Bourne Middle School

STUDENT AND CAREGIVER HANDBOOK

GRADES 5-8

2018-2019

Bourne to Be

Respectful, Responsible, and Safe

Bourne Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness

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Approved by School Committee 09/05/18
Preface

Bourne School Committee

The Bourne School Committee meets the first Wednesday of the month at 7pm, unless otherwise noted. Please check the Town of Bourne Calendar for the most up to date location and times.

Members

Chairperson  Mr. Christopher Hyldberg
Vice Chairperson  Mr. Mitch McClain
Secretary  Ms. Erika Fitzpatrick
Members  Mr. Robert Duprey
         Ms. Ronda Tobey
         Mr. Steven Strojny
         Ms. Jennifer O’Neil

BPS Administration Contact Information

Office of the Superintendent and Directors…………..........................................................508.759.0660
Steven Lamarche, Superintendent  Melissa Ryan, Assistant Superintendent,
Jordan Geist, Director of Business Services, Melissa Coelho, Executive Assistant

Craig Davidson, Director of Special Education and Student Services...............508.759.0673

Bourne High
School……………………………………………………………………………………………………508.759.0670
Amy Cetner, Principal
Kenneth Girouard, Assistant Principal

Bourne Middle
School……………………………………………………………………………………………………508.759.0690
Christine Borning, Principal
David Lundell, Assistant Principal

Peebles Elementary
School……………………………………………………………………………………………………508.759.0680
Jane Norton, Principal

Approved by School Committee 09/05/18
Bournedale Elementary
School...............................................................508.743.3800
Elizabeth Carpenito, Principal

**Bourne Public Schools Mission Statement**

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.

**Bourne Public Schools Vision Statement**

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 empower students and staff to achieve personal goals and demonstrate life-long learning.

**Bourne Public Schools Core Values**

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. Families are encouraged to adopt these core values as part of the BPS community.

**Bourne Public Schools Civil Rights Laws/District Coordinator Information**

All programs, activities and employment opportunities provided by the Bourne Public Schools are offered without regard to race, color, gender, religion, national origin, sexual orientation or disability. Questions regarding implementation of these practices should be addressed to the appropriate coordinator listed below:

**Title VI:** Title VI of the Civil Rights Act of 1964 Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color or national origin in programs or activities receiving federal financial assistance. Title VI is codified at 42 U.S.C. 2000d et seq.; regulations have been promulgated under it in the Code of Federal Regulations at 34 CFR Part 100 (available at [http://www.ed.gov/policy/rights!reg/ocr/edlite-34cfr100.html](http://www.ed.gov/policy/rights!reg/ocr/edlite-34cfr100.html))

Coordinators
Steven Lamarche  Melissa Ryan
Superintendent  Assistant Superintendent
36 Sandwich Road  36 Sandwich Road
Bourne, MA 02532  Bourne, MA 02532
508.759.0660  508.759.0660
slamarche@bourneps.org  mryan@bourneps.org

**Section 504:** Section 504 of the Rehabilitation Act of 1973

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Prohibits discrimination, exclusion from participation, and denial of benefits based on disability in programs or activities receiving federal financial assistance. Section 504 is codified at 29 U.S.C. 794; regulations have been promulgated under it at 34 CFR Part 104 (available at http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html).

Coordinator
Melissa Ryan
Assistant Superintendent
36 Sandwich Road Bourne,
MA 02532 508.759.0660
mryan@bourneps.org

Title IX: Title IX of the Education Amendments of 1972
Prohibits discrimination, exclusion from participation, and denial of benefits based on sex in educational programs and activities receiving federal financial assistance. Title IX is codified at 20 U.S.C. 1681 et seq.; regulations have been promulgated under it at 34 CFR Part 106 (available at http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfrl06.html).

Coordinators
Steven Lamarche
Melissa Ryan
Superintendent
Assistant Superintendent
36 Sandwich Road
36 Sandwich Road
Bourne, MA 02532
Bourne, MA 02532
508.759.0660
508.759.0660
slamarche@bourneps.org
mryan@bourneps.org

IDEA 2004: the Individuals with Disabilities Education Act of 2004

Coordinator
Craig Davidson
Director of Special Education and Student Services
75 Waterhouse Road Bourne, MA 02532
cdavidson@bourneps.org
508.759.0673

Title 11: 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 public entities. Title II is codified at 42 U.S.C. 12131 et seq.; regulations have been promulgated under it at 28 CFR Part 35 (available at http://www.ed.gov/policy/rights/reg/ocr/edlite-28cfr35.html).

Coordinator, Craig Davidson
Director of Special Education and Student Services

Approved by School Committee 09/05/18
The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001
Part of the federal No Child Left Behind Act, ensures educational rights and protections for children and youth experiencing homelessness and requires school districts to adapt to a new set of requirements regarding the education of this needy at-risk population. Information on this act is available in the Massachusetts Department of Education’s Homeless Education Advisories at http://www.doe.mass.edu/mv/haa

Coordinator
Melissa Ryan
Assistant Superintendent
36 Sandwich Road Bourne,
MA 02532 508.759.0660
mryan@bourneps.org

Transportation
Sue Downing
Transportation Director
75 Waterhouse Rd Bourne, MA 02532
sdowning@bourneps.org
I. Bourne Middle School Organization

Interdisciplinary Team Organization

At Bourne Middle School we are committed to ensuring success for students as they transition from elementary school, through middle school, and on to high school. In order to support the highest levels of academic growth, social and emotional wellness, and the development of strong connections between staff and students, Bourne Middle School employs a teaming approach.

Teams at each grade level are structured to progressively move from the primary model of one teacher for multiple subjects to the secondary model of one teacher for each subject. Teams are structured as follows:

- **Grade 5:** two teachers per team; one for math and science and the other for English language Arts and social studies
- **Grade 6:** two teachers per team; one for math and science and the other for English language Arts and social studies
- **Grade 7:** 4 teachers per team; one for each subject (math, English language arts, science, and social studies)
- **Grade 8:** 4 teachers per team; one for each subject (math, English language arts, science, and social studies)

Young adolescents and teachers benefit from the team organization at the middle school in several ways:

- Students have a better sense of belonging and familiarity with classmates and teachers; they can identify with a special membership on their team, participate in team activities, and have the assurance of connectedness with teachers.
- Students are recognized more frequently for their efforts as members of the team as well as for their personal academic accomplishments because teachers and classmates are able to get to know them and appreciate their accomplishments more quickly in the smaller circle of the team environment.
- A middle school student’s educational experience is much more coherent under the interdisciplinary team organization. Teachers on the team are working toward the same general purpose and specific goals for their students; when student expectations and classroom discipline are consistent, students are successful.
Scheduling Cycle

The Bourne Middle School schedule has been organized into seven periods of class each day. Students will experience two rotations in their weekly schedule, a seven-day/six period rotation with a 1/2/3 class rotation (exhibit 1.0). All students will have five classes that meet everyday (math, English language arts, science, social studies, and Seminar). The sixth class period for students in grades 5-7 will be an Applied Arts class. Applied Arts classes meet every day for a quarter. Applied Arts classes include Computer Assisted Learning, Family Consumer Science, Art, and Engineering Technology. Students in grade 8 will be scheduled for either a World Language (French IA or Spanish IA) or Literature for their sixth class period. The seventh class period for all students will be Health/Music/Physical Education, meeting every third day.

2017-2018 Bell Schedule and Rotation

<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:06-8:50 (45)</td>
<td>A Seminar</td>
<td>G Music</td>
<td>F Engineering Tech</td>
<td>E Social Studies</td>
<td>C English</td>
<td>B Math</td>
</tr>
<tr>
<td>8:52-9:36 (45)</td>
<td>B Math</td>
<td>A Seminar</td>
<td>G Health</td>
<td>F Engineering Tech</td>
<td>C English</td>
<td>C English</td>
</tr>
<tr>
<td>9:38-10:22 (45)</td>
<td>C English</td>
<td>B Math</td>
<td>A Seminar</td>
<td>G P.E.</td>
<td>E Social Studies</td>
<td>C English</td>
</tr>
<tr>
<td>10:24-11:08 (45)</td>
<td>D Science</td>
<td>C English</td>
<td>B Math</td>
<td>A Seminar</td>
<td>F Engineering Tech</td>
<td>E Social Studies</td>
</tr>
<tr>
<td>11:10-12:50 (100)</td>
<td>E Social Studies</td>
<td>C English</td>
<td>C English</td>
<td>B Math</td>
<td>G Music</td>
<td>F Engineering Tech</td>
</tr>
</tbody>
</table>

Grade 5
- LUNCH 11:10-11:30 (20)
- RECESS 11:30-11:50 (20)
- CLASS 11:50-12:50 (60)

Grade 6
- RECESS 11:10-11:30 (20)
- LUNCH 11:30-11:50 (20)
- CLASS 11:50-12:50 (60)

Grade 8
- CLASS 11:10-11:50 (40)
- LUNCH 11:50-12:20 (30)
- CLASS 12:20-12:50 (30)

Grade 7
- CLASS 11:10-12:20 (70)
- LUNCH 12:20-12:50 (30)

12:52-1:36 (45) | F Engineering Tech | E Social Studies | C English | C English | A Seminar | G Health |

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II. Attending School

Enrolling in Bourne Public Schools

In order to attend Bourne Public Schools, a student must actually reside in the Town of Bourne. “Residence” is the place where a person dwells permanently, not temporarily, and is the place that is the center of his or her domestic, social, and civic life. Proof of residency is needed for student acceptance into Bourne Public Schools. Temporary residence in the Town of Bourne, solely for the purpose of attending a Bourne Public School, shall not be considered residency.

The residence of a minor child is presumed to be the legal residence of the parent(s) or guardian(s) who have physical custody of the child. Any student 18 years or older may establish a residence apart from his or her parent(s) or guardian(s) for school attendance purposes.

Student Enrollment Form

<table>
<thead>
<tr>
<th>Verification of Bourne Address</th>
<th>Verification of Current Residency at this Address</th>
<th>Verification of Identify</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dates with the past 60 days</td>
<td>A utility bill or work order dated within the past 60 days, including:</td>
<td></td>
</tr>
<tr>
<td>2. Letter from approved government/state agency</td>
<td>A. Gas bill</td>
<td></td>
</tr>
<tr>
<td>3. Payroll stub</td>
<td>B. Oil bill</td>
<td></td>
</tr>
<tr>
<td>4. Bank or credit card</td>
<td>C. Electric bill</td>
<td></td>
</tr>
<tr>
<td>5. Copy of deed or record of most recent mortgage payment</td>
<td>D. Cellular/landline bill</td>
<td></td>
</tr>
<tr>
<td>6. Copy of lease and record of most recent rent payment</td>
<td>E. Cable bill</td>
<td></td>
</tr>
<tr>
<td>7. Legal affidavit from landlord affirming tenancy and record of most recent payment</td>
<td>1. Valid driver’s license</td>
<td></td>
</tr>
<tr>
<td>8. Section 8 agreement</td>
<td>2. Valid vehicle registration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Valid Massachusetts photo identification card</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Valid passport</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. A W-2 form dated within the past year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Excise tax bill dated within the past year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Property tax bill dated within the past 60 days</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Letter from approved government/state agency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Payroll stub</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Bank or credit card statement</td>
<td></td>
</tr>
</tbody>
</table>

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In order to verify residency, Bourne Public Schools reserves the right to request additional documents and/or conduct an investigation. Because residency can change for students and their families during the school year, Bourne Public Schools may verify residency at any time.

All new applicants are required to present required proofs.

“Proof of Residency” does not apply to homeless students and families. Contact the Transportation Coordinator at 508-759-0698 for assistance. If you are staying in a shelter, bring a letter from the shelter staff stating that you are living there.

**Insurance Coverage**

Bourne Public Schools provides accidental insurance coverage for students who may be injured while participating in interscholastic/intramural sports and physical education classes. The school district and/or Town of Bourne does not provide insurance coverage for any injury that may occur under any other circumstances during the school day or school activity (i.e. playing during recess, utilizing playground equipment, etc.)

**School Calendar**

**BPS School Year Calendar** - Please follow the link for the district calendar for information regarding school opening, vacation days, holidays, in-service days, early release days, and report card dates. For important testing dates, including MCAS, PSAT, SAT, AP and all other Bourne Middle School related events and activities please visit our online [calendar](#).

**School Cancellation**

The BPS will utilize an Alert Now Emergency telephone system to communicate when school is canceled or students are dismissed early. Please subscribe to E-News on our district website to receive ongoing communication. In addition, parents, caregivers, students, and staff should stay tuned to their radios and/or television for information regarding cancellation of school. Radio stations, WXTK 95, WBZ 1030, as well as television channels 4 WBZ, 5 WCVB, 7 WHDH and 6 WFXT will have delay and cancellation information.

**Attendance Policy**

Students must meet state laws and Bourne Public School requirements regarding attendance. State school attendance laws require 180 days of school attendance. No more than 7 full days or 14 half days of absence within a 6 month period are allowed for reasons such as personal illness (with a doctor’s note or dismissal by the school nurse), death in family, family crisis, legal obligations, or religious holidays. It is the policy of the Bourne Public Schools to enforce school attendance in compliance with state law. Pursuant to Massachusetts General Laws, ch. 76, §§1 & 2, Parents, guardians and caregivers of children aged six to sixteen are obligated to send their children to school unless otherwise provided by law.

Absences are considered excused or unexcused. An absence will be considered unexcused unless permitted by law, School Committee policy and procedures developed by the Superintendent.

