Our Mission

2025-2030

Together with staff, families, and the community, we empower all students to thrive within a culture of academic excellence in a creative and innovative environment where everyone is safe, respected, and valued.

C	A	N	A	L	M	E	N
Commit to excellence	Adapt to challenges	Nurture the whole child	Act with accountability	Lead with integrity	Motivate ALL to reach their full potential	Empower students to think critically and independently	Navigate through life with purpose and curiosity

Community Forum

September 3, 2025

BOURNE PUBLIC SCHOOLS
INSPIRED TO LEARN
EVERY STUDENT, EVERY DAY

Purpose of the Forum

QR for NESDEC Study

To review and gather input:

- on the NESDEC “Best Educational Use of School Facilities Study”
  (Strategic Plan Action Step #4. A. i.)

- for the creation and implementation of a plan to utilize facilities based on best practices
  (Strategic Plan Action Step #4. A. ii)

Timelines

“Where we’ve been”



January 2024	Survey about Prek and re-leveling
Sept. 2024	Strat. Plan Steering Committee Begins
March 5, 2025	NESDEC Study Commissioned
April 2, 2025	Strategic Plan Approved by SC
July 2, 2025	NESDEC Study preseted at SC Retreat



Link to Summary of the Community Forum Planning Survey

8/20 to 9/1

📌 38 respondants - Elementary parents and community members were the most represented groups followed by BPS staff.

📌 A majority had heard about the plan but had not reviewed details, suggesting that the forum presentation should include an overview of key priorities to bring everyone to the same level of understanding.

📌 Themes that emerged included questions around: housing & enrollment, facilities usage, preK opportunities, 7th/8th grade placement, and, grade configurations

Timeline & Next Steps



Sept. 3rd	Presentation and Community Forum
September	Stakeholder Surveys and Focus Groups
Oct. 1st	School Committe Meeting to discuss new and previously shared data
October	Begin drafting a plan for facilities usage
Nov. 5th	School Committee Meeting to discuss draft plan for SY 26-27 (possible vote)
November	Refine SY 26-27 (Fiscal Year 27) Budget

Bourne Public Schools

Strategic Plan

2025-2030

Our Mission

Together with staff, families, and the community, we empower all students to thrive within a culture of academic excellence in a creative and innovative environment where everyone is safe, respected, and valued.

Our Vision

Inspired to learn, empowered to explore, and prepared to act.

Our Core Values

C	A	N	A	L	M	E	N
Commit to excellence	Adapt to challenges	Nurture the whole child	Act with accountability	Lead with integrity	Motivate ALL to reach their full potential	Empower students to think critically and independently	Navigate through life with purpose and curiosity

Our Strategic Focus Areas

Our strategic priorities that will serve as the core focus of district improvement for the next five years

1. **Teaching and Learning**
2. **Culture and Wellness**
3. **Communication**
4. **Finance and Facilities**



The BPS 2025-2030 Strategic Plan was created during the 24-25 school year with montly meetings of the Steering Committee who analyzed input from focus groups and surveys.

Jackie Battles
Student - BMS

Donel Beals
School Committee / Parent / Alumni

Christine Borning
Principal, BMS

Liz Carpenito
Principal, BES / Parent

Jessee Clements
Secondary Curriculum Director

Noelle Colbert
Principal, BIS

Kerry DeGowin
Teacher - BES / Alumni

Kristin Donahue
Director of Special Education and Student Services

Kendellynn Gagne
School Committee / Parent

Michele Gary
Parent / Caregiver

Jordan Geist
Director of Business Services

JT Luce
Student - BHS Senior

Lola Lumley
Student - BHS Freshman

Lisa Maguire
Principal, BHS

Peter Meier
Select Board Member / Alumni

Chris Oliver
Director of Technology

Kerri Anne Quinlan-Zhou
Superintendent

Kathleen Quintal
School Committee / Parent / Alumni

Angela Ribeiro
Teacher - BMS

Anne Marie Siroonian
Select Board Member

Barbara Starkie
Assistant Supterintemdent for Curriculum and Instruction

Ann-Marie Strode
Teacher - BHS / Alumni

Alexis Weston
Student - BMS

Facilitated and Prepared by
Teaching and Learning Alliance, Inc.



Focus Area #1

Teaching and Learning

Objective: Create rigorous and relevant learning experiences that support student development and prepare students for their futures

Initiative	Action Steps	Timeline	Led By	Measure of Success
Enhance Tier 1 Instruction	• Implement a professional development plan that supports the needs of all staff • Develop aligned curriculum and lesson plans that include strategies for cultural proficiency and inclusive practices • Develop a system to promote peer observation and continue strategic observation of classroom instruction	Ongoing Fall 2025 to 2030	Superintendent, Assistant Superintendent, Director of Special Ed., Principals	Multiple measures of student growth & achievement demonstrating mastery of grade-level standards

Initiative	Action Steps	Timeline	Led By	Measure of Success
Expand student ownership and engagement through experiential real world learning opportunities, student discourse, and collaboration	• Implement a professional development plan that supports these types of learning and engagement techniques • Refine and align curriculum and lesson planning • Deepen and expand partnerships with organizations and professionals to seek authentic experiences during and after-school.	Ongoing Fall 2026 to 2030	Superintendent, Assistant Superintendent	Evidence from district learning walks, classroom observations, and classroom walkthroughs







