from the student's primary care physician or board certified allergist. At the middle and high schools accommodations will be made as needed.

- E. Not permit bake sales at the elementary or middle schools during the school day. Bake sales conducted outside the school day are limited to those at which only adults are allowed to purchase products. At the high school level, the sale of food products as a fundraiser will be at the discretion of the principal. BPS staff is not responsible for implementing the Life Threatening Allergy Policy and related protocols and procedures during (1) school sponsored events beyond the school day that are open to the public (e.g. school athletic contests, plays, or ceremonies) or (2) programs or events on BPS property that are sponsored by various staff, parents, community, or private groups. School nurses are not available after school hours.
- F. Make reasonable efforts to create LTA-safe classrooms for students at the elementary level, when a student's medical needs to be in an LTA-safe environment is clearly documented by a board certified allergist, and clear directions from the allergist are provided, BPS will make reasonable efforts to create LTA-safe classrooms for the students. BPS reserves the right to consult with a board certified allergist of its choice to review the recommendation to determine if it will authorize its implementation.
- G. Include how to respond to a life threatening allergic reaction in each school's Incident Management Plan. The plan will be reviewed annually by each building principal and will be part of all LTA and EpiPen administration training.
- H. Sponsors accept responsibility for assuring that appropriate provisions concerning LTA's of participants are in place for events outside of the regular school day which is neither sponsored by BPS nor part of the BPS curriculum.

II. EMPLOYEE/CONTRACTOR TRAINING AND EDUCATION

- A. Life-threatening allergy (LTA) awareness training will be required of all teachers, aides, tutors, secretaries and student teachers in the school system.
- B. The custodial staff either will be included in staff LTA-awareness training or will be offered informational sessions on life-threatening allergies by the building principal.
- C. All substitute teachers contracted by the BPS will receive LTA-awareness training, following the BPS curriculum. No substitute will be employed in the system who has not received this training. The Director of Special Education and Students Services and the school nurses will be responsible for ensuring that personnel who provide contracted services to BPS students and substitute teachers are provided LTA-awareness training.
- D. Food-service personnel contracted by BPS will be given building-based LTA-awareness training annually.
- E. The BPS Director of Business Services Office will offer bus drivers the opportunity for LTA-awareness training annually, and as part of the specifications with the bus contractor, require their participation.
- F. Principals or their designees will be responsible to schedule LTA-awareness training in their schools and to ensure that all employees are trained.

RESOURCES

MA Department of Public Health: 105 CMR 210.100

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"Report on EpiPen Administration in Schools." (2009). Boston, MA: Massachusetts Department of Public Health School Health Unit.

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SECTION II

Learning Community Responsibilities

TEACHER/STAFF CONTRACTUAL HOURS

Teachers must be on duty 10 minutes before the formal opening of school. Teachers at the secondary level will remain 10 minutes after the formal closing of school. Teachers at the elementary level will remain 20 minutes after the formal closing of school. (CBA Article 10, section 2). Staff members should reference their Collective Bargaining Agreement for information on contractual hours.

ADMINISTRATIVE DUTIES

Teachers who are assigned to duties perform a vital and necessary service to the school. Good supervision ensures smooth operation of the school and enhances the learning experience of the entire student body. Administrative duties may include, but is not limited to assignments in the following areas:

- Bus
- Recess
- Cafeteria
- Hallway
- Lunch/Recess Detention
- Parking lot
- Homeroom
- Directed study
- Library
- Main office
- In-school suspension
- Data Meetings
- Team Meetings
- Common Planning Time/Common Prep
- Opening/Closing of School
- Classroom Coverage

ADVERTISEMENTS

Permission must first be obtained from the principal before any pupil or staff member may directly advertise or offer for sale any non-school paper, magazines, or other items on the school premises.

Teachers are expected to seek approval from the principal prior to the distribution of materials via teacher mailboxes or other media.

Teachers are expected to seek approval from a building based administrator in order to utilize the BPS distribution email list for communication purposes to all staff.

CAFETERIA

Students are able to socialize with peers during lunch. However, this should not interfere with the safety and enjoyment of others. Teachers monitoring lunches are expected to maintain a safe and pleasant atmosphere by arriving on time and providing a structure that inhibits roaming. Teachers monitoring lunches are expected to maintain the established list of cafeteria norms of behavior.

CHANGE OF LOCATION

Teachers must notify personnel in the main office and put a sign on the classroom door indicating where they have gone if a class is taken to another area or to the library/media center during a regularly scheduled period. A teacher should contact the office if he/she needs to remove their class to another location due to an emergency.

In the event that teachers want to take students outside for instructional purposes it is suggested that teachers give students 24 hour notice if proper clothing such as sneakers are required. Prior to relocating outside, teachers must inform the nurse and review the section on nurse contact (page 68). Staff members are expected to inform main office personnel when you leave and when you return. When outside, teachers are required to have either a working cell phone or a walkie-talkie. Teachers are expected to provide the office with the cell phone number in order to facilitate communication.

CLASSROOM ATTENDANCE

Teachers must maintain classroom period attendance for each class for the purposes of grade reporting and attendance.

All teachers must complete/export morning and/or period attendance within the first 15 minutes of the school day and/or period. Staff is responsible for reviewing the daily absence report and reporting any and all discrepancies to the office. Staff must report to the office immediately any students missing from their class.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

MTSS is a framework to ensure successful educational outcomes for all students by using a data based problem solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student needs in alignment with educational standards. (Critical Components of MTSS). In order to implement positive behavior interventions and supports (PBIS) across the district, all members of the Bourne Public Schools community adhere to our agreed upon core values: Be Respectful, Be Responsible, Be Safe. These core values guide our interactions with one another, our work together in the classroom, and our behavior in the community.

CLASSROOM MANAGEMENT

It is the philosophy of the administration that discipline is a learning process whereby the individual learns to develop habits of self-control and recognizes his/her own responsibilities to society. Though prevention is the main criterion, corrective action may be employed as needed to prevent continued misbehavior.

Every teacher will support the district's core values, Be Respectful, Responsible, Safe for appropriate behavior with her/his students, post the norms in the classroom, and provide appropriate consequences for students that make poor choices by violating the norms or disrupting the learning environment. All will handle their own detentions for minor incidents occurring within the teacher's jurisdiction. Teacher detentions will be communicated home and will be assigned with a 24 hour notice or same day if communicated with parent/caregiver. If a student fails to report for a teacher detention, the teacher will confer with the student (parent/caregiver) and determine whether the student's explanation is

acceptable. The student will be re-assigned a teacher detention if the explanation is acceptable or if the explanation is unacceptable, a written discipline referral will be made to administration indicating that the student failed to show to a teacher assigned detention and parent/caregiver communication of such has been completed.

Office referrals will result when teachers have exhausted classroom consequences and/or a behavior is extreme enough to warrant removal from class. Students removed from class should be sent to the designated area to meet with an administrator unless otherwise notified.

Secondary Staff Classroom Management Register: All teachers must maintain a register that includes the following information; *Date, Behavior, Consequences, Date Consequence was Served*, and if *Parent Contacted (Y/N), Notes*. The BPS uses an electronic platform for behavioral referral and data recording of related matters.

Teachers should not leave a class or directed study room unsupervised.

NOTE: Discretion is necessary if a teacher suspects a student is under the influence of alcohol or drugs. Notify the administration immediately about the suspicion. All dress code violations should be reported and handled by the school nurse.

CORPORAL PUNISHMENT

Chapter 71, Section 37G of the Massachusetts General Laws strictly prohibits any kind of corporal punishment. Corporal punishment of students is prohibited. The power of the school committee or of any teacher or other employee or agent of the school committee to maintain discipline upon school property shall not include the right to inflict corporal punishment upon any pupil.

All teachers should familiarize themselves with the *Code of Conduct* for students, which are outlined in the Student Handbook.

CORRIDORS/LAVATORIES

Maintaining order in the corridors and lavatories leads to a safe and optimal environment for learning. These areas should be viewed as an extension of one's classroom. Staff members are expected to greet students at their classroom doors and be aware of students who may not be in their assigned classrooms. All staff members are responsible for the conduct of all students throughout all school grounds and activities.

All teachers are required to maintain documentation for all students leaving the classroom. Documentation should include the student's name and destination. At the high school and middle school level the documentation should also include the time left the classroom, and the time returned to the classroom.

At the high school passes are required in the corridors therefore it is expected that teachers ask all students to see a pass. If teachers find students whose whereabouts are questionable, they should walk them back to class. Electronic hall passes are employed at select BPS schools.

EMAILS, MAILBOXES, AND PRINT CENTERS

Because of the amount of written and electronic communication that often occurs during any given day, it is important that teachers check their email and mailboxes before school each day and before leaving in the afternoon. Students are not permitted to pick up mail from your mailbox or use copy machines.

CELLULAR TELEPHONES/ELECTRONIC DEVICES

Staff members should model expectations for students with regards to the use of their personal communication devices. Staff members want to demonstrate discretion with the use of personal communication devices for personal use.