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Pregnancy

Pregnant students shall be encouraged to continue their education at Bourne Middle or High School. Students who become pregnant may continue to attend their regular school program until delivery, unless their physician recommends a change from that regular program because of complications. Free academic tutoring is available if a pregnant student is unable to be present in school because of health reasons. Forms are available in the guidance office.

Student Absence Notification Program

Absence Notes: When a student is absent, the parent must contact the main office in the morning. On the day they return to school, students must submit a note from a parent/guardian and/or appropriate documentation (i.e. doctor’s note) to the main office explaining the absence if the absence meets the “exemption” criteria. Notes will be placed in the student’s.

Parent(s), guardians or caregivers will also be notified when a student who has at least five days in which the student has missed two or more classes/periods (unexcused) or who has five or more unexcused absences in the school year and a meeting will be scheduled with the building Principal (or his/her designee), the Parent(s), Guardian or Caregiver and the student to develop an action plan to improve the student’s attendance. Parents, guardians and caregivers are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school.

Legal Ref: MGL c. 76 §§1, 1A, 1B & 2.

Arriving Late Procedures

Students are considered tardy to school if they do not report to their first period class by 8:00 AM. Students are required to check in at the main office to receive a pass to class.

Students who are participating in High School athletics must be signed in by 8:15 in order to practice or compete with the athletic team. Students should see an administrator in the case of an unusual circumstance.

Early Dismissal Procedures

When students arrive in the morning, they must bring a note from parents/caregivers to the office that includes the student’s full name, grade, the time to be dismissed, and the name of the person dismissing him/her, the reason for dismissal, and a parent telephone number so that the dismissal may be verified. Students will be called to the main office when the person dismissing him/her has arrived. The person dismissing the student must sign the student out. An I.D. may be required of the person signing a student out of the building. If there are any court decisions or documentation which restricts dismissal to only certain identified adults, we need to receive a copy of this information. Adults who are dismissing students must be listed on the student’s emergency card.
Clinical Dismissals: Only dismissals approved through the school nurse will be deemed “clinic dismissal” and considered “exempt absences” from class. Students who are feeling ill are encouraged to seek out the assistance of the school nurse. The school nurse will determine if a student should be dismissed clinically and will notify the office of such dismissals.

Attendance Accommodations for Religious Holidays
Schools shall make reasonable efforts to accommodate the religious beliefs of students and staff and Federal Law also mandates such accommodations. M.G.L. c. 151C, Section B.

Guidelines for Participation in After School Functions or School Sponsored Activities
As with all extracurricular activities, students must be in attendance at school for the minimum number of hours required by law to constitute a full day, approximately three hours and fifteen minutes, in order to participate in either an after school function or a school sponsored activity. Students who are suspended a full day in-school or out-of-school on the day of a school sponsored activity or after-school function will lose the privilege to participate. Legal Ref. MGL Ch. 272 Sec. 40A. Students dismissed by the school nurse for sickness or injury may not participate in athletics after school. In addition, students who are tardy after 8:15 am will not be eligible to participate in Bourne High School athletic or activities on that afternoon, unless excused by an administrator.

Homeless Students: Enrollment Rights and Services
As required by law, the Bourne School District will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students and those in foster care will be provided district services for which they are eligible. (See Reference/Addendum for Homeless Assistance contact information).

III. Academic Information

Academic Integrity
Academic honesty is essential for the well-being of a school community. Bourne Public Schools expects every student to be intellectually honest in the preparation of homework, class work, projects, lab reports, take home tests, essays, assessments, and other academic activities. Effective evaluation of student work and instruction can only take place in an environment where intellectual honesty is respected.

Students are expected to seek clarification from a staff member if they are uncertain about requirements for any particular academic exercise. Students should constantly monitor their work to assess its originality and seek explanation when they are uncertain. If a student is aware of a violation of academic honesty, he/she is expected to communicate the knowledge both to the person who has violated these standards and to a staff member. When a violation of academic honesty is suspected, the individual instructor will discuss the matter confidentially with the student. If the determination is made that academic dishonesty did occur the teacher will communicate the incident in writing to guidance, building administration, and parents/caregivers. The consequence for academic dishonesty will include

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but is not limited to a zero for the assignment. Additional consequences may include referral to National Honor Society/BLAST for review of eligibility.

All members of our school community must address definitions of academic dishonesty. Students, teachers, and families should all be concerned with the following:

**Cheating**: an act of deception, including giving and/or receiving information, by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.

**Plagiarism**: the presentation of words, concepts, sequence of ideas, graphs, or other visual representations of others as one’s own. A student’s work that is not primarily his or her own creation with copied, paraphrased, or summarized material without citation of sources is considered plagiarism. Unintentional plagiarism is still plagiarism.

**Grading System**

Teachers create a class procedure for grading students. Procedures are based on departmental objectives and standards of excellence. Teachers are expected to communicate their grading process to parents and students so that all will understand the method that the teacher will use to evaluate student work. Questions about how a grade was determined should be addressed to the classroom teacher and/or the student’s guidance counselor. Grades are used for promotion, honor roll, counseling, recommendations, and eligibility for extracurricular activities.

**PowerSchool Access**

PowerSchool Parent Portal is a tool that is integrated into the PowerSchool Student Information System (SIS) that is specifically developed for parents and students.

PowerSchool Parent Portal gives parents and students access to real-time information including attendance, grades and detailed assignment descriptions, school bulletins, lunch menus and even personal messages from the teacher. Everyone stays connected: Students stay on top of assignments, parents are able to participate more fully in their student’s progress, and teachers can use their grade book to make decisions on what information they want to share with parents and students.

Please follow the instructions for access to the parent portal, as well as the quick reference guide. If you have any questions, or have trouble accessing the portal, please contact Bourne Middle School at 508-759-0690 and the office will be happy to assist you.

If you have questions about grades and/or assignments please email the teacher directly- just click the teacher’s name and your email program will open.

**Homework**

The Bourne School Committee endorses the assignment of meaningful homework to students to reinforce skills, content or concepts taught in the classroom, to expand knowledge, or preview new concepts. Assignments are expected to be of reasonable length and appropriate to the age level of the student and the content being studied. Teachers are expected to review homework assignments and provide feedback to students in a timely manner.
**Testing Programs**

The Bourne School Committee supports the use of testing as one method, among several, for assessment of its goals relative to the achievement of students in the district’s schools. In addition to the use of national standardized norm referenced testing, statewide assessments will be administered according to regulations set forth by the Massachusetts State Department of Elementary and Secondary Education under Education Reform.

These tests will be used to help establish local achievement norms and provide longitudinal assessments for graded groups as well as for individuals. In addition, they will be used to assess the alignment of curriculum with the learning standards identified in Massachusetts State Curriculum Frameworks for each subject area and the effectiveness of the delivery of instruction by teachers.

The data provided will be compared to national and state results to provide further evaluation and give direction to the instructional program and aid in the development of educational plans for students. In addition, the results of the assessment programs administered by the schools will be shared with parents and the community.

**Absentee Make-up of Assignments**

Students are responsible for making up assignments due to absence and must see teachers on the day of their return. Students are encouraged to contact fellow classmates for absences of three days or less. A prolonged absence is defined as missing three (3) or more consecutive school days. Parents should then contact the school who will facilitate contact with teachers and arrange for make-up assignments. In some circumstances, teachers may use their own discretion in granting additional time up to a maximum of 10 school calendar days. Assignments are available for parental/caregiver pick-up 24 hours after a request is made.

**Vacation Statement**

Families are encouraged to take vacations during the regularly scheduled school vacations and holidays. Introduction to new material occurs daily; the more frequently a student is absent, even if the absence is unavoidable, the harder it is for the student to keep up with the class. Therefore, the responsibility of learning new material presented during absences will belong to the student and his/her parents/caregivers. Make up of material missed will be the same as outlined above and must be made up within 10 calendar school days after the return to school. Parents/Caregivers should notify the building principal in writing no less than 5 days prior to the vacation date.

**IV. Code of Conduct**

As a community, establishing norms for behavior is necessary to make everyone’s work in the Bourne Public Schools as personally and intellectually safe and productive as possible. The student Code of Conduct is determined by the BPS core values, and describes the behavior that school staff expects from its students, conduct that is prohibited and the disciplinary action that may result for violations of the Code of Conduct.

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Please note that the prohibited conduct that is part of this code of conduct is not exhaustive and that other behaviors that negatively impact the school environment may be addressed with disciplinary action as well. This may include conduct that individual teachers have identified as problematic for their individual classrooms and for their assigned students.

**Responsibility to be a Good Student**

Bourne Public Schools exists primarily to provide students with formal classroom training. Each student enrolled must conduct himself/herself in a way that is reflective of the BPS core values: Be Safe, Be Responsible, Be Respectful. Students are expected to: (a) arrive at school and classes promptly, (b) be in attendance every day except for illness or family emergencies, (c) be prepared for classroom work, (d) contribute in positive ways to the activities of each class, and (e) accept responsibility for any inappropriate actions while working to be sure they are not repeated.

**Respect for People**

Every student, teacher, staff member, and visitor has the right to come to school without fear of intimidation or coercion of any kind. Under no circumstances can any student be allowed to remain in school if they pose a threat to the safety of another. Abusive language and behavior will not be tolerated.

“No person shall be excluded from or discriminated against in ... obtaining the advantages, privileges and courses of study (in a) public school on account of race, color, sex, religion, national origin, or sexual orientation.” (MGL Ch.76, Sec. 5)

Bourne Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

**Rationale and Scope**

The Code of Conduct and/or discipline code is in effect both at school and at school-sponsored events, whether or not such events take place on school property (including, but not limited to, any and all athletic activities and contests). Even misconduct that does not take place in school or a school sponsored event can result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment. The procedures outlined in this section provide an explanation of our disciplinary process. In addition, this section provides examples of conduct that is prohibited. However, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including suspension or expulsion.

**Classroom-Based Expectation and Discipline**

Students can expect that teachers will have specific expectations, both disciplinary and academic, for their individual classes. Classroom expectations will be in line with the BPS core values. When a student does not adhere to these expectations, a teacher may have the student remain after school, report before school, communicate with the parent via telephone, mail or e-mail, and/or communicate with
the principal or his/her designee. If a student’s behavior does not improve, the teacher may invite the
parent in for a conference and may complete a discipline referral. In addition, teachers may make a
discipline referral for a single incident of serious breach of conduct. Students, who participate in
disruptive behavior in a class that interferes with the opportunity for other students to learn and for the
teacher to teach, may be removed from the class.

**Class Disruption/ School Disruption**

No student has the right to behave in a way that hinders the learning process. Every student and staff
member has the right to be treated with dignity and respect. Generally, the first response to disruptive
classroom behavior is from the classroom teacher. The teacher may move the student’s seat, contact
the parent/caregiver, conference with the student, or keep the student after school both as a discipline
consequence and as an opportunity to discuss the student’s behavior. If any of these initial teacher
efforts fail to produce a behavior change, the teacher may then send the student to the office to speak
with an administrator who may assign an appropriate consequence. Students sent to the main office to
speak with an administrator for a discipline infraction, regardless of reason, must report immediately to
the Main Office. Failure to report to the office is considered another infraction. Students who are asked
to leave a class and refuse may be assigned a suspension.

Other disruptive behavior includes inappropriate physical contact, making excessive noise, misuse of
school equipment, willingly participating in unauthorized assembly, sit-in, protest meeting, etc. during
school hours, and /or on school property and is subject to disciplinary action.

**Tardiness to Class**

Each teacher will address the issue of tardiness with the student through parent/caregiver contact and
teacher assigned detention(s). Students who are late to class will not be sent to the office for a pass. Any
student tardy to class in excess of ten minutes should be referred to the office, as one would be for a
class cut.

**Class Cutting**

Students are expected to be in class on time. Students who cut class (unauthorized nonattendance
during an assigned period) will be subject to discipline.

**Being in an Unauthorized Area**

If a student is found in another area other than his/her assignment, this constitutes being in an
unauthorized area. This violation also relates to passage in an unnecessary hallway and use of other
areas of the school that are not related to a student’s assigned class.

**Displays of Affection**

Displays of affection, such as kissing or embracing, that may make others uncomfortable or embarrassed
are not permitted. On the first reported offense, parents/caregivers may be notified and both students
and parents/caregivers informed that any future violations could result in disciplinary action. No forms
of lewd and lascivious behavior will be tolerated.

Approved by School Committee 09/05/18
Language
Language that is rude, profane, or obscene, whether directed at students or staff members or used in the presence of others, cannot be tolerated. Language that is abusive or threatening is even more serious than language that is rude or profane.

Respect for Authority/insubordination
Insubordination is noncompliance with a reasonable request from any member of the staff. Students must yield to the authority of staff members and comply with directions. When a student feels a request or direction is unreasonable or unjustified, he or she is still expected to comply at the time of the direction and later may appeal (at the conclusion of the class period, activity, or assembly) first to the teacher, second to an administrator.

Throwing Food/Other Items In/Out of the Cafeteria
Every student has the right to eat lunch in a non-threatening environment. Therefore, throwing of food or other items in the cafeteria is prohibited. Throwing of any object in the classroom, hallways, at any assembly, or event may result in disciplinary action. The student may also be banned from all future assemblies, and events. While on school property or while waiting at a bus stop, the throwing of snow is strictly prohibited.

Horseplay, Fooling around, and Unnecessary Physical Contact
Students may not engage in horseplay (physical contact with friends or physically joking around with peers) when such conduct causes discomfort for other students. Although horseplay or fooling around may not intend to hurt someone, physical harm often accompanies such acts in a school community. Others may also misconstrue such acts; therefore, all students are required to refrain from participating in unnecessary physical contact.

