BOURNE SCHOOL COMMITTEE
POLICY SUBCOMMITTEE MEETING

DATE: OCTOBER 15, 2012

TIME: 5:00 PM

PLACE: BOURNE ADMINISTRATION BUILDING

AGENDA

1. Approval of Minutes
2. Policy IKAB: Parent Communication with Staff (review)
3. Policy BGB: Policy Adoption (review)
4. Review MASC Policy recommendations
5. Action to replace/remove redundant policies
6. Policy IJ: Instructional Materials (REMOVE)
7. Acknowledging addition of "gender identity" to policy GBA: Equal Employment Opportunity, Policy IJ: Instructional Material, Policy JB: Equal Educational Opportunities and Policy JFBB: School Choice
8. Policy EBC: Emergency Plans (review)
9. Policy JLC: Student health Services and Requirements (review)
10. Policy ACA: Non Discrimination on the Basis of Sex (Delete)
11. Policy GCRD: Tutoring for Pay (review)
12. Job Description Policies raised at School Committee (process)

"The listing of matters is those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law."

Members:
Jonathan O'Hara, Chairman
Anne-Marie Siroonian
Matthew Stuck

Bourne School Committee
Policy Sub Committee Meeting
October 15, 2012

Meeting called to order at 5:11
Members Present: Matthew Stuck, Jay O'Hara, Anne-Marie Siroonian, Steven Lamarche

September 10, 2012 minutes accepted.

Policy IKAB: Reporting to Parents and Caregivers – Policy IK was adopted in 2001 and relates to Academic Achievement. Revise **Policy IK: Academic Achievement** with the attached language documented from "Student Progress Reports to Parents/Guardians."

IKAB: add the word "teacher" in front of the expectations in #2. In #3 change first sentence to read - A pattern of decline, i.e. drop of ten points or more. Steven will re-work that paragraph to include when a child drops 2 letter grades and specific action required.

Policy BGB: Policy Adoption

1. Review and approve draft at Policy Sub for full School Committee review.
2. First reading of proposed policy or policies presented by Policy sub. Draft Policy distributed to Staff for feedback.
3. Action on adoption, revision or other action.
4. Prepare for a final reading to Policy Sub.

Matt will review the most recent MASC policy recommendations and present at next Policy Sub Committee meeting.

Steven will look at BGB through BGG to see if they can be collapsed.

Future Agenda Items:
Policy IKAB: Parent Communication with Staff
Policy BGB: Policy Adoption
Review MASC Policy recommendations
Acknowledging "gender identity" to Policy GBA: Equal Employment Opportunity, Policy IJ: Instructional material, Policy JB: Equal Educational Opportunities and Policy JFBB: School Choice
Policy EBC: Emergency Plans
Policy JLC: Student Health Services Requirements
Policy ACA: Non - Discrimination on the Basis of Sex
Policy GCRD: Tutoring for Pay
Job Description policies raised at SC (process)

Next meeting Date: November 5, 2012 at 5:30pm in the Central Office

Draft Policy : IKEB

Approved for SC-	TBD, Policy SubComm
First Reading -	TBD, SchComm
Final Reading -	TBD, SchComm

REPORTING TO PARENTS

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

Parents will receive performance reports a minimum of four times per year in grades K-12. Preschool teachers will report on the child's developmental progress a minimum of three times a year.

Students in grades K-12 will receive progress reports in all curricula areas either handed to the student, online or through the mail. Students In grades 5-12 will receive progress reports in all four quarters. Throughout the year teachers in all grades will report the following to parents/caregivers during periods between formal progress reports using technology provided by the District:

1. All grades from homework, quizzes, tests, and reports will be made available in writing and online for parent and student within ten school days of the material being handed in to the teacher. Assignments which the teacher believes will not be returned within this timeline will require approval of the principal for an extension. This will be communicated in writing as the assignment is given, but the return cannot be later than the next progress report or report card.

2. A pattern of missing homework assignments or homework that does not meet expectations for quality or completion will be available to parents/caregivers and students through online technology, email, telephone or through the mail.

3. A significant decline, drop of ten (10) points or more, in performance between reporting periods (progress reports and report cards) will be communicated by the teacher using online technology, email, telephone or through the mail. Teachers shall offer parents/caregivers the opportunity to meet to discuss the change in performance and to develop an improvement plan.

4. Inappropriate behavior or significant change in behavior will be communicated by the teacher using online technology, email, telephone or through the mail.