MARKING/GRADING BELIEF STATEMENT & PROCEDURES

It is the district's belief that grades reflect and communicate the acquisition of content and skills. Refusal to complete work is a behavior that should have a minimal impact on the student's overall grade and should be addressed through appropriate interventions. Students should be afforded opportunities to demonstrate learning through re-takes and/or make-ups. Teachers have the autonomy to exempt or adjust student workload based upon individual student needs and extenuating circumstances.

During the 2022-2023 school year, a modified "50 rule" will be piloted at the secondary level. At the Middle School, no student will receive a quarter grade less than 50 unless approved by administration (example for exceptions include cheating/plagiarism). At the High School, no grade 9 student will receive a quarter grade below a 50 for Quarters 1 and 2. No grade 10 student will receive a quarter grade below a 50 for Quarter 1. There is no "50 rule" in place for students in grades 11 and 12.

Every teacher is required to maintain grades and attendance using an electronic grade book, as provided by the district. Teachers are required to update their electronic grade book within 10 school days after an assignment's due date.

Traditional Grading Expectations

- Categories are defined and all categories are used to ensure the accuracy of the grading formula.
- Weights within categories for different types of assignments are defined (i.e. tests, quizzes, projects, labs, etc.)
- Ensure that there are a minimum of five significant grades
- There must be no less than three graded assignments in any category weighted 40% or more
- When there are multiple weights within a category, those weighted the highest must have no less than three assignments (category=test/quizzes/projects 80%; if tests count 40% there must be a minimum of three).

Standards Based Grading Expectations

To determine a trimester grade, teachers collect evidence of student learning through daily work, observation, formative and summative assessment. This evidence is used to determine whether the student has fully mastered the skill. Final reporting grades should be determined by considering at least three pieces of recent evidence per standard. Students should be able to consistently show proficiency. If three pieces of evidence do not show consistency, more evidence is needed.

A minimum of 5 substantial grades are required for every quarter, not including homework and class participation.

In subjects where homework is given, the teacher will determine each student's term grade in the following manner: Eighty percent of the grade will be determined by the substantial marks described above and other evaluation tools developed by the individual teacher.

All report cards will be accessible to parents through the district's Student Information System (SIS), PowerSchool. Parents Pre-K through 12 will be provided user access to PowerSchool to view final report cards.

PROVIDING STUDENT ASSIGNMENTS

When a teacher's assigned students are placed in a temporary setting (e.g. out-of-school suspension, in-school suspension, special education classroom, main office), it is the responsibility of the classroom teachers to provide and assess required and/or alternative assignments, as requested.

For safety and confidentiality reasons and in order to maintain the least disruptive environment, teachers should not isolate students in the corridor or otherwise outside the classroom. If a student is to be removed from the room, the student must be directed to the main office or other supervised area.

PROJECTS

Classroom projects are a function of the schools; therefore teachers must plan for ample time in school for implementation and completion. To ensure student equity, classroom projects are to be completed in school.

GUEST SPEAKERS

Guest speakers can enhance the curriculum. However, before scheduling a speaker, teachers must obtain administrative approval. The administration must also be notified prior to the day a guest lecturer will be speaking.

VIDEO/DIGITAL VIEWING

The viewing of full length movies and/or television shows as an instructional practice is strongly discouraged. Parents/caregivers must be notified one-week prior to the activity if the video or film is rated PG, PG-13, or R. Teachers are expected to preview all videos and identify all controversial segments as part of the approval process. If parents/caregivers choose to exclude their student from the viewing, they have that right and it is necessary for you to have an alternative assignment that addresses the presented concepts.

HOUSEKEEPING

Teachers are required to inspect their rooms regularly to maintain a clean, orderly learning environment. Any graffiti, vandalism, or other damage in the room and desks must be reported immediately to administration. Any student who is caught intentionally vandalizing property must be referred to the office. Students should pick up large pieces of paper on the floor and place chairs on desks prior to exiting their last block class. Desks should be kept clean. Whiteboards should be reasonably clean. Bulletin boards should be utilized effectively to enhance the curriculum

Please close all windows and lock doors and turn off lights before exiting your classroom or office.

MOVEMENT OF LARGE PIECES OF FURNITURE

Please ask for assistance from our custodians when moving large cabinets, student desks, tables, and the teacher desks. They are more than willing to assist you.

FOOD

All staff must refrain from serving and/or allowing students to consume food in the classrooms without prior Administrative permission. Staff will not permit the serving/distribution of food by students. Staff will be responsible for following the below procedure. The serving of food to teams or classes must adhere to the following procedure:

1. Food served or distributed through our cafeteria
2. Meet with a school nurse to review food allergy procedures, food items to be served and class lists.
3. Administrative approval

At all school levels classroom/team parties/celebrations including those prior to holidays, long weekends, weekends or school vacations are not permitted.

TEACHER PLANNING

It is expected that teachers will maintain a planning document that typically represents 3 days of advanced planning. While there is no district standard for administrative review of planning documents, they will be made available upon request.

PETS/ANIMALS

All staff members and students must receive approval from administration to bring an animal, (i.e. dogs, cats, birds, lizards, fish, geckos, chickens, small game hens, etc.) to school at any time.

TEXTS AND TRADE BOOKS

Teachers must keep a record of books issued to students and report any and all missing items and the replacement cost (if applicable) to the office.

TEACHER/STAFF MEMBER ABSENCE FROM SCHOOL

Substitute Protocol - Absences:

1. Staff are required to submit all absences through Substitute Online www.substituteonline.com
2. For any staff member selecting "absence approved by principal" must have principal approval.
3. For any absence requiring administrative approval staff must submit said absence within one week of said approval. Situations with extenuating circumstances will be considered by the Administration.
4. Notice must be given to the building principal when a staff member knows that they will be out for consecutive days due to illness or injury to ensure proper planning and coverage.
5. Teachers may schedule a preferred substitute after confirming that the substitute is available.

In the event that a staff member is going to be absent and has not yet reported it prior to an hour of the building start time, the staff member must contact the building principal.

Emergency requests to leave school:

1. Requires direct communication with a building administrator
2. Must be submitted to Substitutes Online
3. Required forms must be completed following the absence

For questions regarding absences please contact building administrators.

FIELD BASED CURRICULUM EXPERIENCES

All field trip proposals must be reviewed by the Principal and submitted on the district trip request , 30 days in advance. A list of all students going on a field trip must be supplied to the main office. Every student must have a signed parental permission slip.

The following checklist has been designed to assist in scheduling a field trip.

- Arrangements must be made with the building principal one week in advance for any special assistance that is required including support needed for students on an IEP or 504 plan.
- Price quote must be received in writing from trip destination
- Price quote must be received in writing from the bus company
- Obtain written directions to the destination for yourself and the bus driver
- Chaperones (Parents/Caregivers) must have CORI check 4 weeks or one month prior to trip
- Permission slips must be distributed and collected from students
- Specific details of field trip must be supplied to the main office

Teachers' Responsibilities

- Twenty-days prior to the field trip, a list of teacher chaperones must be submitted to administration for approval. Note, teachers who have teaching responsibilities (students who are not designated to attend the field trip) may not be approved as chaperones.
- Ten days prior to the scheduled trip, teachers must meet with the school nurse to review attending students' medical needs.
- Teachers should make sure that they explain the rules to students/chaperones before the trip begins.
- Count the number of students, chaperones and teachers (including you), prior to departure.
- One teacher with the directions is to sit in front of the bus. One teacher or chaperone is to be seated in the last seat of the bus; the last seat on the other side may be used for coolers. Nothing is to be in the aisle or blocking the emergency door. It is suggested that one teacher or chaperone be seated in the middle of the bus. It is easier to maintain discipline on a moving vehicle when these procedures are followed. (The number of chaperones may vary with the principal's approval.)
- All passengers are to be seated at all times. Nothing is to be in the aisles or near the windows.
- Students will not be permitted to eat food on school buses.
- No one is allowed to board the bus without the permission of the teacher. If an incident occurs that requires you to be stopped, either the driver or teacher is to get off the bus and exchange the necessary information. Return to the bus, as soon as possible, and resume your schedule.
- Teacher chaperones must submit a contact cellular telephone number to the office prior to the time of departure.
- Be prompt in returning to the bus at the designated time of departure. Make sure all students and chaperones are accounted for.
- After the trip is completed, the bus should be cleaned of all garbage.

OUT OF STATE/OVERNIGHT FIELD BASED CURRICULUM EXPERIENCES & ATHLETICS

Please review requirements as outlined on the electronic form and by the SC policy:

<https://docs.google.com/document/d/1597bYD-GQTqaYZLPtg51ApYnRRF0d-t/edit>

EXTRA CURRICULAR/AFTER SCHOOL ADVISER RESPONSIBILITIES

After school/extra curricular advisers are expected to maintain a shared document with the school principal that includes meeting dates, students in attendance, and activities completed.