Fighting/Assault/Battery
Pushing, punching, wrestling, or other types of physical force is not tolerated. Initiating, provoking, or instigating a fight is not tolerated. An assault, defined as an attempt or threat to use unlawful force against someone to physically hurt him/her, is not tolerated. A battery is an unlawful and offensive touching of a person without his/her consent and is not tolerated. The determination as to whether such behavior constitutes a fight rests with the staff member who observes the behavior, not with the student participants.

Leaving School Grounds, Activities, Field Trips/Leaving School without Permission
Once students are present in school or on school grounds or attending a field trip or an after school student functions, they may not leave without permission from a teacher, staff member, or chaperone as this presents a serious safety issue. Students are not permitted to leave school grounds, unsupervised, during after school sessions or activities and then return to school for the purpose of taking a late bus or arranging for a ride home.

Approved by School Committee 09/05/18
After-school sessions are considered part of the school day for students who choose to utilize that time as it is designed.

**Vandalism and Theft**

The intentional marring, damaging, or destruction of school property or the property of students and staff constitutes vandalism. Taking the property of another without prior permission constitutes theft.

**Tobacco/Vaping**

Bourne Middle School is committed to having a vape/vaping, smoke, and tobacco free environment for all members of the school community. Therefore, the use or possession of tobacco products and smoking/vaping related products on school property and at school sponsored activities is strictly prohibited. Tobacco products include cigarettes, cigars, chewing tobacco, or any other form of tobacco. Vaping products include vaping liquid and vaporizers, juuls, or e-cigarettes of any kind. The possession of tobacco related paraphernalia (cigarette lighters, pipes, papers and cigarette holders) is also prohibited.

**Possession, Use, Distribution, or Being under the Influence of Controlled Substances**

Possession of a controlled substance(s) is a crime. There is no tolerance for possession, including paraphernalia, use, or being under the effect of a controlled substance. Any student in possession of (including paraphernalia), use of, distribution of, or under the effect of a controlled substance, of any quantity, is in violation of the Student Code of Conduct. If, in the opinion of the principal/designee, after consultation with the school nurse (if available) it is reasonable to conclude that a student is involved in the possession, distribution, sale or illicit use of a controlled substance, the principal/designee has the authority to suspend the student. Notification of parents/caregivers will take place as soon as possible. Students who violate the school policy on use, possession, sales, or distribution may be subject to disciplinary action including a possible suspension for up to 90 school days per MGL c.71 s. 37H ¾.

**Breath Alcohol Testing Procedures and Protocol**

Alcohol use by a student is illegal and poses a serious threat not only to the student’s well-being, but also to the well-being of the entire school community. Alcohol use will not be tolerated during school hours, on school property, or at any school-sponsored activity or event during or after school hours. Students who violate the school policy on use, possession, sales, or distribution may be subject to disciplinary action including a possible suspension for up to 90 school days per MGL c.71 s. 37H ¾. Breath alcohol testing may be used to determine if a student is under the influence of alcohol. Any student who refuses to take a breath alcohol test will be subject to the same disciplinary consequences if he/she is under the influence of alcohol.

**Bomb Threats and False Fire Alarms**

Making a bomb threat or pulling a false fire alarm is a crime. Disciplinary consequences will be imposed.

Approved by School Committee 09/05/18
Possession/Exploding of Fireworks
Possessing or exploding fireworks is a crime. Disciplinary consequences will be imposed.

Standards of Dress
The primary responsibility for appropriate dress lays with the student and his/her parents/caregivers. The school may institute certain restrictions on student dress when there is an overriding, legitimate school purpose that is more important than the student’s right to dress as they see fit. Since one of the purposes of the Bourne Public Schools is to create a safe, supportive learning community, and since appropriate dress reflects positively on the school community, students will be prohibited from wearing any clothing that detracts from the learning process or otherwise compromises health, safety, or cleanliness.

We encourage students to dress in a neat and respectful manner that reflects the BPS core values: Be Safe, Be Responsible, Be Respectful. School is a student’s workplace, and we expect all students to conform to the following standards of dress:
   a. Clothing displaying vulgar writing or symbols or sexual reference is not allowed.
   b. Clothing with alcohol, tobacco, or controlled substance references will not be allowed.
   c. Footwear should be appropriate and safe for the courses the student will be attending (i.e. sneakers for PE class)
   d. Students are not permitted to wear head coverings (i.e. hats, hoods) during school hours unless the principal or the principal’s designee grants permission. Students should remove head coverings as soon as they enter the building. Head coverings should be placed in a student’s locker at the beginning of the day and not be carried throughout the building during the day. If they are carried or worn, they may be taken away by a staff member and returned at the conclusion of the school day.

If a student wears something inappropriate to school, he/she will first be asked change in the nurse’s office and then may be asked to call a parent/caregiver to request that clothing that is more appropriate be brought to school. The school will have interim t-shirts or sweatpants so that students may return to their studies as soon as possible.

Unacceptable Items
The school will confiscate any items that are deemed a distraction from or a disruption to the educational process. The item(s) will be taken, and parent(s)/caregivers(s) will be notified. In some cases, the confiscated items will be returned directly to parent(s)/caregiver(s) at a time to be determined and in others they may be handed over to the police. Students who bring unacceptable items to school are subject to disciplinary action according to the Student Code of Conduct.

Approved by School Committee 09/05/18
Unsupervised Students after School

Supervision for students is provided during regular school hours only. Students are prohibited from remaining in the building or on school grounds before or after school without supervision, and such conduct may lead to disciplinary action based on student misconduct, as described in this handbook. In particular:

- Students who are not supervised will be asked to leave the building after school hours.
- Students should not loiter in the corridors or cafeteria after school.
- Students should not loiter on school grounds or in the parking lots.

School Dances

Please be aware of the following policies and procedures regarding school dances:

- Students should dance in a way that is in line with the BPS core values: safe, responsible, and respectful.
- Rules for appropriate dress and Code of Conduct that apply during extra-curricular activities also apply at school dances.
- Dances are for Bourne Public School students only, unless otherwise determined/advertised by school administrators.
- Students may be required to complete a breath alcohol test before, during, or at the conclusion of school dance.
- Students should remain at the dance for the duration of the event; once students leave they will not be permitted to return.

Threat of Violence

The Bourne Public Schools are committed to providing an educational environment that is free of threats of violence.

Procedure for Complaint and Investigation of Threat of Violence

All threats of violence will be reported by staff or students to the, principal, or principal’s designee who will communicate with the parent/caregiver of those involved. The principal, or principal’s designee will conduct an investigation of the complaint of violence and the investigation may include:

- Separate, private interview with complainant and each person accused of violence.
- Interviews of witnesses, if any.
- Written statements by complainant, accused, and witnesses.

All students are expected to cooperate fully in any investigation of a threat of violence.

At the conclusion of the investigation, the parent/caregiver will be notified as to whether or not the information is substantiated, and steps that will be taken to protect the target of the threat. Administrators will use their best efforts to keep information provided during an investigation of confidential. Information will be shared with others on a need-to-know basis only.

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Once a potential victim of violence has been identified, appropriate steps to protect the victim will be taken. These may include:

a. Temporary separation of the parties  
b. Calling a parent/caregiver to dismiss student from school  
c. Modification of hallway passing class procedures  
d. Shadowing a student  
e. Implementation of schedule change

The principal or principal’s designee will conduct follow up interviews within 30 days.

**Discipline Responses and Procedures**

Responses are identified in each section of the Student Code of Conduct. However, the administrator may make either exceptions to these, in favor of a lesser or a more severe consequence, depending upon the circumstances of a specific incident. In determining the severity of the penalty or suspension, the principal or designee may consider all relevant factors including the student’s previous disciplinary record and the level of disruption of the educational process, the degree of danger to self, others, and the school, in general, may also be considered as well as the degree to which the student is willing to change his/her inappropriate behavior.

The following constitutes the most common consequences for student violations of the Student Code of Conduct based on the nature of the violation.

a. Warning  
b. Teacher detention  
c. Communication and/or Conference with parent(s)/caregiver(s)  
d. Administrative detention  
e. Behavior contract—which identifies behavioral expectation, provides for supports from school staff to meet expectations, and identifies consequences for inappropriate behavior.  
f. In-school suspension  
g. Out of school suspension up to 10 days  
h. Out of school suspension for more than 10 days  
i. Permanent expulsion by the Principal (M.G.L. c. 71, sec. 37H and 37H ½ and 37H ¾ )  
j. Recommendation to the Superintendent and School Committee for permanent expulsion (M.G.L. c. 76, sec. 16 and 17)  
k. Restitution  
l. Referral for a risk assessment  
m. Referral for counseling  
n. Referral to the Bourne Police Department  
o. Referral (51A) to the Department of Social Services  
p. Loss of privileges, e.g. Senior Privilege, driving/parking privileges, school bus, social probation

Corporal punishment is prohibited by statute in all public schools of the Commonwealth of Massachusetts.

Approved by School Committee 09/05/18
Teacher Assigned Detention
All teachers 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 the same day if communicated with a parent/caregiver. If a student does not report for a teacher detention, the teacher will refer the student to administration. The administrator will discuss the issue with the student and if no legitimate reason is given, the student will receive an administrative detention.

Administrative Assigned Detention
Administrative detention(s) will be assigned by an administrator for misconduct and for repeated misconduct of a minor nature. Some examples are habitual tardiness to school and/or class and misbehavior on buses, in the cafeteria, in corridors, during classes, or during other activities. Administrative detention will be assigned with a 24 hour notice, or the same day if communicated with a parent/caregiver. Such detentions may be assigned after school, before school, or during lunch time. Students who skip an assigned administrative detention may be assigned an in-school suspension. Students should report to the main office by 2:30 PM. Students will be dismissed at 3:30 PM. This is a silent detention with no cell phones or electronic devices allowed. Students who skip an after school detention may be assigned an in-school suspension.

Lunch Detention
Students are to report directly to the front office at the start of their scheduled lunch period. Students who bring their own lunch should bring it with them to the front office. Students who buy will then be allowed to buy lunch in the cafeteria and report to the front office where they will eat. Students will be dismissed at the end of the lunch period. Students that skip a lunch detention may be assigned an administrative detention or an in-school suspension.

In-School Suspension
Students assigned to in-school suspension are to report directly to the front office at the start of the school day. Students will be provided work by their teachers to be completed during the blocks that they are assigned to in-school suspension. Students referred to the office for discipline issues during an in-school suspension, may be assigned another day of in-school suspension, or for multiple infractions, will be suspended out of school. Students assigned a full day of in-school suspension are not eligible to participate in extracurricular activities after school, including athletics on the day of their suspension. Please see this the section on M.G.L. c. 71, sec. 37H and 37H ½ and 37H ¾ for a complete explanation of the suspension process.

Out of School Suspension
Students who suspended out of school are not allowed on school property for the duration of their suspension, nor are they allowed to participate in extracurricular activities including athletics until he/she has returned to school and completed a full day of attendance. Please see this on M.G.L. c. 71, sec. 37H and 37H ½ and 37H ¾ for a complete explanation of the suspension process.

Approved by School Committee 09/05/18
Social Probation
Participating in events or activities such as dances, banquets, class trips, athletics, or other extracurricular activities is a privilege, not a right. Therefore, the Principal or his/her designees may place a student on “social probation” and thus exclude a student from such participation if the Principal/designee deems reasonably appropriate.

Student Obligations and Debt
Any obligation owed to the school in the form of books, supplies, cafeteria fees, athletic uniforms, and/or other school related fees must be reconciled before students can purchase tickets to school sponsored events (i.e. middle school dances, and grade 8 activities).

Interviews and Searches
School administrators shall have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law. Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time. In addition, as parking on school grounds is considered a privilege, vehicles may be searched by school authorities if, in their opinion, reasonable suspicion exists that there may be an infraction of a school rule. Under these conditions, the student will be required to unlock the vehicle or be subject to disciplinary action for insubordination.

Notification of Police and other Authorities
School officials may impose school-based discipline for misconduct in accordance with our code of conduct and procedures. Separate from any school based discipline, if the misconduct involves suspected criminal activity of a serious nature, school administrators may notify the police or other appropriate authorities. Police involvement may occur without prior notification to parents/caregivers. Acts likely to be reported include but are not limited to assaults that are sexual in nature or that result in serious injury, serious disruption to the school assembly, destruction of property (including graffiti, arson or vandalism), theft, hate crimes and other civil rights violations, bomb threats and other threats of a serious nature, possession or use of a dangerous weapon, possession or distribution of alcohol or a controlled substance as defined by law, or coming onto school property under the influence of alcohol or other drugs. The school staff will also consult with police officials under the district’s policy addressing bullying to determine whether to report conduct prohibited by that policy. It is the prerogative of school officials to impose discipline for violations of school rules and policies, whether or not police or other authorities take action. Likewise, the police and other authorities, rather than school staff, are responsible for making decisions as to the course of their investigation process and proceeding with criminal charges.

Security Camera Use

Approved by School Committee 09/05/18
Surveillance cameras are in use in many areas of the school property. Appropriate disciplinary action may be taken for misconduct that is recorded or observed from that security system. Students and parents/caregivers are hereby notified that the content of recordings may be used in a student disciplinary proceeding. The contents of the recording are confidential student records and will be safeguarded. Recorded events will be retained, only if necessary, for use in a student disciplinary proceeding or other matters as determined necessary by the administration.