Focus Area #2

Culture and Wellness

Objective: Ensure that all students feel a sense of belonging and social emotional well-being while feeling connected to our schools and community

Initiative	Action Steps	Timeline	Led By	Measure of Success
Enhance climate, inclusivity, and connection throughout the district	• Develop opportunities for students and staff to engage and share their voice • Develop a plan to enhance climate, inclusivity, and connection	Fall 2025 to Spring 2027	Superintendent, Assistant Superintendent, Principals	Students and staff articulate that they feel connected and demonstrate engagement in the learning community.
Implement a comprehensive social and emotional curriculum	• Assess current SEL learning district-wide • Identify instructional best practices and provide time to develop curriculum	Fall 2025	Superintendent, Assistant Superintendent, Principals	District-wide Tier 1 implementation of SEL curriculum
Create/Promote district "brand"	• Identify areas of strength within the district • Determine a strategy to promote district • Work with a committee on district logo, branding and informational resources	Fall 2026 to Spring 2027	Superintendent	A branding guide that promotes a community understanding of who "we are" as a systematic and embedded means of confirming identity and commitment to the district



Focus Area #3

Communication

Objective: Create and implement communication methods to consistently engage all families and stakeholder groups as partners

Initiative	Action Steps	Timeline	Led By	Measure of Success
Identify a cohesive district communication model	• Audit all communication methods used within the district • Implement a unified communications platform • Analyze engagement and effectiveness of new communication model	Summer/Fall 2026	Superintendent, Director of IT	A fully implemented cohesive communication model with data to support engagement
Create a district communication plan	• Consolidate information/communication methods to dispel misconceptions and enhance transparency • Design a systematic approach to two-way communication around articulating student success • Design a systematic approach to proactively planning for communication and engagement	Spring 2026	Superintendent, Assistant Superintendent	Published and implemented District Communication Plan

Initiative	Action Steps	Timeline	Led By	Measure of Success
Consistently engage families and community members through written and in-person communication	• Continue to enhance stakeholders to refine communication • Continue and enhance in person and virtual engagement strategies through ‘Building Bridges’ • Re-engaging an alumni network	Fall 2027 - ongoing	Superintendent, Assistant Superintendent	Survey and metric data exhibiting increased engagement through district-wide survey of stakeholders







Focus Area #4

Finance and Facilities

Objective: Enhance collaboration between schools, town government, and the community with the goal of creating a joint vision to address school funding, facility issues, staff recruitment, and student retention

Initiative	Action Steps	Timeline	Led By	Measure of Success
Explore opportunities for facility usage based on enrollment trends and projections	• Conduct a "Best Use" study of enrollment, housing projection and facilities • Create and implement a plan to utilize facilities based on best practices	Begin Summer 2025	Superintendent	Implementation of plan that is based on the NESDEC Best Use study and input from stakeholders
Create opportunities for expanded PreK offerings including Universal PreK	• Assess current offerings and explore full and half day models to expand opportunities for more children • Determine steps needed to implement Universal PreK	Fall/Spring 2027	Superintendent	Expanded PreK opportunities based on community need

Initiative	Action Steps	Timeline	Led By	Measure of Success
Continue comprehensive capital improvements	• Address identified aesthetic and capital needs of the district • Communicate long-term building replacement/renovation plan to seek support from town and district stakeholders • Investigate opportunities for in-kind donations of goods and services	Ongoing Spring 2026-2030	Superintendent, Director of Business Services	Implementation of a Capital Improvement Plan reflecting the short and long term needs of the district and including replacement, maintenance, and modernization.



Why are we Discussing Facilities?

Student Experience:



Our students deserve learning spaces that meet today's needs and empower them to thrive in a safe, respectful, and creative environment that fosters academic excellence and innovation.

Enrollment Trends:



We commissioned the NESDEC study to better understand shifting enrollment patterns, so we can plan proactively for the future.

Fiscal Responsibility:



We want to plan capital improvements that make sense for our schools and are fiscally responsible for the community, ensuring our investments serve students well into the future.

Information about the NESDEC Study

- The study reviewed **population and enrollment trends** (birth rates, housing, real estate, and construction) and provided updated 10-year enrollment projections.

- It included **facility reviews of all four schools** to assess space and alignment with student needs.

- The report supports both **long-term planning and short-term budget decisions.** Focus areas:
  - Student Enrollment Projections & Demographics
  - Facility Utilization
  - Options for Consideration



Current Enrollment Considerations

- **Districtwide Trends:** Overall enrollment, including middle school grades, has declined over the past decade.
    - This pattern reflects Cape Cod trends
    - With new housing Bourne has potential to level off and slightly increase.

- **Opportunities at BHS:** Opportunities at Bourne High School have expanded —
    - Innovation Pathways, Early College and internships
    - In addition to academic, creative and athletic excellence.