5. If at any time a child is removed from classroom or school activities, for any reason, parents/caregiver will be notified on the day of the occurrence by the teacher and or administrator using online technology, email or telephone.

6. Unusual events that have occurred in the classroom will be communicated by the teacher using online technology, email, telephone or through the mail.

Teachers will also report improvements in student performance or behavior to parents/caregivers using online technology, email, telephone or through the mail.

Email is available for all teachers and professional staff for grades PK -12.

Policy Information

Series I - Instruction

Academic Achievement
Policy # IK

FILE: IK

ACADEMIC ACHIEVEMENT

The philosophy of the Bourne School Committee concerning academic achievement, as well as the children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning.

Therefore, the Committee feels it is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his/her needs, his/her growth, and make instructional plans for him/her. A sharing of information among parent, teacher, and student is essential.

The Committee supports staff efforts to find better ways to measure and report student progress. It will require that:

1. Parents be informed regularly, and at least four times a year, of the progress their children are making in school.
2. Parents will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Distinctions will be made between a student's attitude and his/her academic performance.
4. At comparable levels, the school system will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
5. When no grades are given but the student is evaluated informally in terms of his/her own progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his/her peers.
6. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents.

Adoption Date: 6/13/2001
I - Instruction

Policy Information

Series B - School Board Governance and Operations

Policy Adoption
Policy # BGB

FILE: BGB

POLICY ADOPTION

Adoption of new policies or changing existing policies is solely the responsibility of the School Committee. Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the School Committee when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as an agenda item to the Committee in the following sequence:

1. Information item -- distribution with agenda
2. Discussion item -- first reading of proposed policy or policies; response from Superintendent; report from any Advisory Committee assigned responsibility in the area; Committee discussion and directions fro any redrafting.
3. Action item -- discussion, adoption or rejection.

Amendments to the policy at the action stage will not require repetition of the sequence, unless the Committee so directs.

The School Committee may dispense with the above sequence to meet emergency conditions.

Policies will be effective upon the date set by the School Committee. This date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

Adoption Date: 1/1/1901, Revised: 3/2/2000
B - School Board Governance and Operations

Policy Information

Series I - Instruction

Instructional Materials
Policy # IJ

FILE: IJ

INSTRUCTIONAL MATERIALS

The Bourne School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school system. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, physical disabilities or sexual preference.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Policy References:
M.G.L. 71:48; 71:49; 71:50

Adoption Date: 6/13/2001
I - Instruction

Regulation Info

Related Files

Textbook Review Form (pdf file - 52kb)

BOURNE PUBLIC SCHOOLS

TEXTBOOK REVIEW FORM

(To be completed by completed by teacher or group requesting textbook purchase and submitted to the Assistant Superintendent for Curriculum & Instruction for approval by the School Committee)

Name of Textbook _____

Subject _____ Level (BHS) _____

Number of copies to be purchased _____

Criteria	Satisfactory	Unsatisfactory	Comments/Rationale
* Legal responsibility (633, IX, etc)			
Compatible/aligned to ~~Curriculum Frameworks~~			
* Readability range			Identify range
Reasonable copyright			Copyright date: Edition #:
* Reviewed by staff:			Identify:
Funding availability			Identify source:
It is ranked highly?			

* Must be satisfactory prior to submitting for approval

Submitted by _____ Approved (principal) _____

June, 2008

Policy Information

Series I - Instruction

Instructional Materials - Videos and DVDs
Policy # IJ-R

FILE: IJ-R

INSTRUCTIONAL MATERIALS - Videos and DVDs

1. The selection of videos to be shown in schools is the responsibility of classroom teachers and school principals as described in district policy on instructional materials.
2. Videos may be used in classrooms as an integral part of written lesson plans with the knowledge and approval of the principal and department head.
3. Videos used as part of written, planned lessons in classrooms are covered by the Fair Use provisions of the copyright laws and by district selection of instructional materials.
4. Videos may not be used as rewards, part of a party, or for a rainy day activity unless special licensing is purchased (public performance rights). All of the requirements for instructional materials in terms of bias, quality, and instructional merit must be met.
5. Age appropriate guidelines established by the Motion Picture Association of America are to be applied as follows:

G	General Audience	Elementary & Middle
PG	Parental Guidance Suggested	Elementary & Middle
PG-13	Parents Strongly Cautioned	Middle School - Grades 7 & 8 High School
R	Restricted: Under 17 with parent or adult guardian	See #6 below