**Protocols Related to Camera Use**

Live monitoring may be utilized at any time, particularly during any emergency protocol or situation. In cases of serious incidents, such as violence, theft, or vandalism, the principal (or designee), school resource officer liaison, or superintendent (or designee) may view the electronic file captured by the web-based camera system. To ensure confidentiality for all students, parents/caretakers and students are not permitted to view any video surveillance.

**Long Term Suspension**

Students are subject to long-term suspension (up to 90 days) by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H)

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as alcohol, marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ or §37H ¾ for more than ten consecutive or cumulative school days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

**PROCEDURES APPLICABLE TO CONDUCT COVERED BY M.G.L. C. 71, §37H AND 37H ½ AND 37H ¾**

Approved by School Committee 09/05/18
When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student’s parent, guardian or caregiver of the impending suspension; this shall include attempts to contact the parents, guardian or caregiver at home and at work. Parents may contact the school for additional information regarding the suspension.

A letter will be mailed to the parent, guardian or caregiver of the suspended student stating: a) The reason for the suspension b) A statement of the effective date and duration of the suspension.

A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H.

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his/her parents to review the charge and the applicable standards if the Principal deems appropriate.

**Due Process: Procedures That Apply To Discipline For Conduct Not Governed By M.G.L. C. 71, §37H and 37H1/2**

**In-School Suspension (for less than 10 cumulatively during a school year)**

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student’s in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student’s academic performance.

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performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least two attempts to do so, such attempts will constitute reasonable efforts for purposes of informing the parent of the in-school suspension.

3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

Short-Term, Out-of-School Suspension (10 cumulative days or less during a school year)

Except in the case of an Emergency Removal, prior to imposing a short-term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H AND 37H ½, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

a) The disciplinary offense; b) The basis for the charge; c) The potential consequences, including the potential length of the student’s suspension; d) The opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student’s explanation of the alleged incident, and for the parent to attend the hearing; e) The date, time, and location of the hearing; f) The right of the student and the student’s parent to interpreter services at the hearing if needed to participate

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, and email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

Efforts to Involve Parent: The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information,
including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student’s conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

**Decision:** The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

The parent, guardian or caregiver shall be requested to attend a readmission conference with the principal or designee upon the student’s return to school. At the principal’s discretion, the conference may be held by telephone. Expectations for the student’s reentry to school shall be outlined at this conference.

**Long-Term Suspensions**

Except in the case of an Emergency Removal, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. **Notice:** The notice will include all of the components for a short-term suspension in Section B above, plus the following: a) In advance of the hearing, the opportunity to review the student’s record and the documents upon which the administrator may rely in making a determination to suspend the student or not; b) The right to be represented by counsel or a lay person of the student’s choice, at the student’s/parent’s expense; c) The right to produce witnesses on his or her behalf and to present the student’s explanation of the alleged incident, but the student may not be compelled to do so; d) The right to cross-examine witnesses presented by the school district; e) The right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and f) The right to appeal administrator’s decision to impose long-term suspension to the superintendent.

2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student’s conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. **Decision:** Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:  

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1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student’s opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
5. Inform the student of the right to appeal the administrator’s decision to the superintendent or designee.
6. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
   a) The process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
   b) The long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator’s determination on appeal.
   No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

**Exception for an Emergency Removal**

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator’s judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

1. Make immediate and reasonable efforts to orally notify the student and the student’s parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
2. Provide written notice to the student and parent as provided in Section B or C above, as applicable;
3. Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student’s safety and transportation.

**Appeal to the Superintendent**

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student’s request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

1. The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.

2. The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

3. The student will have all the rights afforded the student at the administrator’s hearing for long-term suspension as described in Section C above.

4. The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section C above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator’s decision.

The decision of the superintendent constitutes the final decision of the school district.

**Discipline of Students with Disabilities: Applies to Individual Education Programs and Section 504 Plans**

Student with disabilities are provided with additional due process protections in the context of student discipline. Unless otherwise noted in a student’s 504 Plan or Individualized Education Plan (IEP), students with disabilities are subject Code of Conduct. A 504 Team or IEP Team may determine whether the student is able to conform his/her behavior to the regular discipline code or if a modification is required. If a modified disciplinary code is required, it will be written into the IEP or 504 Plan. The “Notice of Procedural Safeguards” outlines the special education process and rights for parents and
students. This Notice is generally provided to parents when a Team meeting is convened, or can be
provided upon request.

When a student with a disability violates the school’s disciplinary code, the school may suspend or
remove the student from the current educational placement for a period not to exceed ten (10) school
days. Anytime the school district removes a student with a disability from his/her current educational
placement for more than ten (10) consecutive school days in any school year, or for more than ten (10)
cumulative days when a pattern of removal is occurring, this constitutes a “change in placement”. The
school must convene a Team meeting to determine whether or not the behavior is a manifestation of
the students’ disability. If the behavior is a manifestation, the Team must work to address the behavior
using a functional behavioral assessment and/or behavior intervention plan, and the student will return
to school. If the behavior is not a manifestation of the student’s disability, then he/she is subject to the
Code of Conduct, similar to his/her non-disabled peers. However, a student who is serviced via an IEP
must be provided some educational services, such as tutoring after a 10 days of suspension.

When a special education student, possesses, uses, sells or solicits drugs or other illicit substances,
including look-alike drugs, on school grounds or at a school-sponsored event; carries a weapon to school
or to a school function; or inflicts serious bodily injury the school district may place the student in an
interim alternative education setting for up to forty-five (45) school days. Thereafter, the student will
return to the previously agreed upon educational placement unless either a hearing officer orders
another placement or the TEAM agrees to another placement. A change in placement invokes certain
procedural protections under the IDEA (the federal special education law) and Section 504.

In the case of disagreement with the TEAM’s determination:
If the parent or student disagrees with the TEAM’s decision on the manifestation determination or with
the decision relating to the placement of the student in an interim alternative education setting or any
other disciplinary action, the parent has the right to request a due process hearing from the Bureau of
Special Education Appeals.

**Special Education Students**

Chapter 71, Sections 37H and 37H1/2 must be read and applied in conjunction with the Federal
Special Education Law (the Individuals with Disabilities Education Act, or IDEA and Section
504 of the Rehabilitation Act of 1973) and other applicable laws. See Discipline of Students
with Disabilities: Applies to Individual Education Programs and Section 504 Plans above.

SC Policy AC -approved 09.05.2012 NONDISCRIMINATION

**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 if reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

G. 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, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age or disability.

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 ANTIHARASSMENT POLICY AND GRIEVANCE PROCEDURE for specific policies and procedures and grievance procedures applicable to such complaints.

Policy References:
Title VI, Civil Rights Act of 1964

Slurs Based on Race, Ethnicity, Disability, Religion, Gender Identification, or Sexual Orientation

Approved by School Committee 09/05/18
Any student who uses a slur based on race or ethnicity, disability, religion, or sexual orientation, whether verbal, in symbol form, in a school building, on school grounds, on a school bus, or at any school sponsored event, may be subject to disciplinary action.

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.

V. BULLYING & HAZING POLICY

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.

D. 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 cyber bullying 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 meeting.

E. It is 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.

F. 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 the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of and/or all information received.

Approved by School Committee 09/05/18
G. 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.

Definitions

Bullying Prohibited

Bullying may take a variety of forms. It is unacceptable in a school environment. As a result, no student shall be subjected to harassment, intimidation, bullying, or cyberbullying in any public educational institute.

“Bullying and Cyberbullying” means repetitive, unwelcome written, electronic, verbal or physical acts or gestures where a student 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 (2) may cause damage to another student’s property, or (3) may cause a disruptive or hostile school environment. The behavior must interfere with a student’s academic performance 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; 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.

As used in this section, “electronic communication” means any communication through an electronic device including a telephone, cellular phone, or computer.

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.

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.

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.

Approved by School Committee 09/05/18
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.

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.

Approved by School Committee 09/05/18
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.

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.

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.

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.

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.

Additional Information Regarding Bullying
“Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.” (Dan Olweus)

Approved by School Committee 09/05/18
Bullying is a type of behavior that someone does on purpose over and over again to hurt someone else. There are different ways that someone can be bullied:

1. **Verbal Bullying** is when someone calls you names, teases or even threatens you.
2. **Physical Bullying** is when someone might hit you, spit on you or trip you when you are walking.
3. **Social or Psychological Bullying** can be when someone doesn’t let you play with their group of friends, tells other people mean things about you or spreads rumors, gives you dirty looks or says mean things about you on the computer or phone messages.

There are three different ways you could be a part of bullying.

1. You could be the target, or the person who has their feelings hurt or feels unsafe by the same person over and over again.
2. You could be the bully, or the person who is hurting someone else on purpose over and over again.
3. You could be a bystander. This is someone who sees bullying happening to the same person over and over again by the same bully.

Your school has a Bullying Prevention and Intervention Plan to make sure that bullying does not happen here. Whenever you feel that you are being bullied, seeing someone else being bullied, or feel that you are not being nice to someone and need to ask for help to stop, teachers are the best people to talk to, but any adult in your school will help you.

Tattling **is not** the same as asking an adult to help you. Tattling is when someone tells a teacher about something that happened once just to get someone else into trouble. Asking for help when you are bullied or know that bullying is happening is not tattling; someone is getting hurt and it must not be allowed. Bystanders should speak up and help if they can, but if they are not able to speak up they should walk away and tell an adult. Never stand by and watch bullying occur.

**Bullying Prevention and Intervention Plan**

In December of 2010, the Massachusetts Department of Elementary and Secondary Education accepted the Bourne Bullying Prevention and Intervention Plan. It is the responsibility of all Bourne Public School employees to adhere to and implement the Bullying Prevention and Intervention Plan as presented below.

**Introduction**

Bourne Public Schools expects that all members of the school community will treat each other in a civil manner and with respect for differences. Bourne Public Schools is committed to providing a learning and working environment for students, employees, and visitors that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. Bourne Public Schools supports this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

Approved by School Committee 09/05/18
Consistent with state, and federal laws, and the policies of Bourne Public Schools, no person shall be discriminated against on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in this plan, however, prevents the schools or district from taking action to remediate bullying and/or cyber bullying based on a person’s membership in a legally protected category under local, state, or federal law, or district policies. Bourne Public Schools takes specific steps to create a safe, supportive environment for vulnerable populations in the school community, and to provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, teasing, and any forms of retaliation.

Bourne Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying or retaliation in our school buildings, on school grounds, or in/during school related activities. All reports and complaints of bullying and retaliation will be promptly investigated, and the administration will take prompt action to end such behavior and restore a sense of safety for all.

Chapter 86 of the Acts of 2014 which amended G.L.c.71 §370, we recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness academic status, gender identity or expression, physical appearance, sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The district/schools will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Definitions:
Aggressor is a student/adult who engages in bullying, cyber bullying, or retaliation.
Bullying is defined as the repeated use by one or more persons of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: 1) causes physical or emotional harm to the target or damage to the target’s property; 2) places the target in reasonable fear of harm to himself or herself or of damage to his/her property; 3) creates a hostile environment at school for the target; 4) infringes on the rights of the target at school; or 5) materially and substantially disrupts the education process or the orderly operation of a school [Massachusetts General Laws (M.G.L.) c.71, § 370].

Confidentiality is the expectation that anything done or revealed will be kept private.
Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings (M.G.L.c.71, § 370).

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the condition of a student’s education (M.G.L.c.71, § 370).

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who 1) reports bullying, 2) provides information during an investigation of bullying, or 3) witnesses or has reliable information about bullying.

Approved by School Committee 09/05/18
Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Expectations
It is a violation of this plan for any administrator, teacher or other employee, or any student to engage in or condone bullying in school or to fail to report or otherwise take reasonable corrective measures when made aware of an incident of bullying. This plan is not designed or intended to limit the school’s authority to take disciplinary action or take remedial action when such bullying 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 bullying occurring in or out of school will be reviewed and, when a connection to work or school exists, will result in a complete investigation and possible disciplinary action and corrective measures.

Bullying is hereby prohibited 1) on school grounds, property immediately adjacent to school grounds, at school-sponsored or related activities/functions both on and off school grounds, at school bus stops, on buses or other vehicles owned, leased, or used by Bourne Public Schools; 2) through the use of technology or an electronic device owned, leased, or used by Bourne Public Schools; 3) at a location, activity, function or program that is not school-related, or through the use of technology or electronic devices that are not owned, leased or used by Bourne Public Schools if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the educational process or the orderly operation of a school. Retaliation in any form against any person is forbidden. If retaliation occurs, it could be considered grounds for dismissal of staff or personnel, and removal from the educational setting for a student.

Reporting
It is the responsibility of every employee, student, and parent to recognize acts of bullying and take every action necessary to ensure that the applicable policies and procedures of Bourne Public Schools are implemented. Any employee or student who believes that he/she has been subjected to bullying 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 or all information received. The safety of suspected targets is our first consideration once a complaint is received.

A safety assessment is made immediately and provisional accommodations are implemented by appropriate staff members as deemed necessary; the designated official for reporting (DOR) also immediately notifies the Transportation Director of both suspected target and perpetrators. Due to confidentiality issues, professional judgment is used in information disclosure. If there is an injury or emergency on school property, or the incident involves a former student under the age of 21 on school grounds, the Police Resource Officer liaison (PRO) is immediately notified. The PRO liaison is also notified if criminal charges have been filed.

At least once every four years beginning with the 2015/2016 school year, the district will administer a
Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the school or district will annually report bullying incident data to the Department.

