Policy : BGB - revision

Approved for SC-	11.05.2012, Policy SubComm
Distribution -	11.13.2012, SchComm
Action -	TBD, SchComm
Effective Date-	TBD, SchComm

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 School Committee in the following sequence:

1. Review and approval of draft at the School Committee's Policy Subcommittee meeting to bring forward to the full School Committee.
2. Distribution of proposed policy or policies by the School Committee's Policy Subcommittee to the full School Committee. Subsequently, proposed policy or policies is distributed to BPS employees for feedback to the School Committee.
3. Action item -- adoption, revision, or other action of the School Committee

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

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 : EBC - revision

Approved for SC-	11.05.2012, Policy SubComm
Distribution -	11.13.2012, SchComm
Action -	TBD, SchComm
Effective Date-	TBD, SchComm

EMERGENCY 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.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local Emergency Medical Services agencies, and Emergency Medical Response Plan for each school in the district. Each plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.
7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

Plans shall be submitted at least every 3 years by September 1. Plans must be updated in the case of new construction or other physical changes to the school campus.

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 References:
M.G.L. 69:8A Section 363 of Chapter 159 of the Acts of 2000
Policy Cross References:
» EBCD - Emergency Closings
» JL - Student Welfare
» JLC - Student Health Services and Requirements

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.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local Emergency Medical Services agencies, and Emergency Medical Response Plan for each school in the district. Each plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
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M.G.L. 69:8A Section 363 of Chapter 159 of the Acts of 2000

Policy Cross References:
- EBCD - Emergency Closings
- JL - Student Welfare
- JLC - Student Health Services and Requirements

Policy : GCRD - revision and replace GCRD-A

Approved for SC-	11.05.2012, Policy SubComm
Distribution -	11.13.2012, SchComm
Action -	TBD, SchComm
Effective Date-	TBD, SchComm

TUTORING OF BOURNE PUBLIC SCHOOL STUDENTS AND FOR PAY

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

A Bourne Public School teacher or education support personnel (ESP) may not tutor any student for remuneration during regular working hours or on school premises unless approved by the Superintendent and/or contracted by the Bourne Public Schools to do so.

Teachers or ESPs employed in the Bourne Public Schools may not 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. Teachers and ESPs seeking approval, must put their request for approval in writing to the Superintendent.

Employees will not be approved to tutor currently assigned students and/or students who are one year removed from assignment with said employee for remuneration. Employees will also not be allowed to refer students to companies or agencies in which they have a financial interest.

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)

Policy : IK - revision

Approved for SC-	11.05.2012, Policy SubComm
Distribution -	11.13.2012, SchComm
Action -	TBD, SchComm
Effective Date-	TBD, SchComm

ACADEMIC ACHIEVEMENT

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents/caregivers. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or professional personnel.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents/caregivers and the superintendent who will submit the proposal to the School Committee for consideration and approval.

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 : IKAB - proposed

Approved for SC-	11.05.2012 Policy SubComm
Distribution -	11.13.2012, SchComm
Action -	TBD, SchComm
Effective Date-	TBD, SchComm

REPORTING TO PARENTS/CAREGIVERS

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

Parents/Caregivers will receive performance reports a minimum of 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 generalized 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:

1. All grades from homework, quizzes, tests, and reports will be made available in writing and online for parents/caregivers and students 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 date.

2. A pattern of missing homework assignments or homework that does not meet teacher expectation for quality or completion will be available to parents/caregivers and students.

3. When a student's performance has a significant decline, dropping ten (10) points or two letter grades between formal reporting periods, communication by the teacher will be initiated with the parent/caregiver. Teachers will offer parents/caregivers the opportunity to meet to discuss the change in performance and to develop an improvement plan for said student.

4. Inappropriate behavior or significant change in behavior will be communicated by the teacher.

5. If at any time a child is removed from classroom or school activities, for any reason, parents/caregivers 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 will be available for all teachers and professional staff for grades PK -12.

Policy : GCCD - Proposed

Approved for SC-	11.05.2012, Policy SubComm
Distribution -	11.13.2012, SchComm
Action Item -	TBD, SchComm
Effective Date-	TBD, SchComm

EMPLOYEE ATTENDANCE

1) Attendance of employees covered by Collective Bargaining Agreements will be governed by the terms and conditions of those contracts together with all applicable laws and regulations, both state and federal.

2) Attendance of employees covered by this policy will be governed by its terms and the terms of any individual employment contracts which they have executed with the Bourne Public Schools. In the case of a conflict between this policy and an individual employment contract, the terms of said individual employment contract will control. In the event of any conflict between this policy and/or individual employment contracts and applicable state and federal laws and regulations, applicable laws and regulations will control.

3) Discretion will be allowed the Superintendent to require medical evidence of any absence after three (3) consecutive days of absence in the form of medical evidence from the employee's physician and/or from a physician designated by the Superintendent.

4) Discretion will be allowed the Superintendent to require employees to undergo such medical examinations and/or tests as are necessary to determine if they can perform the essential functions of their job and/or to determine if they pose a direct threat to themselves or others in the performance of their duties.

5) Discretion will be allowed the Superintendent to establish such procedures for review of attendance as a Superintendent deems necessary to the operation of the Bourne Public Schools. Any such procedures established by the Superintendent shall be applicable to all non—union employees provided there is no conflict with their individual employment contract.

6) The Superintendent is authorized to create such forms and procedures as necessary to carry out this policy and her/his responsibilities thereunder.