STAFF MEETINGS

No more than two building based staff (entire staff included) meetings per month not to exceed one hour in duration. On a district-wide basis, all faculty meetings shall be held on Wednesdays. These meetings shall be scheduled within the same three Wednesdays each month across the district, leaving one Wednesday open for other meetings. Start and end time of the staff meeting will be determined by the building level Principal. An agenda will be distributed by the Monday afternoon prior to the meeting. One agenda item in one faculty meeting per month will be listed as “other” to allow for discussion and concerns to be raised where all staff members are present (i.e. not broken off for team work). There shall be no more than one system-wide meeting per year except in unusual circumstances. Teachers will complete any mandated training online in a timely manner but no later than October 1st. One meeting will be a faculty meeting and one to be a department meeting to be on consistent days each month.

All District Athletic Coaches and Extracurricular Advisors will not be absent from a staff meeting due to practices, rehearsals, events, or scrimmages. Athletic Coaches and Extracurricular Advisors shall be excused for scheduled games and competitions with advanced notice to the Principal.

Anyone who misses a staff meeting will be expected to follow up with the building level administration. Staff members should reference their Collective Bargaining Agreement for information on staff meetings.

TEACHER LICENSURE-FINGERPRINTING

In order to teach in the BPS(s), you must hold an active and valid Massachusetts teaching license.

The Massachusetts Department of Elementary and Secondary Education is responsible for licensing all professional educators including teachers, psychologists, guidance counselors, nurses, speech language pathologists and many other professional positions in the Bourne Public Schools. You can apply for your license and maintain your license through your ELAR account at DESE. It is very important for you to be familiar with your ELAR account which houses your demographic data, schools attended, license information and status, as well as other important documents that have been scanned into your file such as correspondence from DESE, MTEL test scores and other important documents. At the bottom of your profile, you will find all of this information.

Whether you are applying for a new license or renewing an existing license, it may take many months for DESE to process your request. Please plan accordingly.

Your license allows you to teach in Massachusetts, and every public school system is required by law to employ only teachers with an appropriate, valid license. It is the educators responsibility to record and track PDPs and to maintain certification. Please be sure your license is always up to date and in good standing. The Superintendent will assist should you need help understanding the process.

CLASSROOM COVERAGE

Staff members may be assigned to cover a class in the event that there is a shortage of staff. All efforts will be made to not impact preparatory time. Staff's administrative duties may be reassigned for the purposes of supervising students in a classroom. If staff members volunteer to provide coverage during their preparatory time compensation will be provided as referenced in CBA Article 16, section 5(b).

SUBSTITUTE PLANS

All teachers must maintain (and update as needed) emergency substitute plans. A copy of the substitute plans (not necessarily materials) should be submitted to the main office by the first Thursday of the school.

Emergency plans left for substitutes should be simple and require no copying, gathering of equipment, or research on the part of the substitute.

1. The following information must be submitted with your plans
 - a. Class lists
 - b. Seating charts for every class with students full name (if applicable)
 - c. At all times **three designated** days of emergency plans and location of class materials (Copies/book sets, etc.) must be in the front office
 - d. Teaching schedule
 - e. Your administrative duty
 - f. 504/IEP student accommodations
 - g. Medical/allergy information
 - h. Other relevant notes to support the safety and security of the classroom environment

REQUEST FOR INFORMATION

It is the responsibility of the teacher to seek permission from the building administrator prior to soliciting feedback from parents that is intended for decision-making purposes and for professional endeavors (i.e. graduate classes and the like).

It is the responsibility of the teacher to seek permission from the building administrator for his/her/their students prior to soliciting feedback from anyone.

COURSE OBJECTIVES/EXPECTATIONS

A written explanation of the course expectations/requirements must be provided to students and caregivers/parents within the first week of school. Course objectives and expectations should be consistent with those listed on the district curriculum documents.

LEAVE REQUESTS

In accordance with the CBA teachers can apply for a single personal day for imperative personal legal business, imperative household matters or imperative family matters. Teachers have restricted use of said day and cannot extend a holiday weekend or vacation. Use of said day is limited to once per school year. This form must be submitted electronically to your building principal - [Teacher Req. Single Personal Day - restricted](#)

In accordance with the CBA teachers can apply for a single personal day for imperative personal legal business, imperative household matters or imperative family matters. Teachers have unrestricted use of said day once per school year. This form must be submitted electronically to your building principal - [Teacher Req. Single Personal Day - unrestricted](#)

Utilize this Personal Leave Form with detailed explanation of imperative legal business, imperative household matters, and/or imperative family matters. Again, detail is required in confidence with the Superintendent. - [Request for Personal Day of Absence \(All Staff\)](#)

Utilize this Personal Leave Form for a single [one] day of personal leave. You must check a box indicating imperative legal business, imperative household matters, and/or imperative family matters. No detail required. - [Request for Single Personal Day of Absence \(AA Only\)](#)

For full-year non-union employees only. - [Request for Vacation Time](#)

For full-year union employees only. - [Request for Vacation Time Administrative Assistant](#)

For all ESPs who attended the orientation day before the students' first day of school. Requires Principal approval prior to the Superintendent's approval. - [Request for Compensatory Day of Absence Educational Support Personnel](#)

For all administrative assistants who attended the orientation day before the students' first day of school. Requires Principal approval prior to the Superintendent's approval. - [Request for Compensatory Day of Absence Administrative Assistant](#)

For use to attend Bereavement observances for individuals not mentioned in the Collective Bargaining Agreement Bereavement Leave section. Requires detailed information, i.e. individual's name, relationship, etc. - [Request for Additional Bereavement Day of Absence](#)

LEAVING THE BUILDING

Staff members should reference their Collective Bargaining Agreement for more information on leaving the building during the work day.

MAINTENANCE AND TECHNOLOGY REQUESTS

All maintenance and technology requests must be submitted electronically.

Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - i. Exclude any student from participation in any program
 - ii. Deny benefits to any student
 - iii. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator-

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Adopted by the NEA 1975 Representative Assembly

SECTION III

Emergency Planning and Procedures Staff Resource Handbook

A GUIDE TO EMERGENCY PLANNING AND DISASTER PREPAREDNESS

To ensure effective and timely execution of school emergency plans, staff must be trained in emergency response procedures. Drills and exercises are essential parts of emergency planning. They provide a real test of staff and student awareness and the plan's effectiveness. Exercises will be planned throughout the year. This guide includes instructions for paths of communication among administrators, staff, teachers, district officials and community emergency responders. Linking people through multiple means of communication is the key to a quick and accurate response.

EMERGENCY TELEPHONE NUMBERS

Emergencies---911

<u>Police Department (non-emergency)</u>	<u>508-759-4451</u>
<u>Fire Department (non-emergency)</u>	<u>508-759-4412</u>
<u>State Police Bomb Squad</u>	<u>508-820-2121</u>
<u>Protective Services-Department of Social Services</u>	<u>800-423-2338</u>
<u>Poison Control Center</u>	<u>800-682-9211</u>
<u>NSTAR Electric/Gas</u>	<u>800-592-2000</u>
<u>Telephone-line trouble</u>	<u>411</u>
<u>Tobey Hospital</u>	<u>508-295-0880</u>
<u>Falmouth Hospital</u>	<u>508-548-5300</u>
<u>Mental Health Department</u>	<u>508-747-1500</u>
<u>American Red Cross</u>	<u>508-586-4790</u>
<u>Boston Weather Bureau</u>	<u>617-561-5754</u>
<u>Emergency Response Network</u>	<u>508-747-7783</u>

Administration

<u>Superintendent</u>	<u>508-759-0660</u>
<u>Principal, Bourne High School</u>	<u>508-759-0670</u>
<u>Principal, Bourne Middle School</u>	<u>508-759-0690</u>
<u>Principal, Bourne Intermediate School</u>	<u>508-759-0680</u>
<u>Principal, Bournedale Elementary School</u>	<u>508-743-3800</u>

CRISIS Management Team

Members:

Building Administrators
School Nurse
Support Staff Members (2)

Secretary (1)
Custodian (1)
School resources Officer

- The crisis management team will meet at least annually and follow any incident.
- Building administrator activates the school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situational updates; requests resources; establishes priorities, identifies issues and prepares an action plan with the incident commander.

We all must work as a team, regardless of anticipated roles, in the event of any emergency

SAFETY PROTOCOLS

ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE (A.L.I.C.E.)

Bourne Public Schools has adopted a new strategy for school lockdowns known as A.L.I.C.E. A.L.I.C.E. is an acronym for Alert, Lockdown, Inform, Counter, and Evacuate and is a more sophisticated and enhanced approach to school lockdowns. The philosophy of A.L.I.C.E. is to use technology and information in a way so that staff and students can make informed decisions. In a crisis, this program recommends removing as many people as possible from the danger zone. Currently, our lockdown procedures call for staff to lock doors, move students to hidden areas of a classroom and to remain quiet until clearance is given. A.L.I.C.E. represents a new way of thinking to enhance student safety during a critical incident.

LOCKDOWN

A lockdown may still be implemented if there is a crisis or disturbance in the school or in the surrounding community that necessitates securing the building.