Reporters
Designated officials for reporting are as follows: 1) school principals at each school level; 2) the Assistant Superintendent at district level; 3) the Transportation Coordinator for bus incidents; 4) Director of Student Services for anonymous reports. The Superintendent of Schools has oversight for district compliance with this plan. Each DOR has a voice mail box and designated email address. Mail should be directed to building principals or the Assistant Superintendent. All oral reports, in person or via telephone, are recorded on the Incident Report Form. Each designated official for reporting maintains a binder of these reports.

Investigation
The DOR is responsible for conducting a prompt investigation. The nature and duration of an investigation will depend on the circumstances, including the type, severity and frequency of the alleged conduct. The goal is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations in the complaint. The investigation will generally include personal interviews with the complainant, the subject(s) of the complaint and others who witnessed or may have potentially relevant knowledge about the alleged incident giving rise to the complaint. Confidentiality guidelines will be followed. Review of documents, videos, voice mails, emails, websites, text messages, instant messages, and other items deemed relevant may also be included. Throughout the investigatory and complaint resolution process, the DOR will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parents/caregivers of the status of the investigation and estimated timing for making a determination. While the DOR will attempt to complete the investigation in three school days, no investigation will exceed fifteen school days except for good cause or with consent of all parties. Claims involving physical violence or serious threats of harm will be expedited.

The DOR, in consultation with the Assistant Superintendent, will take all steps deemed necessary to protect to the extent practicable the complainant, witnesses, and other individuals from further incidents or retaliation pending the outcome of the investigation. These steps may include, but are not limited to, ordering interim disciplinary action, appropriate adult supervision, reassigning classroom seating, temporarily transferring the student subject of the complaint from classes with the complainant or to an alternative school assignment, instructing the alleged perpetrator to avoid contact and maintain appropriate safe distance from the alleged target while on school property and at school events and monitoring compliance with any court-ordered protective orders. All interviewees, alleged targets, and alleged perpetrators will be warned against retaliation and made aware of the prohibition to speak about the matter in order to maintain the integrity of the investigation. All interim safety measures will be monitored for success.

Confidentiality
Information from a student record of a target or aggressor may not be disclosed to a parent unless the information is about the parent’s own child. Disclosure of bullying or retaliation to a local law
enforcement agency is allowed under 603 CMR 49.06 without the consent of a student or his/her parent. Such communication must protect privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances. Student record information about a target or aggressor may be disclosed in connection with a health or safety emergency if such information is necessary to protect the health and/or safety of the student or other individuals per 603 CMR 23.07(4) (e), 34 CFR 99.31(a) (10), and 99.36.603 CMR 49.07(3). This is limited, however, to instances where there is an immediate and significant threat; all such disclosures must be documented with reasons why the health and/or safety emergency existed. All employee records are confidential.

Documentation and Records
Each school has its own Bullying Prevention and Intervention Incident Reporting Forms with distinct forms for student reporters and adult reporters. Every DOR keeps written records of all oral interviews and written responses during the investigation. All investigatory reports, written items, documents, videos, and other types of evidence are kept in each DOR’s binder.

Responses to Bullying
Teaching Appropriate Behavior Through Skills-Building
Once the DOR determines that bullying or retaliation has occurred, he/she will use a range of responses that balance the need for accountability with the need to teach appropriate behavior as required by M.G.L.c. 71 § 370(d)(v). These may include:

- Offering individualized skill-building sessions based on our anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals.
- Meeting with parents/caregivers to engage parental support and to reinforce the anti bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills
- Making a referral for evaluation.

Taking disciplinary action
If the DOR decides that disciplinary action is appropriate, the action will be determined on the basis of facts found by the DOR including the nature of the conduct, the age of the students involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the plan and the district/school code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education improvement Act, which should be considered in cooperation with state laws regarding student discipline.

If the DOR determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Parents of students alleged to have engaged in bullying or retaliation will be invited to attend a meeting at which the activity, words, and/or images subject to the complaint will be reviewed. A student disciplined for bullying or retaliation will not be readmitted to the regular school program until his/her parents/caregivers attend such a meeting.

Approved by School Committee 09/05/18
**Promoting Safety for the Target and Others**

The DOR will consider what adjustments, if any, are needed in the school environment to enhance the target’s sense of safety and that of others. One strategy that may be used is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the DOR will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the DOR will work with appropriate school staff to implement them immediately.

**Training and Professional Development**

**Annual Staff Training**

Annual training for all school staff will include staff duties as outlined in The Plan, an overview of the steps that the DOR will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades. Staff members hired after the start of the school year will participate in school-based training during the school year in which they are hired unless they can demonstrate participation in an acceptable and comparable program within the last two years.

**Ongoing Professional Development**

As required by M.G.L. c. 71, § 370, the content of school and district wide professional development will be informed by research and will include information on:

- Developmentally, age-appropriate strategies to prevent bullying;
- Developmentally, age-appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- Research finding on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyber bullying;
- Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students’ Individualized Education Programs. This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by Bourne Public Schools for professional development include:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Constructively managing classroom behaviors;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making;
- Maintaining a safe and caring classroom for all students.

Approved by School Committee 09/05/18
Specific Bullying Prevention Approaches
Bullying prevention curricula will be informed by current research which emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students’ skills for engaging in healthy relationships and respectful communications;
- Engaging students in a safe, supportive school environment that is respectful of diversity and differences.

Initiatives will also teach students about the student-related section of The Plan including how and when the district/schools will review The Plan with them.

General Teaching Approaches that support bullying Prevention Efforts
The following approaches are integral to establishing a safe and supportive school environment and will be emphasized in the Bourne Public Schools. These underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students.
- Disabilities, physical appearance, lesbian, gay, bisexual, transgender students and homeless students.
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely;
- Supporting students’ interest and participation in nonacademic and extracurricular activities, particularly in their areas of strength.

Counseling and Other Services
Each school in the Bourne Public School District has an on-site social worker or adjustment counselor who works with students and parents/caregivers. Upon request, referrals are made to the following community-based organizations:

- Crisis Intervention Cape Cod and Islands, 24-hour Access
- Child and Family Services
- Family Continuity
- Bay View Associates

Approved by School Committee 09/05/18
Students with Disabilities
As required by M.G.L.c.71B, §3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student’s skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Collaboration with Families
Bourne Public Schools will offer education programs for parents/caregivers that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or schools in collaboration with the PTA, School Councils, Title 1 Advisory Council, and Special Education Parent Advisory Council. Bourne Public Schools provides presentations for parents on bullying and cyberbullying from the assistant district attorney’s office and MARC. We also hold parent and community meetings to address Internet Safety and share the school’s current devices to protect students and staff. Each year Bourne Public Schools will inform parents/caregivers of enrolled students about the anti-bullying curricula being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. Bourne Public Schools will send parents’ written notice each year about the student-related sections of this plan and the district’s Internet Safety Policy. All notices and information made available to parents will be in hard copy and electronic formats and in the language most prevalent among them. This plan and related information will be posted on the Bourne Public Schools website.

Notice
Bourne Public Schools will provide students and parents/caregivers, in age appropriate terms and in their most prevalent language, annual written notice of the relevant sections of the Bullying Prevention and Intervention Plan. Bourne Public Schools will annually provide written notice of and training on The Plan to all school staff. Relevant sections of The Plan will be included in Bourne Public Schools student and faculty handbooks and will also be posted on the Bourne Public Schools website.

Hazing
The Bourne Public Schools offer various opportunities for students to participate in clubs, activities, and sports programs. As students take part in their academic or extracurricular programs, they may not engage in the practice of “hazing.”

The following statute of the Commonwealth is required to be included and followed by each school in its student handbook and rules and regulations.

Ch. 269, S.17. CRIME OF HAZING: DEFINITION: PENALTY SEC.
Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three

Approved by School Committee 09/05/18
thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment. The term “hazing” as used in this Section and in Sections 18 and 19, shall mean any conduct or method of initiation 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. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of 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 other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Ch. 269, Sec. 18. Duty to Report Hazing
Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as is reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than $1000.00.

Ch. 269, Sec. 19. HAZING STATUTES TO BE PROVIDED: STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge, or applicant for membership in such group or organization, a copy of this Section and Sections 17 and 18. An officer of each such group or organization and each individual receiving a copy of said Sections 17 and 18 shall sign an acknowledgment stating that such group, organization, or individual has received a copy of said Sections 17 and 18.

Each secondary school and each public and private school or college shall file, at least annually, a report with the regents of higher education and, in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report. In addition to the penalties described in Ch. 269, Sec. 17, the following administrative action will be taken:

1. Any student who is present at a hazing and fails to report the incident may be suspended from all extracurricular activities for a period of time and may receive additional disciplinary action.
2. Any individual who is found guilty of hazing will be excluded from all extracurricular activities for a period of time and may be suspended or recommended for expulsion from school.

Under Section 18 of Chapter 269 of the General Laws, any employee of the Bourne Public Schools who is present at a hazing or has knowledge that a hazing incident has taken place and fails to report such incident to his/her immediate supervisor will be subject to administrative disciplinary action, which could include reprimand, suspension, or dismissal. Legal Ref.: MGL Ch. 269, Sec. 17, 18, 19

Approved by School Committee 09/05/18
CONFIDENTIALITY

All employees of Bourne Public Schools are responsible for adherence to and implementation of the Bourne School Committee Policy concerning confidentiality of student records that follows. Each building has specific procedures in place to ensure the confidentiality of student records.

Harassment or Discrimination

The Bourne Public Schools are committed to providing an educational environment that is free of harassment and discrimination. This applies to all students at all school-sponsored activities. Harassment or discrimination of any form will not be tolerated.

Harassment or discrimination may include but not be limited to:
1. Repeated or persistent offensive remarks including name calling, teasing, jokes, rumors, or other derogatory or dehumanizing remarks
2. Intimidations for favors
3. Overt threats or demands
4. Unwanted physical contact of a person or person’s clothing
5. Display or circulation of written materials or pictures of a derogatory nature
6. Unwelcome gestures

Procedure of Complaint and investigation of harassment or discrimination

Students are encouraged to report incidents of harassment or discrimination to a teacher or administrator. All complaints of harassment or discrimination must be reported by staff or students to the principal, or the principal’s designee. All complaints of harassment or discrimination are fully investigated and appropriate steps will be taken to remedy the situation. All students are expected to cooperate fully in any investigation of harassment or discrimination.

Administrators will use their best efforts to keep all of the information that is provided during an investigation of harassment or discrimination confidential. This means that such information will be shared with others on a need-to-know basis only. An investigation of a complaint of harassment or discrimination will be conducted by the principal or the principal’s designee. The investigation may include:
1. Separate, private interviews with the complainant and each person accused of harassment, bullying or discrimination
2. Interviews of witnesses, if any
3. Written statements by complainant, accused, and witnesses

At the conclusion of the investigation, the principal, or the principal’s designee will prepare and recommend an appropriate action. Parents or caregivers will be notified and additional actions may include:
1. Develop a contract of expectations
2. School disciplinary action
3. And/or Police notification

Approved by School Committee 09/05/18
Additionally, any student found engaging in harassment or discrimination, condoning harassment or discrimination, or retaliation in cases of harassment or discrimination is subject to disciplinary sanctions from warning up to and including suspension. The principal or principal’s designee will conduct follow up interviews within 30 days.

**Sexual Harassment, Sexual Assault or Gender-Based Discrimination**

All persons associated with the school system are expected to conduct themselves at all times to provide an atmosphere free from sexual harassment, sexual assault and gender-based discrimination. Any person who engages in sexual harassment, sexual assault or gender-based discrimination while acting as a member of the school community will be in violation of this policy.

Sexual harassment, sexual assault and gender-based discrimination in school are unwanted sexual attention from anyone the victim may deal with in school or at school related activities. Sexual harassment, sexual assault and gender-based discrimination are defined by the victim. The following behaviors are not allowed: staring or leering with sexual overtones, spreading sexual gossip, unwanted sexual comments, pressure for sexual activity, any unwanted physical contact of a sexual nature, and/or displaying material that is sexually offensive or creates a hostile environment.

Any student who believes she/he has been the victim of sexual harassment, sexual assault or gender-based discrimination should speak to a trusted adult in the school as soon as possible. If a student is accused of sexual harassment, sexual assault or gender-based discrimination, she/he will have a hearing with the principal, or principal’s designee. The purpose of the hearing is to decide if sexual harassment, sexual assault or gender-based discrimination has taken place. Also present will be advocates to represent both the accused and the victim. The advocates will be chosen by the victim and the accused and will be persons in the school familiar with the issue, i.e. guidance counselors. It is strongly recommended that advocates have the same job title or similar duties. Each incident will be handled individually and as confidentially as possible.

If the investigation indicates sexual assault or substantiates sexual harassment or gender-based discrimination, the principal or principal’s designee will contact:

- Bourne Police Department
- Superintendent
- Director of Special Education and Student Services
- School Nurse
- Department of Children and Families

At the conclusion of the investigation, the principal, or the principal’s designee will prepare and recommend an appropriate action. Parents or caregivers will be notified and additional actions may include:

1. Develop a contract of expectations
2. School disciplinary action
3. and/or Police notification

Additionally, any student found engaging in sexual harassment, sexual assault or gender-based discrimination or retaliation in cases of sexual harassment, sexual assault or gender-based discrimination is subject to disciplinary action.

SC Policy JIIA

Adoption Date: 2/18/2013 J -Students

Approved by School Committee 09/05/18
Student Anti-Hazing and Grievance Procedures

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.

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.

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 existed.