6. For middle and high school students in grades 7 - 12, if there is a compelling, reason to use a film that is anticipated will be controversial, or a movie with an "R" rating, parental permission must be obtained. The procedure is to (1) write a permission slip describing the movie, (2) describing the curricular goals and learning outcomes, (3) identifying the connecting assignments and rationale, (4) describing the issues and concern, all of which must be (5) approved by the principal or department head, and (6) a copy forwarded to the Assistant Superintendent. A permission slip needs to be signed and returned and used as the ticket for admission. An alternative assignment/option must be provided for students whose parents do not sign the permission form.
7. Parental questions or concerns regarding a film selection should be addressed to the principal, and may also be discussed with the Assistant Superintendent for Curriculum and Instruction.

Adoption Date: 6/28/2006
I - Instruction

Regulation Info

Related Files

Videos and DVDs (pdf file - 63kb)

BOURNE PUBLIC SCHOOLS

Instructional Use of a VIDEO or DVD

School _____ Grade _____ Class _____

Teacher _____

Description of the movie

Curriculum Goals and Learning Outcomes

Connecting Assignments

Rationale for use

Identify possible issues of concern

Approved by _____
Principal

☐ Copy Received by
Office of Curriculum & Instruction _____
date

BOURNE PUBLIC SCHOOLS

PARENT/GUARDIAN PERMISSION TO PARTICIPATE

I, _____ give my permission for _____ to view
(parent) (student)

_____ in _____ on _____
(name of film) (class) date(s

_____ Date _____
Signature

Request Alternate Assignment

I, _____ prefer that _____ not view
(parent) (student)

_____ in _____ on _____
(name of film) (class) date(s)

_____ Date _____
Signature

Guest Speakers

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

Videos

As you plan your instruction and feel that the viewing of a film would be an appropriate method of culminating or supporting the instructional objective, please inform administration and your students' parents/caregivers one-week prior to the activity if the film is rated PG, PG-13, or R.

To conclude this process:
If parents choose to exclude their student from the viewing, they have that right and it is necessary for you to have an alternative assignment that addresses the presented concepts.

For the purpose of this section, a film requiring approval is one that has not been purchased by the school or cataloged in the library/media center as educational material. Additionally, when in doubt, please ask for clarification.

Maintenance and Technology Requests

All maintenance and technology requests must be submitted electronically through our website at www.bourne.k12.ma.us

Housekeeping

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

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

Movement of large pieces of furniture

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

Food

With increased incidences of food allergies, all staff must refrain from serving students food in the classrooms. Staff should not permit the serving/distribution of food by students. The serving of food to teams or classes must adhere to the following procedure:

1. Administrative approval
2. Scheduled use of common area with the main office (not in classrooms)
3. Meet with school nurse to review food allergy procedures, food items to be served and class lists.

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.**

Policy Information

Series E - Support Services

Emergency Plans
Policy # EBC

FILE: EBC

EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

Building Principals will meet all requirements for conducting fire drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

Policy Cross References:
» EBCD - Emergency Closings

Adoption Date: 9/6/2000
E - Support Services

Policy Information

Series J - Students

Student Health Services and Requirements
Policy # JLC

FILE: JLC

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The district recognizes that parents have the primary responsibility for the health of their children. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The district shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parents shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of a neighbor to be contacted in case the parent is not available; and any allergies or diseases the student might have.

The district shall maintain an Emergency Procedures Handbook which shall be utilized by district personnel for handling emergencies.

Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to pick up the student or provide the transportation.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will be the responsibility of the parent.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

Policy References:
M.G.L. 71:53; 71:54; 71:54A; 71:54B; 71:55; 71:55A; 71:55B; 71:56; 71:57

Policy Cross References:
» EBB - First Aid

Adoption Date: 10/3/2001
J - Students

Policy Information

Series G - Personnel

Tutoring for Pay
Policy # GCRD

FILE: GCRD

TUTORING FOR PAY

"Tutoring" means giving private instruction or help to an individual or group for which the teacher receives remuneration other than through the School Committee.

A teacher may not tutor any student for pay during regular working hours or on school premises.