- Building administrator will order and announce LOCKDOWN, repeat the announcement several times.
- All students, staff and visitors go to the nearest classroom or secured space.
- Teachers direct students to the purple B where they must crouch down and be silent.
- Teachers check the hallway making every reasonable attempt to clear hallways, restrooms and other rooms that cannot be secured.
- Teachers lock doors and block view from the classroom using paper, cabinet doors and shut lights.
- Teachers with classes that are outside of the building SHOULD NOT enter the building, move outside classes to designated sites in woods, wait there for instructions from the police or crisis management team.
- Teachers remain with students at all times, silence maintained, no phone calls, and do not respond to any fire drill signals or announcements to leave rooms.
- If lunch is in progress, students will be directed to the secure location(s) adjacent to the cafeteria. Staff and students do not respond to anyone at any door until ALL CLEAR.

SAFE MODE

Administration in conjunction with the Police Department may exercise a cautionary step called "Safe Mode" if there is factual knowledge that the school building and occupants are not in imminent danger but that the comings and goings of all parties must be closely monitored to ensure the highest level of security given the unpredictability of the information shared externally via the media, en masse communication systems and/or through word of mouth.

SHELTER-IN-PLACE PROCEDURES

Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants. Sheltering in place is used when evacuation would put people at risk. Shelter areas may change depending on the emergency.

- Crisis management team identifies safe areas in each school building.
- Building administrator announces that students and staff must go to shelter areas.
- Staff, bring all persons inside the building.
- Staff, take class rosters and account for all students once you arrive at a shelter.
- Staff; close all exterior doors and windows, if appropriate.
- Staff, turn off ventilation leading outdoors, if appropriate.
- All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

If all routes are blocked:

- Stay in the room and close the door.
- Keep the air as clean as possible by sealing the door. Open or close windows as appropriate, limit movement and talking in the room.
- Communicate your situation to the crisis management team or emergency officials by whatever means possible.

EVACUATION/RELOCATION

Evacuation:

- Building administrator initiates evacuation procedures.
- Staff, evacuation routes may be specified according to the type of emergency, know the alternate routes.
- Staff, do not lock classroom doors when leaving.
- Staff, take class rosters and account for all students.

Relocation:

- Building administrator determines whether students and staff should be evacuated to a relocation center.
- Building administrator and crisis management team notified the relocation center.
- Building administrator coordinates transportation to the relocation center if necessary.
- Staff stays with class en route to the relocation center and takes attendance upon arriving at the center.
- Crisis management team uses student release forms for students who are picked up from a relocation center.
- Building administrator notified the superintendent's office.

Relocation Centers:

Bourne High School

- Primary- Bourne Middle School
- Secondary- Bourne Intermediate School

Bourne Middle School

- Primary- Bourne High School
- Secondary- Bourne Intermediate School

Bourne Intermediate School

- Primary- Bourne Middle School
- Secondary- Bourne High School

Bournedale Elementary School

- Primary- Bourne Community Center
- Secondary- Massachusetts Maritime Academy

INTRUDER

An intruder is an unauthorized person who enters school property.

- Staff politely greet intruder and identify yourself
- Consider asking another staff person to accompany you before approaching intruder
- Staff inform intruder that all visitors must register at the main office
- Staff ask intruder the purpose of his/her visit, if possible, attempt to identify the intruder/vehicle
- Staff, if intruder's purpose is not legitimate, ask him/her to leave, accompany intruder to exit
- Staff take note description of intruder/vehicle
- Staff back away from intruder if he/she indicates a potential for violence, allow an avenue of escape, to the extent possible maintain visual contact
- Staff notify building administrator or law enforcement
- Building administrator may determine **Lockdown Procedures** necessary
- Staff document, in writing, all activities witnessed

Staff members who interact with a stranger at school, use the "I CAN" rule.

Intercept

Contact

Ask

Notify

FIRE

In the event of a fire, smoke from a fire or detection of a gas odor:

- Staff/students may pull the fire alarm to notify building occupants.
- Staff and students evacuate silently and with a purpose to the designated area.
- Staff and students follow the primary fire drill route whenever possible, follow alternate routes if the primary route is blocked or dangerous.
- Teachers take a class roster and remind students to line up as a class.
- Teachers take attendance.
- Teachers report missing students to administrators immediately.
- Building administrator notifies the fire department (call **911**) and Superintendent.
- Building administrator or designee meets with emergency officials as soon as possible.
- Staff and students do not re-enter the building until declared safe by building administrators or fire officials.

HAZARDOUS MATERIALS

Incident occurs in school:

- Staff notify the building administrator/office.
- Administrator/office call **911**.
- Staff, when appropriate, close doors, windows, block off contaminated areas and shut down ventilation systems to prevent further spread of hazardous materials.
- Staff and students evacuate silently and with a purpose to the designated area.
- Staff and students follow the primary route whenever possible, follow alternate routes if the primary route is blocked or dangerous.
- Teachers take a class roster and remind students to line up as a class.
- Teachers take attendance.
- Teachers report missing students to administrators immediately.
- Fire officer in charge will determine additional evacuation actions and will advise administration.
- Building administrator notifies the superintendent and parents/caregivers that students were evacuated.

Incident occurs near school property:

- Fire or law enforcement will notify school officials.
- Building administrators consider closing outside air intake, evacuating students to a safe area or sheltering students inside the building until the emergency passes or relocation is necessary.
- Fire officer in charge of the scene will instruct school officials on the need for sheltering or evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems, seek medical attention if necessary.

MEDICAL EMERGENCY

Life-threatening injury or illness, or death:

- Staff members notify the nurse and building administrator to make emergency calls, if unable to reach them call **911**.
- Staff give full attention to the victim(s).
- Staff do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- Staff, if possible, isolate the affected student/staff member, disperse onlookers and keep others from congregating in the area.
- Staff helps stop bleeding, apply pressure, and use gloves.
- Staff checks for vital signs.
- Trained first aid/CPR staff administer necessary procedures to the victim, if untrained seek trained staff.
- Staff comforts the victim(s) and offers reassurance that medical attention is on the way.
- Crisis management team, after immediate medical needs have been cared for, remains to assist emergency medical services personnel with pertinent information about the incident.
- In case of traumatic medical emergency or death at school administration will:
 - Notify superintendent
 - Notify victim's parents/caregivers
 - Activate POST-CRISIS procedures if necessary

Non-life-threatening injury or illness:

- For all non-life-threatening illnesses and injuries call the nurse

FIGHT/DISTURBANCE

- Staff members ensure the safety of students and staff first.
- Staff notify the building administrator.
- Staff, don't let a crowd incite participants and de-escalate if possible.
- Staff disperses onlookers and keeps others from congregating in the area.
- Staff, when participants are separated, does not allow further visual or verbal contact.
- Staff document, in writing, all activities witnessed.
- Building administrators notify parents/caregivers of students involved in a fight.
- Building administrator will notify the superintendent and collaborate with SRO.

ASSAULT

- Staff members ensure the safety of students and staff first.
- Staff members notify the building administrator.
- Building administrator notify law enforcement/SRO if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault or there is a physical injury that causes substantial pain.
- Staff seal off the area to preserve evidence and disperse onlookers.
- Staff, if the victim requires medical attention, follow **Medical Emergency** procedures.
- **Staff, do not leave the victim alone.**
- Building administrator notified parents/caregivers, Superintendent, and the SRO if applicable.
- Staff document, in writing, all activities witnessed.
- Crisis management team assesses counseling needs and implements **POST-CRISIS** procedures as needed.

WEAPONS

Staff who are aware of a weapon brought to school immediately notify building administrator or ask a neighboring teacher to do so and provide the following information:

- Name of person suspected of bringing the weapon
- Location of the weapon
- Whether the suspect has threatened anyone
- Any other details
- Type of weapon
- Safety of persons in the area
- State of mind of the suspected person.
- Accessibility of the weapon
- Building administration will contact law enforcement
- Building administrator conduct a weapons search
- Building administrator separate student/staff member from weapon

Staff Suspects Weapon is in the Classroom

- STAY CALM and follow ALICE protocols as appropriate
- Do not call attention to the weapon
- Staff, if possible, isolate the student/staff member with the weapon and quietly disperse students and others within the area.
- Staff, if the suspect threatens you with the weapon, DO NOT try to disarm him/her, back away with your hands up, STAY CALM
- Building administrator will notify Superintendent, SRO, and parents/caregivers

SUICIDE

Suicide Threat:

- Staff consider all reference to suicide as serious
- Staff do not leave the person alone
- Staff notify the building administrator immediately
- Staff stay with the person until the building administrator arrives
- Do not allow the person to leave school alone

Suicide Attempt in School

- Staff notify the building administrator and call 911 if the person needs medical attention, has a weapon, and needs to be restrained.
- Building administrator will notify the superintendent, law enforcement, and parents/caregivers.
- Staff tries to calm the suicidal person.
- Staff stays with the suicidal person until intervention staff arrives.
- Staff isolates the suicidal person or the area, if possible.
- Building administrator notified the superintendent.
- Crisis management team implements **POST-CRISIS** procedures.
- Safe Mode Procedures Safe mode provides an increased level of security through monitoring and awareness of surroundings including entrances and exits.
- The building administrator will announce to the building “THIS IS SAFE MODE. THIS IS NOT A DRILL.”
- Extra precaution will be taken for anyone accessing the building. All staff will be hyper-vigilant of whereabouts and transitions of students, staff, and visitors.
- The building administrator will inform personnel of the appropriate procedures to manage the situation, including the management and location of students.
- Building administrators will notify the building when the safe mode is concluded.