Harassing conduct based on a person’s protected class status may include, but is not limited to:
   a. Degrading, demeaning, insulting, or abusive verbal or written statements;
   b. Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
   c. Drawing or writing graffiti, slogans, visual displays, or symbols on school or another’s property;
   d. Telling degrading or offensive jokes;
   e. Unwanted physical contact of any kind;
f. Physical violence, threats of bodily harm, physical intimidation, or stalking;
g. Threatening letters, emails, instant messages, or websites that come within the scope of the District’s disciplinary authority;
h. Defacing, damaging, or destroying school or another’s property.

Harassment Prohibited

Harassment: Unwelcome verbal, written or physical conduct directed at a person based on his/her:

a. 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.

b. 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.

c. 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.

d. Religion - religion, including but not limited to derogatory comments about religious beliefs, traditions, practices (includes non-belief), or religious clothing.

e. 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.

f. 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.

Sexual Harassment:

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.

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.
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.

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.

This policy is not designed or intended to limit the school's 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.

**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 Susan Sleasman, will be responsible for such arrangements.

Approved by School Committee 09/05/18
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 the grievances in a fair, expeditious and, to the extent possible, confidential manner. Upon receipt of a grievance, the Principal, of 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 reoccurrence. 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 the victims.

Approved by School Committee 09/05/18
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.

**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 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.

- Department of Education Office for Civil Rights (OCR)
- 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

**Cellular Telephones, Portable Listening Devices, Cameras, Video Recording Devices and other Electronic Devices**-

All mobile/cellular phones, gaming devices, portable listening devices, cameras, and other video recording devices may infringe on student safety and is a distraction to the Bourne Public Schools’ learning environment. Students, parents, and/or visitors must obtain permission from school administration for use of cameras and other video recording devices.

Exceptions will be made for students with disabilities who require the use of such technology as part of their IEP or 504 Plans. The school will not be responsible for these items if they are damaged or stolen. In an emergency, a student may be contacted via the school office. If a student needs to contact home, he/she may utilize the office telephone. Students using prohibited items during school are subject to disciplinary action outlined in the *Student Code of Conduct*. In addition, devices may be confiscated, and repeated violations will result in a parent/caregiver having to pick up the device at the main office.

**Responsible Use Guidelines**

Approved by School Committee 09/05/18
Bourne Public Schools (BPS) believe the teaching of safe and responsible online behavior is essential for all BPS users and is best taught in partnership between home and school. Twenty first century learning presents increasing amounts of time online to learn, socialize, and share. To be safe and to 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.

The BPS core values: be respectful, be responsible, be safe are explicitly taught at our school and parents/caregivers are encouraged to reinforce this behavior at home.

**Children’s Online Privacy Protection Act (COPPA)**


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.

**Expectation of Privacy**

Bourne Public Schools monitors the use of the school department’s network to protect the integrity and optimal operation of all computer and system networks. There is no expectation of privacy related to information stored and transmitted over this 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.

**Part A: School support for the use of digital technologies:**

At Bourne Public Schools we:

- Have policies in place which outline the values of the school and expected behaviors when students use digital technology and the Internet. *Bourne School Committee Policies IME and KF-RA*
- Use software designed to block access to certain sites and filter content as required by the Children’s Internet Protection Act, 47 U.S.C. §254 (CIPA).
- Make an effort to correct any known gaps in the filtering of information without unduly inhibiting the educational use of age appropriate content by staff and students.
- Educate students about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms and cyberbullying awareness and response.
- Provide supervision and direction in online activities and when using digital technologies for learning.
- Use mobile technologies for educational purposes.

**Part B - User Agreement When I use digital technology I agree to:**

Approved by School Committee 09/05/18
• Use my bourneps.org email to communicate with other members of the Bourne educational community.
• Inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile.
• Support others by being respectful in how I communicate with them and never write or participate in online bullying (includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behavior). See Bullying Prevention and Intervention Plan at http://www.bourneps.org/BPIP
• Talk to a teacher or administrator if user feels uncomfortable or unsafe online or sees others participating in unsafe, inappropriate or hurtful online behavior.
• Seek to understand the terms and conditions of websites and online communities and be aware that content I upload or post is added to my digital footprint.
• Protect my privacy rights and those of other users by not giving out personal details including full names, telephone numbers, addresses and images.
• Use the Internet for educational purposes while in school and use the equipment properly.
• Abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary).
• Think critically about other users’ intellectual property and how I use content posted on the Internet.
• Not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another user.
• Not to cause intentional damage to hardware or software, or the creation or distribution of viruses, worms or other forms of electronic mayhem.
• Not create, display or transmit threatening, racist, sexist, obscene, or abusive or harassing language or materials. Bourne School Committee Policies AC, ACA, ACAB, ACB, ACBA, ACE and AF.
• Not reveal my password to anyone except the system administrator.
• Not bring or download unauthorized programs, including games, to the school or run them on school computers. Saving inappropriate files to any part of the system, including but not limited to: music files, movies, video games of all types, including ROMs and emulators, offensive images or files, programs which can be used for malicious purposes, Any files for which you do not have a legal license, Any file which is not needed for school purposes or a class assignment.
• Comply with teachers' request to shut down the technology device.
• Not touch or use other users' devices, computer systems, files/data or computer networks without their permission.
• Waste limited network or bandwidth resources by streaming music or video unnecessarily.
• Be a safe, respectful, and responsible user.

When I use any electronic or mobile phone, gaming device, tablet, or other mobile device I agree to:
• Keep the device on silent during class times and only make or answer calls and messages outside of lesson times – except for approved learning purposes.
• Protect the privacy of others and never post or forward private information about another person.
• Only take photos and record sound or video when it is part of an approved lesson.

Approved by School Committee 09/05/18
● Seek permission from classroom teacher or administrator before taking photos, recording sound, and/or videotaping them.
● Seek appropriate (written) permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space
● Be respectful in the photos I take or video I capture and never use these as a tool for bullying.
● Users take full responsibility for his or her technology device and keeps it secure at all times. The school is not responsible for the security of the technology device.
● Charge my device prior to bringing it to school and runs off its own battery while at school.

Consequences for Violation of Responsible Use Guidelines
Use of the computer network and Internet is an integral part of research and class work, but abuse of this technology can result in loss of privileges. Users who use technology devices, digital resources, and network infrastructure, along with information technology inappropriately may lose their access privileges and may face additional disciplinary or legal action. The length of time for loss of privileges will be determined by building administrators. If the user is guilty of multiple violations, privileges can be removed for one year or more.

User Responsibilities:
I acknowledge and agree to follow these guidelines: I understand that my access to the Internet and mobile technology at school will be renegotiated if I do not act responsibly.
I also understand the school network and email accounts are owned by Bourne Public School and that Bourne Public Schools has the right to access any of the information used through these services at any time.
I understand that this Responsible Use Guidelines also applies during school excursions, camps and extracurricular activities.

Responsible Lab and Studio Use
Students in the Bourne Public Schools will have many opportunities to engage in hands-on activities in a variety of Lab and Studio settings. Examples include but are not limited to:
• Engineering Day Activities
• Science Labs
• Innovation Studio Visits (open to all students, K-12)
• Art Classrooms
• Aquaponics Lab

In each setting, students will have access to age-appropriate tools and materials. Our teachers will teach safety protocols and safety equipment will be provided when appropriate. Each lab, studio, and classroom has established rules and safety procedures which students are made aware of. Students are expected to follow all lab/studio rules and use safety equipment appropriately when issued. Students who do not follow the lab/studio rules may lose their right to participate in hands-on activities.

STUDENT AGREEMENT:

Approved by School Committee 09/05/18
Student(s) will agree to follow the safety rules in lab, studio, and classroom settings. Student(s) understand that the safety procedures and precautions are for my own safety as well as the safety of others. Student(s) also agree to follow the general rules of appropriate behavior for a classroom at all times to avoid accidents and to establish a safe learning environment for everyone. Student(s) understand that if he/she does not follow the rules and safety precautions may lose my right to participate in hands-on learning activities.

PARENT AGREEMENT:

Parent(s)/Caregiver(s) give permission for their student to participate in hands-on, lab, and studio activities and to use age-appropriate tools and materials. Parent(s)/Caregiver(s) understand that their child is expected to follow all rules and use safety equipment in order to participate in hands-on learning activities.

VI. Procedures & Activities

**Athletic Eligibility**

Bourne High School provides some opportunities for grade 8 students to become involved in its athletic programs, through securing a waiver from MIAA. Grade 8 students who wish to try out for any athletic team/cheerleading that has an approved waiver must follow the athletic eligibility criteria set forth by Bourne High School, including providing proof of a current physical exam prior to being allowed to participate. Students must be considered present according to the state attendance regulations to participate, practice or attend all school activities on the day of the event. Exceptions may be made by the principal or his/her designee.

**Interscholastic Athletic Eligibility Rules**

The violation of any eligibility rule may result in forfeiture of a game won. If, in your opinion, there is any doubt concerning your eligibility, consult the Principal. The rules apply to all teams, varsity, junior varsity, and freshman, all grades, and both girls and boys sports. The Committee on Athletics of M.I.A.A. resolves all questions of eligibility. The [MIAA handbook](https://www.miaa.net) is available online through the MIAA website.

You are not eligible:

1. If you are not a member of some secondary school for two (2) months, exclusive of summer vacation months, preceding the contest.
2. If you transfer from another school and participated in a specific varsity sport the previous year at that school. Under these conditions you will be ineligible for a full calendar year. You may, however, participate and be eligible in any other varsity sport which you did not participate in the previous year. Consult the Principal and Athletic Director for further clarification on eligibility of transfer.
3. If you transferred to your present school after the season for the sports began.

During the last marking period preceding the contest, a student must secure a passing grade in at least five classes (meeting on a fulltime basis) of prepared work. Exceptions may be made for students enrolled in AP courses where lab blocks limit the number of classes a student is eligible to take.

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Prepared work is defined as any subject or course in which credit is allowed toward the high school diploma. To be eligible for the fall marking period, students are required to have final passing grades for the previous year in the required number of periods of prepared work. The academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that ranking period have been issued to the parents of all students.

a) A student who repeats work upon which she/she has once received credit cannot count that subject a second time for eligibility.

b) A student cannot count for eligibility any subject taken during the summer vacation, unless that subject has previously been pursued and failed.

c) Students receiving special education services and whose plan calls for a more restrictive placement than a regular course at Bourne Middle School may be declared academically eligible by their principal provided that all other eligibility requirements are met.

d) Students who are academically ineligible to participate in athletics are also not allowed to participate in practices.

**Athletic Handbook and Fees**

Please follow the link for the [BHS Athletic Handbook](#) for complete information, and click [here](#) to pay athletic fees online.

**Asbestos Hazard Emergency Response Act (AHERA) Plan**

The AHERA Management Plan is available for review in the school office during normal school hours. Please contact Jordan Geist, Director of Business Services at jgeist@bourneps.org or 508-759-0660 with any questions.

**Cafeteria**

Our school community includes students with severe food allergies, particularly to peanuts. Strict guidelines have been implemented to prevent life threatening allergic reactions. If students have eaten any peanut products prior to coming to school, make sure that hands are thoroughly washed and teeth brushed before arrival. If students must eat peanut products at lunch, we ask that these products be placed in airtight containers. Additionally, food brought to school in a quantity intended to be shared will not be allowed. Some examples include; a can of frosting, a plate of cupcakes, a cake, a big bag of peanut M&M’s etc.

If parents/caregivers are concerned about a food allergy that a student has, please notify the cafeteria and the school nurse with this information. A warning will appear on the cashier’s screen for a quick review of the items on the student’s meal tray.

All food consumption will take place in the cafeteria. At the high school and middle school levels classroom/team parties/celebrations including those prior to holidays, long weekends, weekends or school vacations are not permitted.

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Every student will have his/her own personal lunchroom account based on the current student ID number. Students can access their accounts on the PIN pads located at every register. It is strongly recommended that all students remember their numbers as this will make the lunch lines move faster.

We encourage parents/caregivers to deposit money into a student’s account through our online system, although cash will be accepted. If parents/caregivers want to ensure students are spending money only on complete lunches, they can designate that monies paid into a student account be limited to the purchase of regular and alternative meals only. Ala cart items may be paid for with cash or from pre-paid monies if no limits are set. When sending in money by check or cash, please include the student’s ID number on the check or envelope so it is deposited into the correct account. This system allows students to charge only if there is money in their account —negative balances are not allowed.

If a student has qualified for free or reduced price lunches, this information is securely contained within the system and the meal will be processed just as it is for all other students. There is no need to be concerned for a potentially uncomfortable situation for the student. To receive the free or reduced price of food, students may only take the items that are offered with the day’s complete meal, i.e. choice of one entrée and veggies, one side, milk, fruits and one dessert. All other items are at an additional, but reduced charge.

Eating in the lunchroom is a privilege. If students are uncooperative or disrespectful, or have excessive tardies to school, they will lose the privilege of eating lunch with friends for a certain number of days.

**Meal Charge Protocol**

The purpose of this protocol is to establish consistent meal account procedures throughout the district. Unpaid charges place a financial strain on the food service department. The goals are:

- to treat all students with dignity in the serving line regarding meal accounts.
- to support positive situations with district staff, district business policies students and parent/caregivers to the maximum extent possible.
- to establish protocols that are age appropriate.
- to encourage parent/caregivers to assume the responsibility of meal payments and to promote self-responsibility of that student.
- to establish a consistent district protocol regarding charges and collection of charges.

**Scope of Responsibility**

The Food Service Department: Responsible for maintaining charge records and notifying the school district of outstanding balances.

The School District: Responsible for notifying the student’s parent/caregiver with written documentation.

The Parent/Guardian: Immediate payment.

