The Bourne School Committee's Climate and Culture assessment survey represents a broad-scale data collection project to examine our schools. The assessment is designed to illuminate and discern our culture, analyze ongoing trends and gauge how well we meet our belief that *As part of the Bourne community, we believe our district culture is defined by an environment that shares common habits, deep values, traditions and patterns of behavior. This culture will be measured by our interactions with each other, degree of comfort in our buildings and grounds, and the processes that sustain us.*

The 2011 Culture Assessment was concentrated on our environments, communication, collaboration, promotion of self-reliant learners, youth oriented programs and our current identifiable culture. Objectively, our individual school cultures were measured to determine if we are collectively advancing a variety of strategies to ensure that academic success is encouraged, shared and celebrated.

This document is deliberately broken into three sections. The first section provides critical information ascertained from our student body. The second section is from our staff and the third is from our parents, caregivers and community. In addition, a copy of the survey is at the end of this document for reference.

Students

Total student responses:	1036		
Bournedale Elementary School 4th grade only	81	or	100%
Peebles Elementary School 4th grade only	54	or	64%
Bourne Middle School	445	or	46%
Bourne High School	379	or	40%

1. More than 75% of respondents agreed that the BPS has established an environment that promotes a sense of belonging, inclusiveness, and personal value.
2. More than 20% of students disagreed that BPS has a welcoming environment, procedures and practices reflect frequent and open communication opportunities, and an academic environment that promotes learning and self-fulfillment.
3. Youth-oriented community outreach services, community engagement within the BPS, & student volunteer opportunities, represented a significant source of pride among students and generated significant numbers of well-conceived ideas for the future. A couple of student responses captured common sentiments: “Older grades could help the younger grades and get to know them and help them with problems that they have with school work or friends;” and “I would like to maybe include a food and clothes drive for all the homeless people in the Bourne area. The most numerous comments and requests included:
    - Fundraisers for causes important to students (Hats for Haiti, Food Pantry support, Pennies for Patients, Stuff-a-Bus, Tools and Food for Soldiers, singing for elderly people at local venues);
    - More opportunities to invite people to come in and talk about their professions;
    - More outreach & student performance display opportunities (Art Shows, Music Concerts, Drama Shows, Athletic Contests, Talent Shows) and include more Academic celebrations, displays & presentations;
    - More school programs for students to volunteer to do community service;
    - Extending existing opportunities for older students to mentor or tutor younger students, or talk to groups about what the next grades are like;
    - Increase the numbers of Community Readers and Community Tutors;
    - I would like to maybe include a food and clothes drive for all the homeless people in the Bourne area;
    - More activities through which to help the environment.

4. Other frequently cited student thoughts and requests collected in the Survey included:
    - Many more after school activities (athletic, academic, creative, service, etc.) for reasons both social and personal development;
    - Numerous students requested greater use of technology in their day-to-day class work, whereas many of their peers cited how happy they were that they used technology so mach as part of the class- and homework;
    - A large number of students (50+) requested more male teachers;
    - More SMART boards in all rooms;
    - Though unsolicited directly through the Survey questions, many students indicated disappointment with food quality or price;
    - Longer lunches and recess;
    - More teacher aids & student support/1-on-1 attention.

Staff

Total staff responses to multiple choice questions:	73
Bournedale Elementary	9 or 12.3%
Peebles Elementary	11 or 15.1%
Bourne Middle School	28 or 38.4%
Bourne High School	25 or 34.2%

1. More than 67% agree that the environment is welcoming and inclusive.
2. More than 73% agree that there is frequent and open communication.
3. More than 77% agree that there is an academic environment that supports learning.
4. More than 50% agree that BPS work together to solve problems; the other 50% do not agree that BPS work together.

Youth-oriented community services. 44 out of 73 answered. Activities staff would like to see in place included:

- interschool mentoring
- school-to-work programming
- more collaboration with library
- Big Brother, Big Sister
- a community garden;
- after school activities

Challenges seen by staff included transportation, lack of interest, and need for funding after-school activities.