BOMB THREAT

All bomb threats will be taken seriously until they are assessed by the building administrator, law enforcement and fire officials

- Staff or building administrators if you receive a bomb threat by phone call, follow the **CHECKLIST FOR TELEPHONE THREATS**.
- Staff or building administrator, if you receive a written bomb threat:
 - Preserve evidence
 - Place note in a plastic bag, if available
 - Photograph words written on walls
- Staff notify the building administrator.
- Building administrator, notify law enforcement.
- Building administrator, if appropriate, convenes the crisis management team.
- ALL INDIVIDUALS, any suspicious devices, packages, etc. should be pointed out to emergency responders, **do not touch**.
- ALL INDIVIDUALS, **do not use cell phones, radios or fire alarm systems** because of the risk of activating a device.
- Staff, if an evacuation is called for, routes should be altered accordingly if the location of the device is known.
- ALL INDIVIDUALS, if evacuating, leave everything as-is, leave room doors unlocked.
- Staff follows **FIRE** procedures if evacuation is called.

CHECKLIST FOR TELEPHONE THREATS

Staff, if you receive a telephoned threat (bomb/chemical/other):

- Remain calm
- Do not hang up, keep the caller on the line as long as possible, listen carefully, and do not hang up the phone - even if the caller stops speaking or hangs up

Staff asks the following questions and document responses if possible:

- Where is the bomb/chemical or other hazard?
- When will it explode/be activated?
- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did you place the bomb/hazard? WHY?
- Where are you?

Staff, after hanging up document the following:

- Engage the caller and remember - LEAVE YOUR PHONE OFF THE HOOK, DO NOT HANG UP AFTER CALLER HANGS UP
- Caller ID information: male, female, juvenile, adult, and/or robo call?
- Call origin: local, internal, long distance, cell phone?
- Caller's voice: calm, excited, loud, stuttering, normal, deep nasal, accent, other?
- Background noises: voices, airplanes, music, horns, motor, static, animals, other?
- Threat language: well-spoken, taped, foul, irrational, and other?
- Did the caller indicate knowledge of the building? Give specifics
- Name of person receiving call
- Location of call received
- Length of call

BRIDGE CLOSURES

- Each school year a list of students residing in Buzzards Bay, Sagamore Beach, and Bournedale will be generated and maintained in the main office in hard copy form. Lists will include student name, parent names, village, phone numbers, and bus number.
- Building administrator will notify the building of bridge closures.
- The Crisis Team will convene as necessary to review procedures and strategies.
- Available staff members will be assigned the responsibility for contacting parents to ensure appropriate dismissal of students.
- Identified students will be directed to the designated area in the building.
- With parental permission students may be released or dismissed to go with a family friend or relative.
- Staff members are required to fulfill their contractual staff meeting day hours. Volunteer staff will remain with students after contractual hours.
- For more lengthy periods of time arrangements for food, entertainment, and sleeping will be made, as necessary.

SEVERE WEATHER

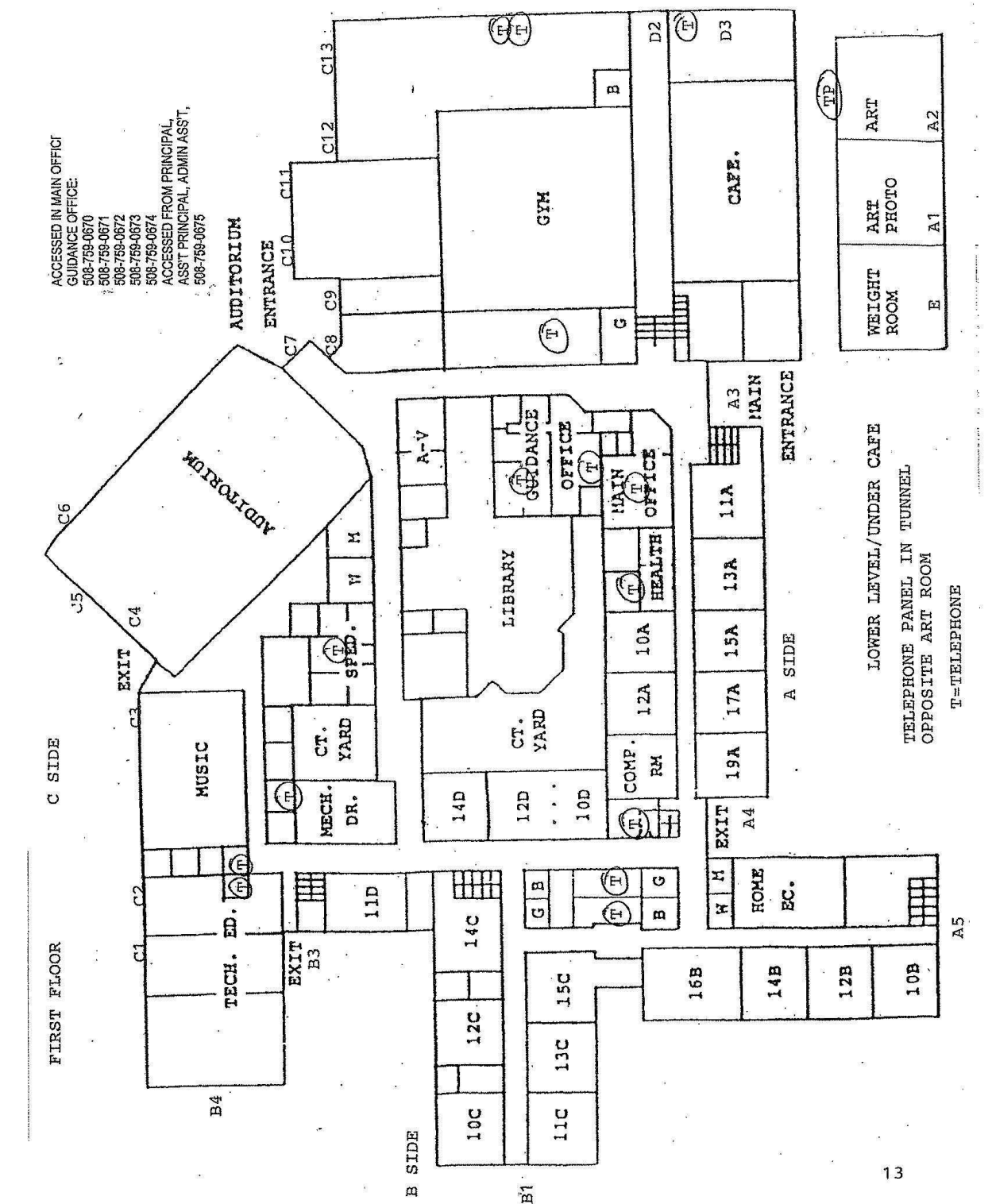
WATCH/WARNING has been issued in an area near school:

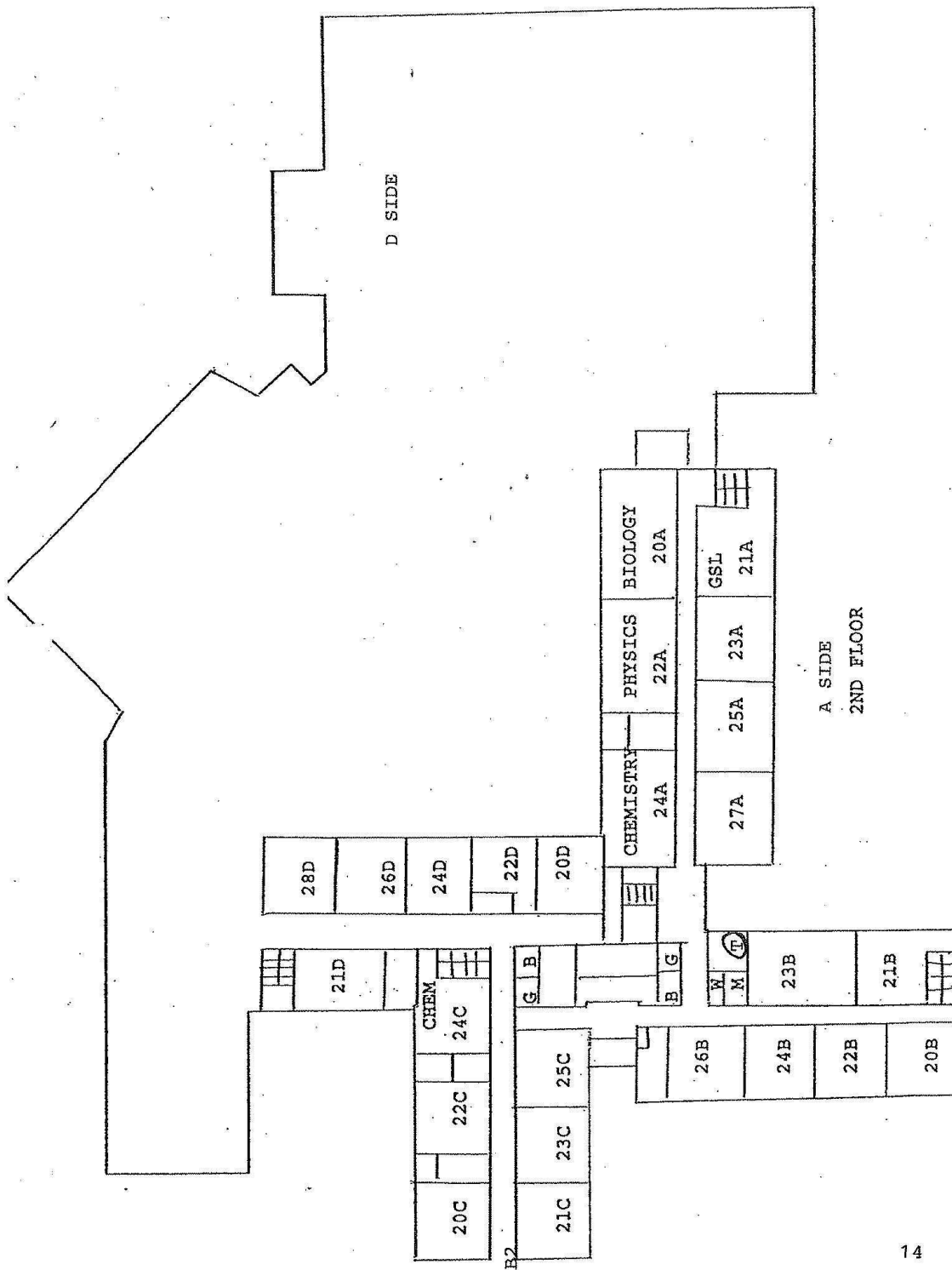
- Building Administration monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations
- Building Administration assist in bringing all persons inside building
- Staff close windows
- Crisis management team communicate as necessary with staff and emergency personnel

POST-CRISIS INTERVENTION PROCEDURES

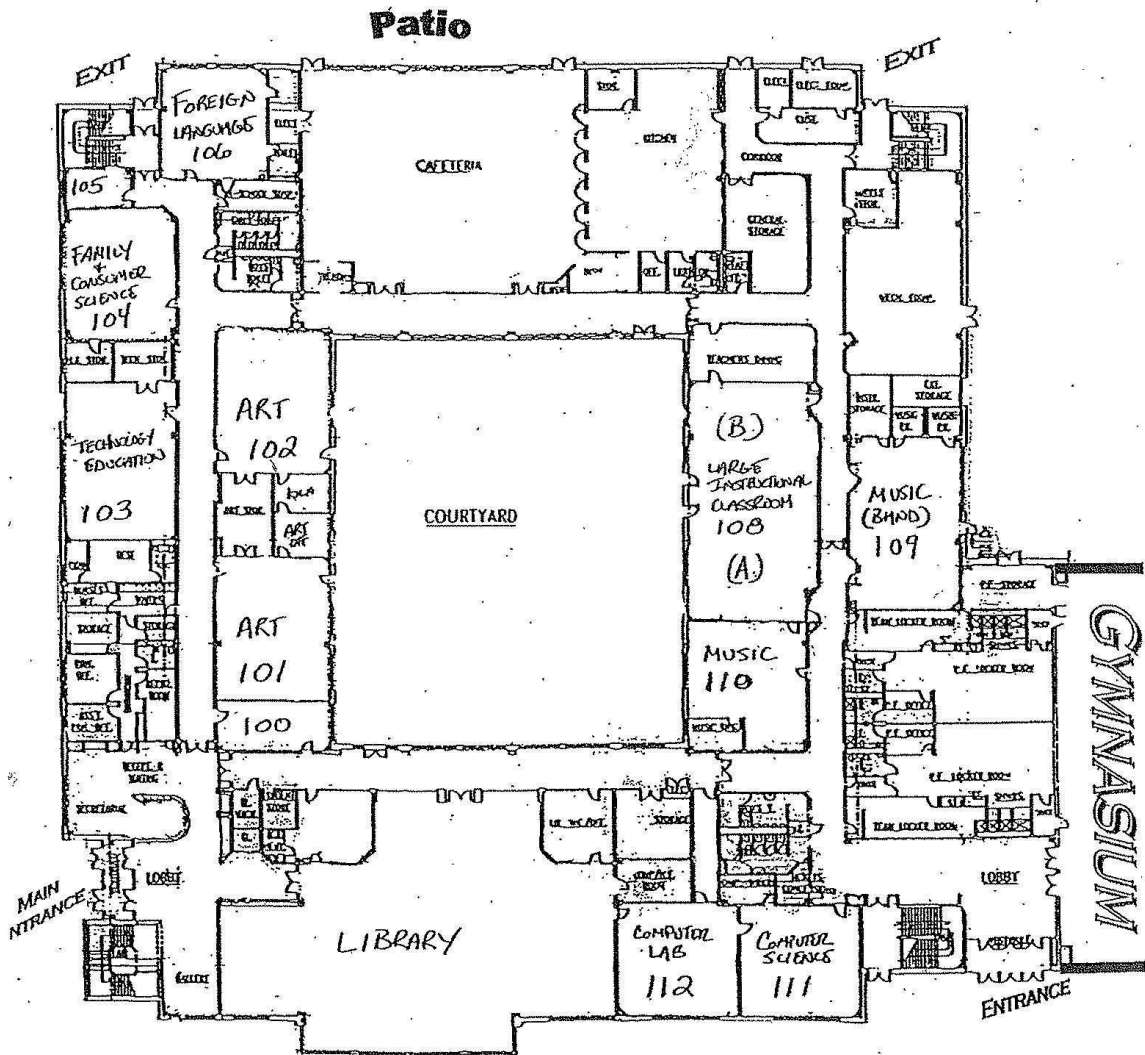
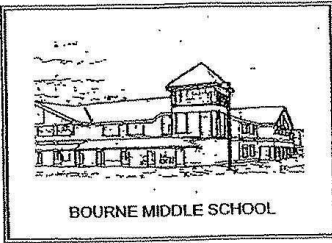
- Crisis management team assesses the situation to determine the need for post-crisis interventions for staff, students and families.
- Crisis management team provides post-crisis briefings for staff, students and families as appropriate.
- Staff re-establish school and classroom routine as quickly as possible.
- Crisis management team consider interventions:
 - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency, defusing are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident, **should be conducted by trained individuals.**
 - Debriefing – Conduct critical-incident stress three to four days after the emergency, formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information, **should only be conducted by trained individuals.**
 - Counseling – Provide grief counseling.
- Crisis management team provides on-going monitoring, support and intervention as necessary for staff, students and families.