Adoption Date: 2/7/1990, Revised: 12/6/2000
G - Personnel

Policy Information

Series G - Personnel

Tutoring of Bourne Public School Students
Policy # GCRD-A

FILE: GCRD-A

TUTORING OF BOURNE PUBLIC SCHOOL STUDENTS

Employees of the Bourne Public Schools shall participate in educational instruction, including tutoring, of Bourne Public Scholl students only as employees of the Bourne Public School system. No teacher in the Bourne Public Schools may participate in educational instruction, including tutoring, of Bourne Public School students in any for profit business or any format which involves the receipt of remuneration by an employee of the Bourne Public Schools from any source other than the Bourne Public Schools, unless approved by the Superintendent of the Bourne Public Schools.

Employees will also not be allowed to refer students to companies or agencies in which they have a financial interest unless approved by the Superintendent.

Adoption Date: 3/1/2006
G - Personnel

Regulation Info

Related Files

File gcrd-a attachments.pdf (pdf file - 41kb)

COMMONWEALTH OF MASSACHUSETTS
Barnstable, SS Town of Bourne

BOURNE PUBLIC SCHOOLS
RELEASE AND HOLD HARMLESS AGREEMENT

Now, therefore, I_____ being the parent or legal guardian of_____, do hereby release and hold harmless the Bourne School Department, its Superintendent and School Committee, and _____, a teacher in the Bourne Public Schools, for any and all causes of action or claims with respect to the granting of my request that employees of the Bourne Public School System tutor_____ in a capacity other than direct classroom or remedial instruction in the Bourne Public Schools as authorized by the Superintendent of Schools. A copy of my request to the Superintendent and a copy of the Superintendent's approval are annexed hereto and incorporated by reference herein.

Signed:_____
Parent/Guardian

Date:_____

Marking/Grading Procedures

Every teacher is required to maintain a grades and attendance using an electronic grade book, as provided by the district.

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

A substantial grade is defined by the following criteria: It measures two or more curriculum objectives or student outcomes; it reflects student preparation and time on task; it is derived from a defined rubric; it results from an assessment vehicle requiring student effort.

In subjects where homework is given, the teacher will determine each student's term grade in the following manner:

Eighty percent of the grade will be determined by the substantial marks described above and other evaluation tools developed by the individual teacher.

No student will receive a grade less than 50 for Terms 1 and 2 unless approved by administration.

Home Based Projects

Teachers are encouraged to evaluate the value of home based projects to ensure the integrity of student learning outcomes. Teachers are encouraged to give ample time in school to formatively assess and allow students to complete assigned projects

Staff Meetings

In accordance with CBA Article 10, section 3(a) faculty meetings shall be held on Wednesday throughout the school year. In accordance with CBA Article 10, section 3(b) staff will attend a system-wide meeting not more than once per month. Meeting attendance is mandatory; therefore any deviation from this requires advance approval of the building administrator.

Teachers are required by regulations to attend Special Education Meetings when requested. Substitutes will be provided. If the requested time is during contracted prep time, teachers will be compensated. If the teacher chooses not to attend during prep time, please inform the Special Education Department as soon as possible.

When assemblies are held all staff members that are assigned students at that time are required to attend and supervise students. Staff members sit with assigned students.

Tutoring

SC Policy GCRD

- Tutoring is when a teacher receives remuneration outside of your contract with the Bourne School Committee
- Teachers may not tutor students for pay during regular working hours
- Teachers may not tutor for pay on school premises

SC Policy GCRD-A

- Applies to all Bourne Employees, Teachers, ESPs, etc.
- Cannot tutor any Bourne Public Student for pay unless the Superintendent approves or if you have been contracted by the Bourne School Administration [School Committee] to do so.
- If you have financial interest in a tutoring business you are not allowed to refer students to that business.

Superintendent's accountability and ethics criteria

- BPS staff will not be approved to tutor currently assigned students for remuneration
- BPS staff will not be approved to tutor students who are one year removed from their BPS contracted instruction.
- BPS staff seeking approval must put their request in writing. [Email works]

Teaching License

In order to teach in the Bourne Public Schools, you must hold an active and valid Massachusetts teaching license.

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

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

Your license allows you to teach in Massachusetts, and every public school system is required by law to employ only teachers with an appropriate, valid license. Please be sure your license is always up to date and in good standing. The Superintendent will assist you at any time you need help in understanding the process or to help navigate the DESE.

NEA: National Education Association Great Public Schools for Every Child

Code of Ethics of the Education Profession

Preamble

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

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

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