Approved by School Committee 09/05/18
Administration

1. Student groups:
   a. Elementary and Middle School Students
      i. Will be allowed to charge a maximum of $10.00 (for the reimbursable meal only)
      ii. These meals will include only menu items part of the reimbursable meal
      iii. After the balance exceeds the threshold, the students may be given a designated menu alternate
           Sample: cheese sandwich + veggie sticks + fruit + milk
           b. High School Students: Will be allowed to charge 1 meal

2. No charges will be allowed for ala carte foods and beverages

3. Students with negative balances will be contacted by the district or the food service department. This will be done either as a written letter, email, or phone call to the household.

4. For departmental record keeping, the district should be notified monthly of all negative balances.

5. In the middle of May, all charging will be cut off:
   a. Parents/caregivers will be sent a written request for “payment in full” (the deposit requests will be mailed home).
   b. All charges not paid before the end of the school year will be carried forward into the next school year.
   c. Graduating seniors must pay all charges in full. Failure to do so may result in not being allowed to participate in the graduation ceremonies.

6. If a financial hardship is suspected, families will be encouraged to apply for free/reduced meals anytime during the school year.

7. As advised by the state agency, negative balances should not incur against the food service revolving account.

Guidance

Guidance services are available for every student in school; in addition, each counselor is available one afternoon per week from 2:30 to 3:30 p.m. Students should see the schedule in the guidance office for exact afternoons. Students wishing to visit a counselor should contact the counselor or the secretary to arrange for an appointment.

Guidance Procedures:

Appointment passes to the guidance office must be obtained in advance. Students should report to the guidance office before first period to make an appointment with their guidance counselor.

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1 Designated Menu Alternate: Meets the nutritional qualifications of a reimbursable meal (2oz meat/meat alternate, at least one serving bread/grains, ½ cup serving of fruits/vegetable, and 8oz 1% fluid milk)
2 Nutritional value of this sample menu: 565 calories, 25 grams of protein, 2.5 mg iron, 700 mg calcium, 890 IU vitamin A, 55 mg vitamin C

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Students may stop by the guidance office between periods to make an appointment with their guidance counselor if they have time to do so, however, they will not be given a late pass to class. A pass for an appointment in the guidance office is not a late pass to class! Students may also make an appointment to see their guidance counselor during lunch if they are given permission to do so by the teacher on lunch duty at the stairs.

Teachers are not to give students passes to the guidance office. Exceptions may be made to students who have an emergency or who are visibly upset. Students out of class on a bathroom pass may not visit the guidance office. Students who report to the guidance office without a valid pass will be sent back to class. Teachers may deny or delay a pass to the guidance office at their discretion. Passes to guidance must be signed by a teacher before students leave class.

Library

Rules and Regulations:
Students should check the schedule posted for operating hours of the library each week.

All books are loaned for two weeks. Books may be renewed for another two weeks by bringing them to the library and renewing their loan. Reference books must be used in the library.

Lost or damaged books will be paid for by the person who signed them out. Books will not be checked out to anyone who has overdue books or who owes overdue fines. Destructive or disruptive behavior will result in a referral to the school administration.

VII. School Related Activities

Eligibility for Extracurricular Activities:
To be eligible to participate in all extracurricular activities such as, athletics, cheerleading, drama club, Student Council, etc., students must pass a minimum of five major classes that meet full time per week.

Students who are tardy after 8:15 a.m. will not be eligible to participate in extracurricular/athletic activities on that afternoon unless excused by an administrator. A violation of the Chemical Health rule of the MIAA will result in loss of all extracurricular activity privileges for a time period that aligns with the rule. Students dismissed by the school nurse for sickness or injury may not participate in athletics after school.

Conduct

The following regulations will govern the conduct of all students at activities sponsored by a class or organization affiliated with Bourne Middle School:

1. All students will refrain from using tobacco or electronic vaping devices.
2. Dress and behavior will be in accordance with school rules.
3. The use, serving, or consumption of any alcoholic beverage on school property or at school functions is prohibited. Further, a student shall be barred from any school-sponsored activity if

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he/she has been drinking alcoholic beverages prior to his/her attendance at, or participation in, said school sponsored activity.

4. Once the student enters the school building to attend the school sponsored activity, he/she will not be able to leave and reenter unless permission has been obtained from the faculty advisor in charge of the activity.

Disciplinary action taken for violation of any of the above regulations will be at the discretion of the administration. Specific regulations regarding athletics are found in the Student-Athlete Handbook.

**Care of School Property**

The Bourne Public Schools maintenance and custodians work very hard to keep our school clean and safe. Their job is very difficult, and they need everyone's cooperation in order to keep our schools clean and pleasant place in which to learn. Clean corridors, walls, tables, and desks enhance school pride. As such, students involved in vandalism will be subject to disciplinary action, including possible suspension. They must also make restitution for materials and labor necessary to repair any damage.

**Directory Information Notice**

Bourne Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00. The following information regarding students is considered directory information: 1) name 2) address 3) telephone number 4) date and place of birth 5) major field of study 6) participation in officially recognized activities and sports 7) weight and height of members of athletic teams 8) dates of attendance 9) degrees, honors and awards received 10) post high school plans of the student. Directory information may be disclosed for any purpose at the discretion of the principal, without the consent of a parent/caregiver or an eligible student. Parent/caregivers of students and eligible students have the right to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent/caregiver or student, or otherwise allowed by FERPA and 603 CMR 23.00. Parents/caregivers or students refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the school principal on or before October 1 of that school year.

Copies of the federal or state student records regulations will be provided upon request.

**SC Policy -JRA-R Student Records**

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.

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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 parent.

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 student. Such 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 that 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 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**
M.G.L. 66:10; 71:34A, B, D, E Board of Education Student Record Regulations adopted 2/10/77 and June 1995

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Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the school receives a request for access.
   a. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
   a. Parents or eligible students who wish to ask the school to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
   a. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
   b. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records...]

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request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC  20202

[Optional] See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

a. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

b. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

c. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student’s State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

d. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the

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amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
e. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
f. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
g. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
h. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
i. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
j. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
k. Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))

Eligible Students

Students who, upon reaching the age of 18, wish to limit their parent’s or guardian’s rights to amend the student’s records pursuant to 603 CMR 23.00, must do so in writing by filling out the appropriate form available in the main office. Please note that parents/guardians have the right to inspect the student records if the student is a dependent for IRS tax purposes (see “h” above).

Eligible Student Dismissal/Tardy documentation

All dismissals/tardies must be in writing and be accompanied by supporting documentation (i.e. an appointment card or a signed note/letter from a service provider). Only dismissals/tardies for purposes of illness (supported by school nurse), medical appointment, bereavement, religious holiday, college visits, or legal matters will be permitted make-up privileges. Eligible students who do not bring in appropriate documentation for dismissals/tardies may also lose credit in the course(s) they have missed due to excessive absences or tardies. Please see the attendance policy for more information.

Confidentiality Concerning Individual Educational Plans 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

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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.

**Emergency Planning and Procedures**

The Emergency Planning and Procedures document is available for review in the school office during normal school hours. Please contact the building principal to schedule an appointment or for any questions.

**Extra Help for Students**

Teachers are expected to provide extra help for students who may need additional assistance in accordance with the guidelines established in their collective bargaining agreement. This help may be provided either before or after regularly scheduled hours. Teachers are also expected to establish the times they will regularly be available for extra help to students and publicly post the times in the classroom.

**After School Hours**

BMS Policy-After School Hours: At the close of school daily (2:22 p.m.) all students are required to leave the building and school grounds unless they remain for sanctioned school programs, such as extra-help, club participation, teacher detention, makeup, athletics, etc.

Students remaining after school for valid reasons upon dismissal from their activity are to leave the building immediately or wait for their ride in the main foyer area. Students should not remain in the academic wings, gym, or cafeteria as supervision is not provided.

This procedure of waiting in the main foyer also applies to students who arrive to school prior to 7:45 a.m. Under no circumstances should students enter the academic wings, gym or cafeteria prior to 7:45 a.m. as supervision is not provided.

**Fire Drills and Building Evacuations**

Fire drills at regular intervals are required by law and are an important safety precaution. Students are expected to know the evacuation route from any position in the building and be familiar with the fire regulations posted in each room. Fire drills will be held to practice the safest ways to empty our building. When the alarm rings, please walk in a quiet and orderly manner and follow the directions of the school staff.

**Health Services**

Student health and physical well-being is very important to us. If a student becomes ill or hurt during the school day, our school nurse is available to help. Students who are ill or get hurt must report to the health office for assessment. The nurse will contact either the parent/caregiver or designated emergency contact person after a clinical assessment is made. When this occurs, the parent/caregiver has the responsibility of providing transportation home and any further necessary care. Students who are ill are prohibited from calling parents/caregivers from their cell phones.

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Except in an emergency, students need a pass to see the school nurse. If the nurse determines that a student is too ill to remain in school, she/he will call home to make arrangements for dismissal. If a student has had a contagious disease such as chicken pox or strep throat, the school nurse may readmit the student only after the designated period of isolation and a required note from a physician. The Department of Public Health and the Academy of Pediatrics recommends that school age children should remain at home for 24 hours if they have vomited or have had a fever. Each year, Student Emergency information Forms are distributed to be updated at home by parents/caregivers. The form must be completed accurately and returned to the school. The form is kept on file in the nurse’s office to help in emergency care for a sick or injured student and for contacting parents/caregivers. This form must be updated by the family as changes occur in family situations, i.e. work schedule, new telephone numbers, emergency contacts. Please do not list as emergency contacts individuals who are without transportation.

**Administering of Medication**

The Bourne Public Schools recognizes the importance of providing a certified nurse in each of its schools to monitor and supervise the storage and administration of prescribed drugs and medications and to provide health related services to support the well-being and safety of students and staff in the building.

The purpose of this regulation is to insure that uniform standards for the safe and proper administration of medications are provided for students and to assure that students requiring such medication will receive it in a timely, safe, and appropriate manner. Under normal circumstances, students may not carry medication in school unless they have received specific approval to do so from the building administration and a required written permission request from doctors and parents/caregivers is on file in the nurse’s office. Unless otherwise approved, the school nurse shall be responsible of the management and distribution of all medications to students in accordance with the regulations of 105 CMR 210.000 and MGL Chapter 94. Exceptions would include the possession and self-administration of any prescribed medications for asthma, related respiratory diseases, cystic fibrosis, and diabetes as specified in MGL Chapter 71, Section 54B.

All other medications must be kept in the nurse’s office and will only be dispensed by the school nurse. A doctor’s order and written permission from parents/caregivers must be on file in the nurse’s office. All orders and permissions for medication must be renewed each school year.

While every effort will be made to obtain a nurse or school staff member trained in medication administration during field trips and short term special school events, the school committee recognizes that the school nurse may delegate the administration of prescription medication to a responsible adult. In such cases the parent/caregiver must give written consent and the school nurse must instruct the responsible adult on how to administer the medication to the child.

Additionally, approval to delegate administration and distribution of medications may only be given on a limited basis to unlicensed personnel who have been granted this authority by the School Department and provided the School Department be registered with the Division of Food and Drugs of the Massachusetts Department of Public Health.

All medical excuses for modification of student programs, i.e. physical education, must be brought to the nurse who will process them. When a routine physical exam is planned with the student’s physician,
please request a medical record form from the nurse so that the findings of that exam can be entered into the record.

**Mandatory Reporting**

The Bourne Public Schools affirms its responsibility to provide for the safety and well-being of students. This responsibility extends to complying with the Massachusetts Mandatory Child Abuse and Neglect Reporting Statue, Chapter 119, Section 51 A. The Bourne Public Schools recognizes that because of their sustained contact with school-age children, school employees will actively carry out the letter and spirit of the law. It is expected then, that when any staff member in his/her professional capacity, has reasonable cause to believe that a child under the age of eighteen years is suffering the effects of any form of child abuse and neglect, that the staff member will report his/her concerns to the building principal for consideration of reporting to the Department of Children and Families. A copy of G.L. c. 119 §21 may be found at: [http://www.mass.gov/legis/laws/mgl/119-51a.htm](http://www.mass.gov/legis/laws/mgl/119-51a.htm).

**Home or In Hospital Educational Services**

Regulations require school officials to offer educational services for students confined to the hospital or home for medical purposes. Such educational services shall not be considered special education unless the students have been determined eligible for such services, and the services include services on the student’s’ IEP. The criteria for home/ hospital services is as follows:

1. The student’s physician must complete a Department of Education form 28R13; **Physician’s Statement for Temporary Home or Hospital Education** 603 CMR 28.03(3) (c) and submit it to the Director of Special Education and Student Services for approval.

2. At a minimum the physician’s signed notice must include information regarding:
   a. The student was admitted to a hospital or was confined to home;
   b. The **medical reason(s)** for the confinement;
   c. The expected **duration** of the confinement;
   d. The **medical needs** of the student should be considered in planning the home or hospital education services; and
   e. A specific anticipated date of return to school.

Forms must be completed by a physician, including pediatricians, or any other M.D. but will not be accepted from a Ph.D. or Ed.D.

Students whose medical condition permits them to complete their course work with the assistance of the tutor will receive credit for the course.

The district will assign an appropriate tutor selected from district staff, privately contracted tutors, or an agency. Every attempt will be made to provide tutoring in each subject area. The school district determines the number of instructional hours per day or per week based on the educational and medical needs of the individual student.

**Lockers**

Lockers are not private property. They are school property and may be opened and inspected by school officials at any time. Every BHS student is assigned a locker and is not permitted to share lockers with

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classmates. Students are to keep their lockers locked at all times. Students who fail to do this run the risk of losing whatever is stored in the lockers. The school is not responsible for lost articles; if a lock becomes inoperable this should be reported to the main office immediately. In physical education classes students should leave their wallets, jewelry, electronic devices and other valuables in locked lockers.