BOURNE HIGH SCHOOL MAP

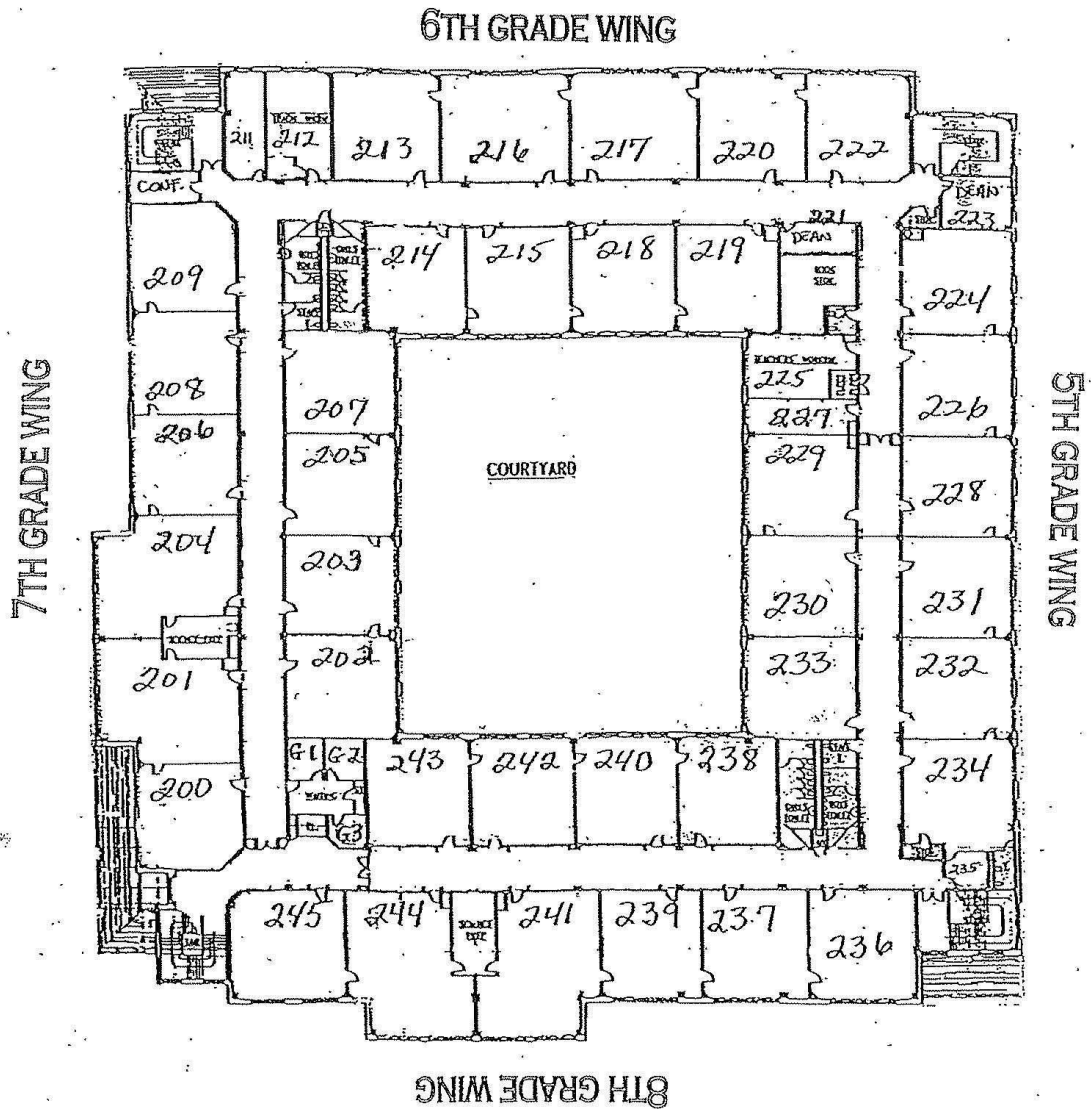
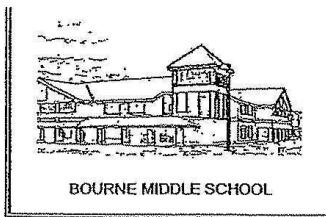