Adequate Funding. 52 out of 73 answered. Needs identified included:

- more Smart Boards
- textbooks
- a technology educator and technology upgrades
- licensed librarians
- more custodians.

However, many feel that funding is adequate but not equitably distributed.

District Culture. 68 out of 73 answered.

- 40% characterized the culture as unpredictable, perpetuating tension and stress.
- 32% characterized the culture as a team with a shared commitment. Many expressed that this was their goal.
- 25% characterized the culture as pleasant and superficial.

- 3% characterized the culture as efficient like a well-oiled machine.

Further Remarks:

- Staff voice is not valued
- BES is a hostile environment
- General lack of leadership
- Special treatment for some by administrators
- Cliques and poor morale at BHS
- Top-down practices and issues of trust
- Teachers work in isolation
- Lack of clear processes.
- New administration seems open
- Staff have a mutual concern for children and are committed to students
- Staff members collaborate

Parents. Caregivers and the community

- ***Environment***: Between 60% and 70% of the parents "Agree" to "Strongly Agree" that the BPSD has established an environment that promotes a sense of belonging, is welcoming, and has an academic environment that promotes learning and self fulfillment. Less than 10% "Strongly Disagree" and 20% to 30% "Disagree" with the above stated environment.
- ***District Culture:*** Almost 50% of the parents defined the BPSD culture as a team which believes the most important elements are concern for others and a shared commitment to student success while 30% felt it was unpredictable and people tend to work in isolation. Most respondents expressed an unsettlement with the district's administrative changes.
- ***Elementary Environment:*** At the Elementary level, parents were satisfied with the quality of their child's education in the classroom, however, one elementary school fell short with regards to a welcoming atmosphere for parent participation. The internal physical appearance of this building lacks warmth as well.
- ***BMS Environment:*** At BMS, parents did express hope for improvements in the near future with the new administration, yet, over the past few years, BMS has been a stressful environment for staff and students. The survey revealed BMS lacks the necessary communication between school and home.
- ***BHS Environment:*** Parents felt that BHS is close to creating the educational environment the district is striving for. They are looking forward to moving into new directions with new administrators. Communication and attention to appropriate student behaviors were the top concerns for high school parents.
- ***Community Service Opportunities:*** The parents' response to the community service question was positive. Parents centered on the "need to connect ALL students to the community more with volunteer opportunities that enhance their awareness and responsibilities to be good citizens." These services should not be limited to those students that require them because of NHS or B.L.A.S.T. Parents also wanted to see more of our schools working with each other and opportunity for students to interact with different grade levels.
- ***Funding:*** The number one funding deficiency in the district is a lack of technological resources and the use of technology decreasing among students as they progress through the district. BPSD's technology "is insufficient to attract today's students. More attention needs to focus on bringing ALL schools up to date with regard to technology." "The real challenge will happen when we invest money to educate our teachers in the latest technologies."
- ***Funding:*** For many parents, removing the after school programs and activities had a great impact on them as a family with two working parents. Other funding concerns centered on the need for additional staffing for students on IEP's and special needs students lacking staffing to privately assist them. This is

especially concerning to High School parents. Many parents also wanted additional staffing to provide educational programs for the accelerated learners to meet their challenges. Because teachers are the first to be cut, an increase in class size was discerning. The survey question in regards to funding also indicated that, although the funds are limited, parents feel the monies we do have are being used responsibly.

In conclusion, our assessment yielded a tremendous amount of base-line data. Our district will continue to improve because everyone's effort to point out our strengths and areas in need of improvement will make an impact for change. A subsequent assessment collection will be conducted this spring and we look forward to the results.

Finally, as a committee we would like to thank all of you who took the time to respond to our request for feedback. We want what you want, the best school district we can collectively build.

Respectfully,
Bourne School Committee Adhoc Culture and Climate Subcommittee