**Lost, Stolen and Damaged Materials**

Students assume financial responsibility for all materials and equipment issued to them by the school. In the event such material is lost, stolen, damaged, or defaced, teachers will notify the student and the office of the material involved and the fee to be assessed.

Charges for lost, damaged, or defaced material and equipment will be applied according to the following:

- First Year (new material) full replacement cost
- Second Year 80% of the replacement cost
- Third Year 60% of replacement cost
- Fourth Year 40% of replacement cost
- Fifth Year and older 20% of replacement cost or $15.00 rebinding fee, whichever is greater.

**Parental Notification Law**

Massachusetts General Laws chapter 71, Section 32A, known as the Parental Notification Law, requires that parents/caregivers be notified about any curriculum that primarily involves health and sexual education. The goal of the comprehensive Health Education curriculum, which incorporates the State’s Health Frameworks, is to promote the health and well-being of our students. The instructional materials utilized may include class texts, various handouts and video presentations. If you would like to review these materials at school, please call your school’s office to arrange a convenient time to do so.

Each student’s privacy will be respected throughout the instruction of the curriculum. Materials will be presented in a balanced and age appropriate way that makes clear that people may have strong religious and moral beliefs about health related issues and that these beliefs must be respected. Under Massachusetts Law you may exempt your child from any portion of the curriculum that primarily involves human sexual education or issues pertaining to human sexuality. To request an exemption, mail a letter to the principal. No student who is exempted from this portion of the curriculum will be penalized. An alternative assignment may be provided to students who are exempted.

**Photography or Videotaping of Students**

The Bourne Public Schools has, on occasion, the need to use photographs or videotape of various school activities and classes. The school has photographs in local newspapers, provides video programming designed for instructional and informational purposes, which appears on cable, broadcast stations and the district or school website. The school hereby notifies parents/caregivers that unless a written objection is received in the office of the principal by September 15 of the school year, the school will assume the rights to use photographs or videotape were students may appear or be heard.

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Physical Education  
By Massachusetts State Law, it is required that students take physical education. Any student wishing to be excused for the day from physical education class for health reasons should bring a note from his/her parent/caregiver and present it to the nurse before school in the morning. A doctor must request long-term excuses.

Local Wellness Policy  SC Policy AG-approved 09.05.2012

I. Purpose
Based on research conducted by the Center for Disease Control, the Bourne Public School District – School Committee acknowledges the direct 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.

II. Policy
The BPSD-SC will create a School Wellness Advisory Committee (SWAC) 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, Health and Physical Education, Physical Activity, and other school based activities that promote school wellness in accordance with the 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 school year, recommendations will be presented to the School Committee for action. Food available on school campus will follow USDA Regulations and MA School Nutrition Standards for Competitive Foods and Beverages.

Physical Restraint
Massachusetts’ regulations provide for guidance for school staff that may be required to restrain a student. Students may, in rare circumstances, require physical restraint when non-physical intervention would not be effective and the student’s’ behavior poses a threat of imminent, serious physical harm to themselves and/or others. Such physical restraint is limited to the use of such reasonable force as necessary to protect students or other members of the school community from assault or imminent, serious physical harm.

Selected staff from each school building and the building principals are trained in depth on the use of physical restraint. Only personnel who have received training pursuant to 603CMR 46.03 (2) or 603 CMR 46.03 (3) shall administer physical restraint on students. School principals and/or trained staff who have administered physical restraint will adhere to the physical restraint regulations outlined.

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in 603 CMR 46.00 in terms of the proper administration of and reporting requirements regarding physical restraint. The training requirements contained in 603 COM 46.00 shall not preclude a teacher employee, or agent of Bourne Public Schools from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious physical harm.

The Director of Special Education and Student Services will be informed of any physical restraint that has resulted in physical injury or any physical restraint that has lasted longer than five (5) minutes. A written report is to follow on the next school day containing information required by 603 CMR 46.06 (4). The Director of Special Education and Student Services will maintain records of all such reports and make same available to the School Committee or Department of Elementary and Secondary Education upon request. The principal or the Director of Special Education and Student Services will inform the parents/caregivers of students who have been restrained as soon as possible and follow with a written report within three school days.

All school staff shall be provided with training regarding pursuant to 603 CMR 46.03 (2) or 603 CMR 46.03 (3). Complaints regarding restraint procedures should be directed to the Director of Special Education and Student Services and promptly investigated.

**Student Risk-Assessment**

The following administrative procedure is utilized when a student is considered a potential risk to self or others in the school.

1. Referral to administration for full investigation: principal, assistant principal, and/or the school nurse;
2. Parent/caregiver will be contacted;
3. Student will be removed from school and will be recommended to have an independent risk-assessment.
4. Parent/caregiver will be provided with a list of elements to be included in the independent risk-assessment.
5. Student will return to school as per principal or designees’ decision based upon the outcome of the independent risk-assessment and subsequent conference with the student’s parent/caregiver.
6. Disciplinary action or further intervention is possible based on individual circumstances and formulation of a student re-entry plan.
7. When necessary, contact will be made by the principal or designee to any parent/caregiver of other students directly involved or implicated.
8. The student will be monitored for a period as deemed appropriate by the principal or designee.

**Section 504 School Accommodation Plan**

Programs, activities, and services are open to all students, including those with disabilities. When a student requires specific accommodations unique to a disability that substantially impairs a major life function, the principal or principal’s designee convenes a team to determine eligibility for a Section 504 Accommodation Plan. Procedures, in accordance with Section 504 of the Rehabilitation Act are followed in these circumstances.

SC Policy ACEA

Adoption Date: 1/29/2013 A  Foundations and Commitments

Approved by School Committee 09/05/18
Section 504/ADA Grievance Procedure

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 Susan Sleasman, 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 address 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 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.

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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 reoccurrence, 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:
   i. A clear statement of the allegations of the grievance and remedy sought by the complainant.
   ii. A statement of the facts as found by the Coordinator.
   iii. A list of all witnesses interviewed and documents reviewed during the investigation.
   iv. The Coordinator’s conclusion as to whether or not discrimination was found.
   v. 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

**Non-Custodial Parent’s Right of Access to Records**

Parents who do not have custody of their children may not be entitled to receive information from their child’s student records, such as report cards, discipline reports and the like. Parents who do not have custody, but want access to their child’s student record information must submit their request in writing to the Principal.

Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in Massachusetts regulations, 603 CMR 23.07(5)(a).

The school must delete the address and telephone number of the student and custodial parent from school records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

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

**Substitute Teachers**

If the regular classroom teacher is absent and a substitute teacher is teaching for the day, students are expected to act in the same courteous and cooperative way they do when their own teacher is present. Please keep in mind that a substitute teacher is a member of the community and will form an impression of Bourne Public Schools from his or her experiences in the classroom. We want that impression to be a very positive one.

**Transportation Procedures**

**Notice of use of video/audio cameras on school buses**

Digital cameras can record both what is said and done on the bus. The video/audio cameras will be used to monitor student behavior to maintain order on the school buses, specifically to promote and maintain a safe environment. Students and parents/caregivers are hereby notified that the content of the recording may be used in a student disciplinary proceeding. The contents of the recording are

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confidential student records and will be safeguarded; parents/caregivers and students will not be permitted to see video. Recorded events will be retained, only if necessary, for use in a student disciplinary proceeding or other matters as determined necessary by the administration.

**Arrival and Departure by Car**
Parents/caregivers that drive their students to school should drop them off at the designated parent/caregiver drop-off location at the cafeteria entrance at the side of the building. Students are picked up at the gymnasium entrance at the side of the building. Students should exit and enter the vehicle once they are located along the sidewalk so that students are not walking through traffic. Parents should not drop off and pick up students by parking in the front lot where the buses are located. In order to maintain the safety of all students entering and leaving school, students should not be dropped off in the middle of parking lots and walk through traffic and buses. Please be aware that parking is allowed only in designated areas. If students are being picked up after school, parents/caregivers must park away from the buses and at the designated parent/caregiver drop-off locations.

**Buses**
This is a special service that the town provides for students and should be appreciated. Students should bear in mind that continued or severe offenses on the buses could lead to the loss of bus riding privileges. The bus driver has full authority and responsibility to enforce order and maintain discipline by direct command to the students. In the event of a discipline problem with a student, the driver will deliver the student to his/her destination and then notify the administration via Bus Conduct Report.

**Students with Disabilities**
Students with identifiable disabilities will be expected to conform to all rules and regulations unless otherwise stated in the student’s Individual Education Program. When the total number of days of suspension from bus privileges approaches ten, the student’s team will convene to discuss possible modifications to the student’s transportation section of the Individualized Educational Program.

**Permanent Alternative Destination Procedure**
A parent/caregiver may apply, in writing, to the school for transportation to and/or from a sitter or workplace provided that the request is of a permanent nature and provided that the pickup and drop-off locations are within the town of Bourne. The request must contain the name, address, and telephone number of the responsible person who will receive the student. All such requests must be in writing and sent to the respective school’s main office.

**Bus Passes**
Bus transportation routes and bus stops are established from the enrollment at the elementary and middle school and through transportation applications at the high school level. Bus applications for high school students only are processed each year and requires a fee. The fee for high school bus transportation may be paid online with a check or credit card or at the main office of the high school with cash or a check. Transportation is only arranged for students to and from home. Emergency bus passes may be obtained by contacting the main office of each school. The principal or his /her designee

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will review all emergency bus pass requests. Parents/caregivers must communicate, in writing to the main office of their student’s respective school, any change or adjustment to your student’s assigned bus route.

**Bus Code of Conduct**

The ride to and from school is essentially an extension of the school itself; therefore all of the information provided under the Student Code of Conduct applies to student behavior on a bus. Improper conduct aboard the bus is to be treated as a school offense, subject to disciplinary action. This may well mean a denial of the privilege of transportation. In the interest of safety and well-being of all students being transported, students, parents/caregivers, teachers, administrators, and bus drivers must understand and practice the following additional safety expectations.

1. The student should be on time and waiting for their respective bus. Drivers will not wait for students to exit houses.
2. Students shall stand at the designated place while waiting for the school bus. They shall respect other people’s property, and display manners that indicate consideration and safety for others.
3. Students shall never approach a school bus until it has completely stopped and the door is opened. In boarding the bus, they should proceed in an orderly manner, single file.
4. Students, who must cross the street to board the school bus, are reminded to wait until the bus comes to a complete stop and the driver has turned on the flashing red lights.
5. Students exiting the bus, who must cross the street to proceed home, cross only in front of the bus when the blinking lights are on and the stop sign is extended.
6. Never run beside a bus, chase after a bus or pick up anything that has fallen near the wheel of a bus.
7. Students shall not open windows without permission. **STUDENTS SHALL REMAIN SEATED AT ALL TIMES.** Do not throw anything out of the window. Do not put your hands, arms or any parts of your body out of the window at any time. Do not open the rear exit emergency door unless there is an emergency or if you are directed by the driver to do so.
8. Students should not distract the bus driver’s attention from driving.
9. The driver is in full charge of the bus students therein. He or she shall have the right to assign students to specific seats within the bus and shall accept as his/her responsibility the obligation to report to the administration the names of any students who seriously misbehave.

**Bus Stops**

Authorized bus stops will be located at designated areas, accessible to students from within and/or surrounding neighborhoods. Students will be required to walk to a common stop. The maximum walking distance for a bus stop by state law is one mile. Door to door bus service is not provided. Bus routes as a rule do not enter cul-de-sac areas. Bus stops may only change through the authorization of the Director of Business Services.

Once a student boards the bus, he or she becomes the responsibility of the Bourne Public Schools. Such responsibility shall typically end when the student is delivered to the regular bus stop at the close of the school day. The parent/caregiver is responsible for the behavior and safety of the student between the residence and the designated bus stop and while waiting at the bus stop.

Procedures for Infractions of the Student Code of Conduct on School Buses

Approved by School Committee 09/05/18
The procedure for handling infractions of the Student Code of Conduct on school buses shall be as follows:

f. First Offense - A bus conduct discipline form is completed by the driver and given to the principal of the school for disciplinary action. The principal addresses the issue with the student and decides on a course of action depending upon the offense.

g. Second Offense - A bus conduct discipline form is completed by the driver and given to the principal of the school for disciplinary action. Parent/caregiver may be requested to come to school for a conference or address issue with the student, signature and comments may be requested and returned to the principal. Bus privileges may be revoked.

h. Third Offense - A bus conduct/discipline form is completed by the driver and given to the principal of the school for disciplinary action. Transportation privileges may be taken away from the student for the remainder of the year, and the parents shall be so notified in writing by the principal of the school the student attends.

Copies of all infractions and administrator responses are forwarded to the Transportation Coordinator. A copy also gets forwarded to the bus company.

**Work Permits**

Work permit applications for Bourne High School processed at Bourne High School in the guidance department. Work permit applications for Bourne Middle School are processed at the Middle School office.

**Volunteer Procedures**

Bourne Public Schools recognizes and supports the importance of volunteers within the school setting. Volunteers are expected to maintain any and all confidences regarding all student information. Volunteers may witness student behavior and/or performance as well as hear confidential information. This confidentiality must be maintained both in and out of the school setting. Volunteers will be required to sign a *Confidentiality Agreement* and complete a CORI check. Volunteers who do not uphold the *Confidentiality Agreement* will not be allowed to continue their service within the school at the discretion of building administration.

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