BOURNE MIDDLE SCHOOL MAP

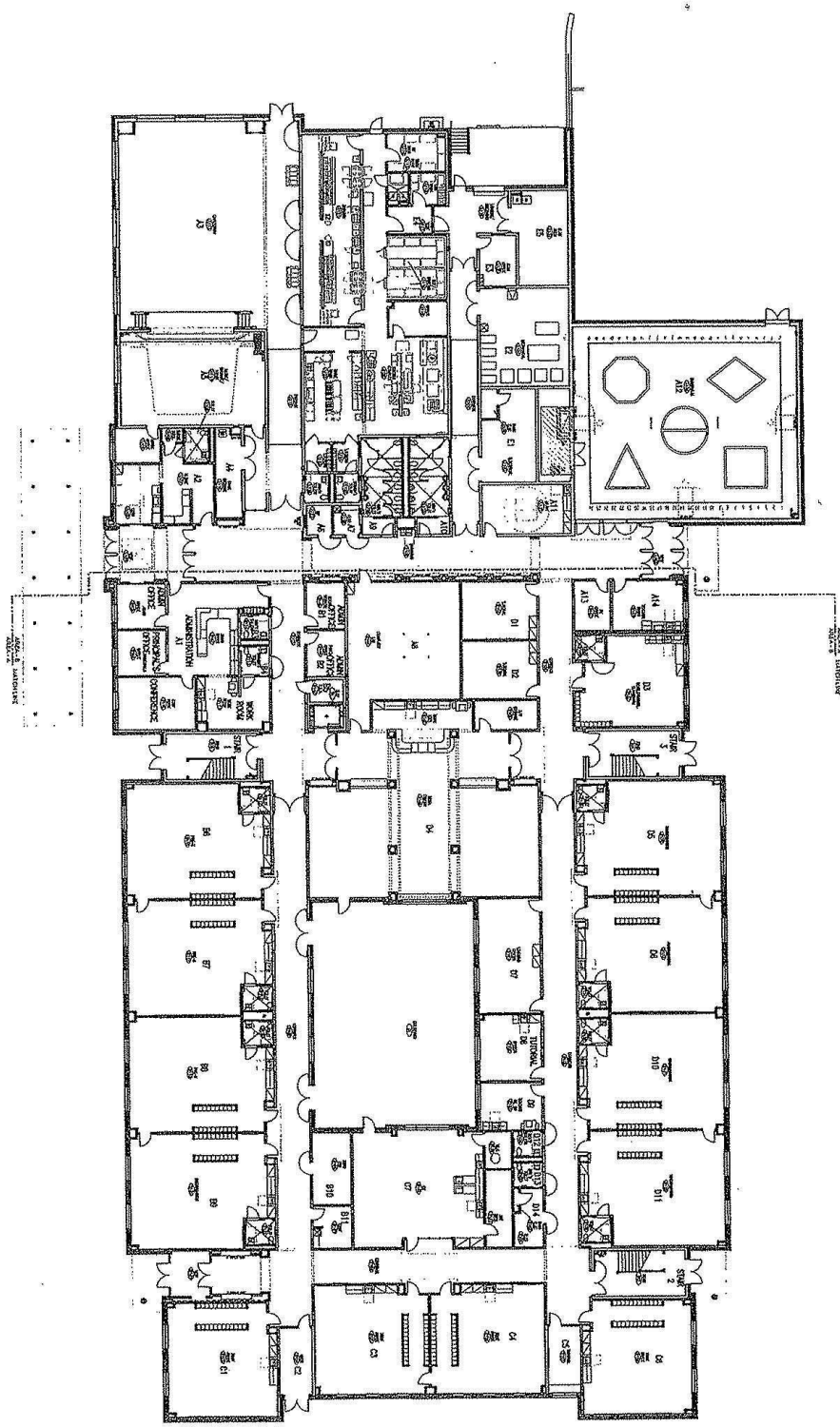


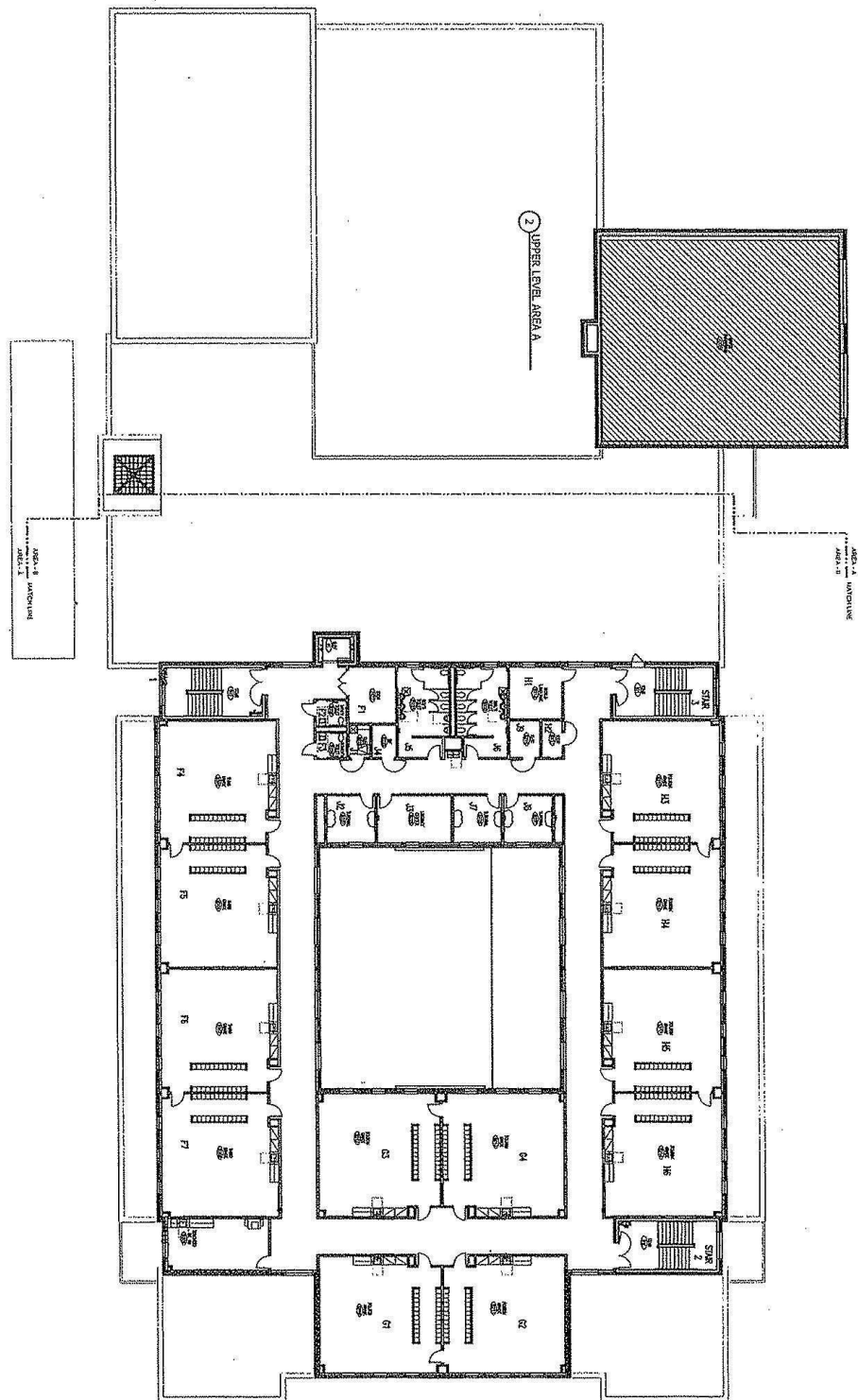
1st Floor



2nd Floor

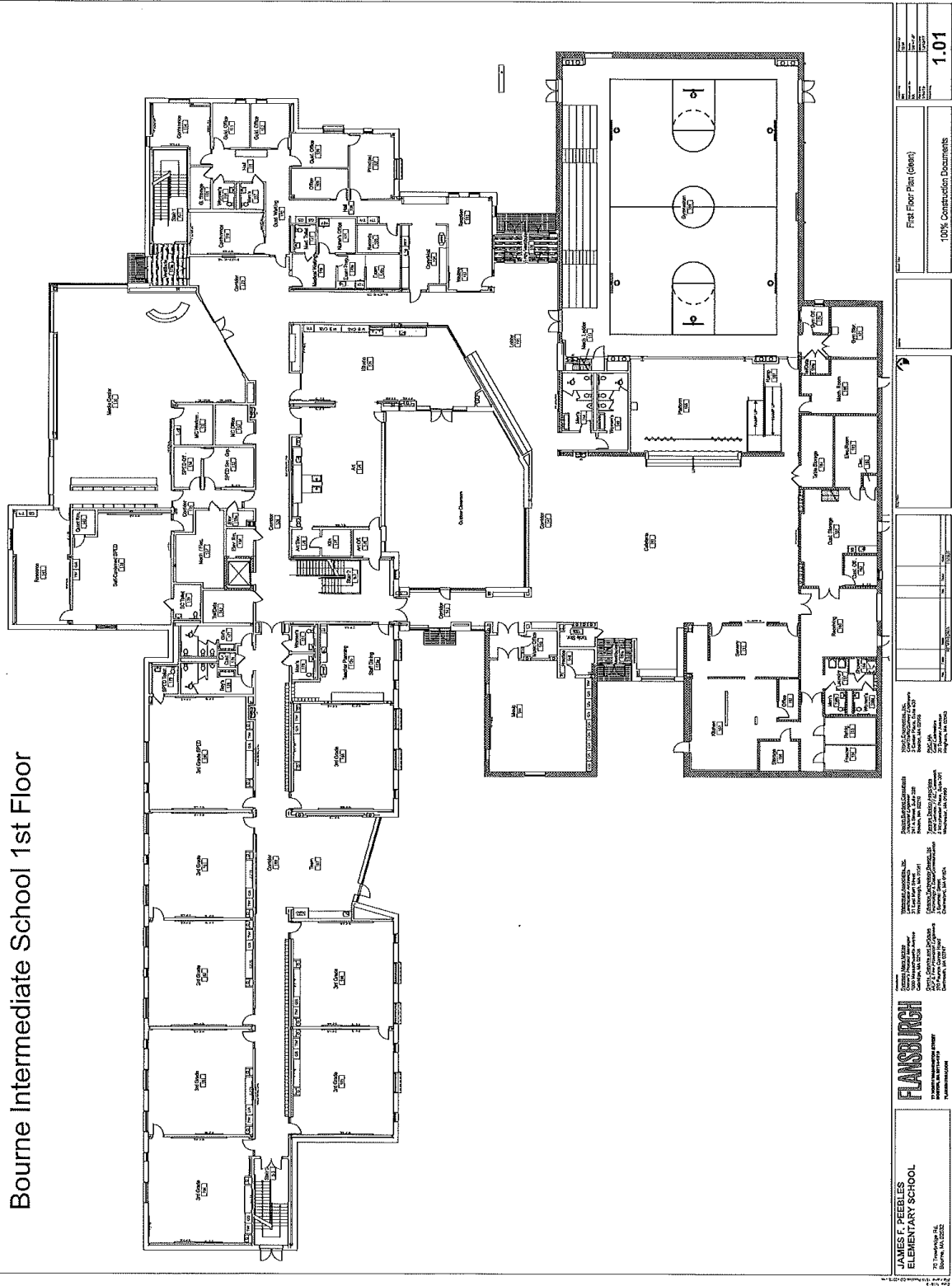
BOURNEDALE ELEMENTARY SCHOOL MAP

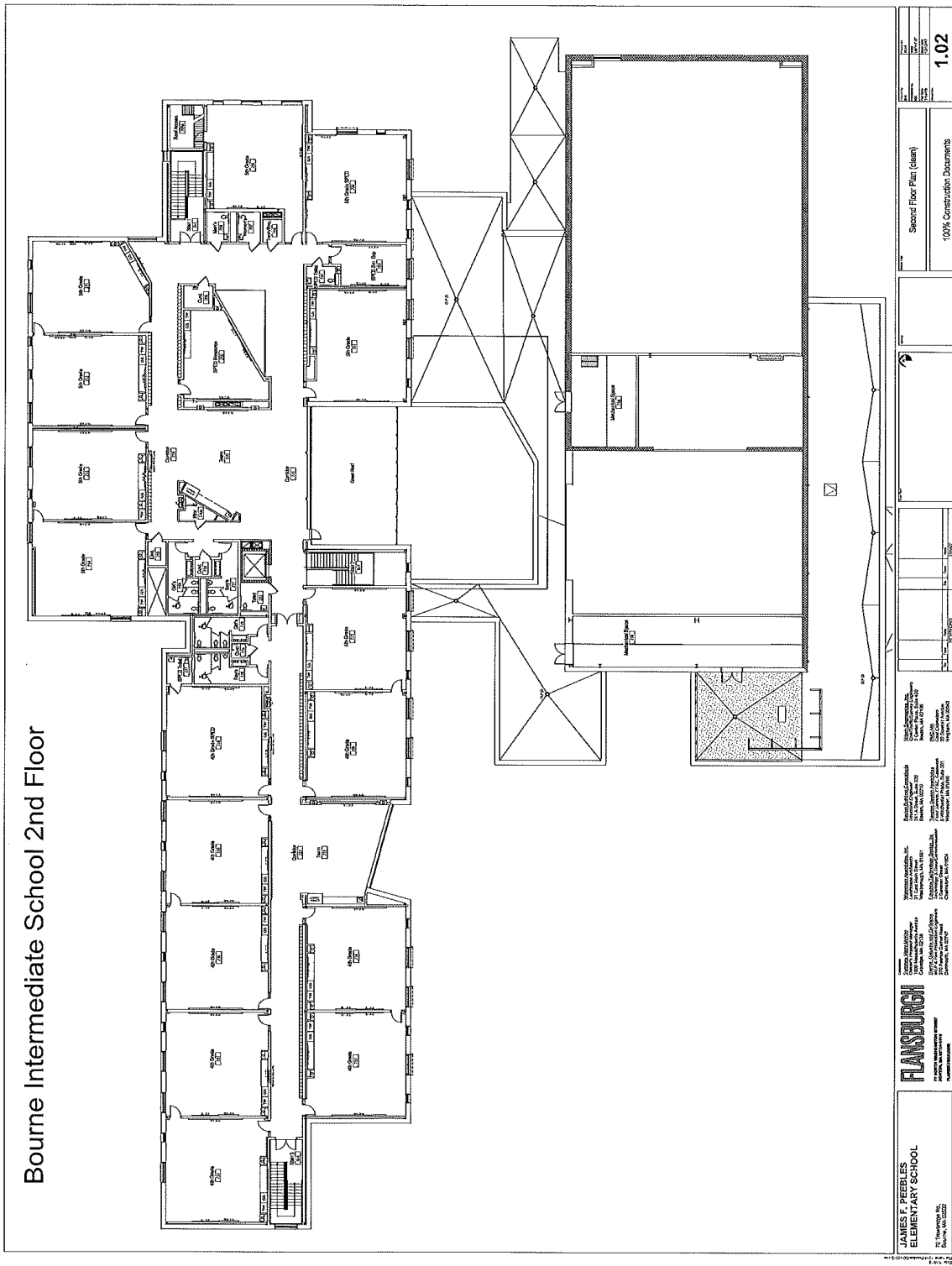




BOURNE INTERMEDIATE SCHOOL MAP

Bourne Intermediate School 1st Floor





END OF STAFF RESOURCE HANDBOOK 22-23

Click here to acknowledge receipt:
[Acknowledge Receipt](#)