An earlier transition would allow 7th and/or 8th graders to benefit from the full Canalmen Experience

Current Enrollment Considerations



- **Bournedale (Grades K–2):** Enrollment is close to capacity based on current class sizes and available space.

- **PreK:** Integrated PreK Enrollment is steadily growing and is nearing capacity, with ‘typically developing peer” waitlists and special education slots almost full.

The community has also expressed interest in expanding PreK options on both sides of the bridge.

Bournedale Enrollment Snapshot

Average class size

	homerooms	integrated
• Kindergarten	17.5	18.6
• 1st Grade	20	24
• 2nd Grade	21.6	22.5



Sept. 2025

- 15 school choice applications denied
- 6 PRK “typically developing peer” applications waitlisted

Enrollment Trends (p. 7)

Bourne General Population – According to the U.S. Census Bureau, in 2023, Bourne had a population of 20,093, increasing 1.84% over the past ten years. Estimated age breakouts from the U.S. Census American Community Survey can inform K-12 enrollment trends.

Population Trends Bourne, MA			
	2013	**2018**	**2023**
Total Population	19,729	19,839	20,093
Ages 5 to 19			
Ages 5 to 9	4.0%	4.2%	4.6%
Ages 10 to 14	5.3%	5.8%	3.8%
Ages 15 to 19	7.3%	7.0%	6.7%
Other age breakouts			
Under 5	5.5%	3.0%	3.2%
Under 18	19.4%	16.9%	15.2%
18 to 64	60.5%	59.5%	55.5%
65 +	20.1%	23.6%	29.3%

Source: U.S. Census, 2022 U.S. Census American Community Survey S0101, 3.27.25

Enrollment Trends (p.22)

Bourne, MA Historical Enrollment

School District: Bourne, MA **11/13/2024**

Historical Enrollment By Grade

Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2009	192	**2014-15**	51	136	155	152	160	172	190	182	187	166	109	93	152	108	0	1962	2013
2010	169	**2015-16**	53	125	145	139	144	152	164	187	182	185	113	102	95	140	0	1873	1926
2011	173	**2016-17**	66	101	146	161	155	159	163	174	183	191	125	105	108	94	< 10 **	1869	1935
2012	141	**2017-18**	73	119	125	153	157	161	156	173	161	193	129	127	120	100	< 10 **	1878	1951
2013	145	**2018-19**	53	122	139	133	158	166	172	162	177	177	118	112	128	112	< 10 **	1882	1935
2014	155	**2019-20**	62	132	124	143	138	171	165	174	166	171	103	115	112	124	< 10 **	1845	1907
2015	116	**2020-21**	39	81	115	103	141	128	155	138	165	157	98	94	111	114	11	1611	1650
2016	139	**2021-22**	46	105	93	113	104	137	124	151	142	149	82	97	88	110	16	1511	1557
2017	153	**2022-23**	67	109	117	109	117	113	140	128	151	152	82	79	94	86	13	1490	1557
2018	131	**2023-24**	59	128	122	121	108	128	121	154	129	159	75	81	77	92	10	1505	1564
2019	147	**2024-25**	60	119	132	118	122	110	129	117	150	128	89	79	81	85	< 10 **	1468	1528

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations

School Year	PK-5	K-5	PK-2	K-2	3-5	6-8	K-8	6-12	9-12
2014-15	1016	965	494	443	522	535	1500	997	462
2015-16	922	869	462	409	460	554	1423	1004	450
2016-17	951	885	474	408	477	548	1433	980	432
2017-18	944	871	470	397	474	527	1398	1003	476
2018-19	943	890	447	394	496	516	1406	986	470
2019-20	935	873	461	399	474	511	1384	965	454
2020-21	762	723	338	299	424	460	1183	877	417
2021-22	722	676	357	311	365	442	1118	819	377
2022-23	772	705	402	335	370	431	1136	772	341
2023-24	787	728	430	371	357	442	1170	767	325
2024-25	790	730	429	369	361	395	1125	729	334

Historical Percentage Changes

School Year	K-12	Diff.	%
2014-15	1962		
2015-16	1873	-89	-4.5%
2016-17	1869	-4	-0.2%
2017-18	1878	9	0.5%
2018-19	1882	4	0.2%
2019-20	1845	-37	-2.0%
2020-21	1611	-234	-12.7%
2021-22	1511	-100	-6.2%
2022-23	1490	-21	-1.4%
2023-24	1505	15	1.0%
2024-25	1468	-37	-2.5%
Change		**-494**	**-25.2%**

Over the past ten years, Bourne Grades K-12 enrollments have declined by 25.2%.

Snapshot (p.22)

Birth Year	Births*	School Year	PK	K	5	6
2009	192	**2014-15**	51	136	190	182
2010	169	**2015-16**	53	125	164	187
2011	173	**2016-17**	66	101	163	174
2012	141	**2017-18**	73	119	156	173
2013	145	**2018-19**	53	122	172	162
2014	155	**2019-20**	62	132	165	174
2015	116	**2020-21**	39	81	155	138
2016	139	**2021-22**	46	105	124	151
2017	153	**2022-23**	67	109	140	128
2018	131	**2023-24**	59	128	121	154
2019	147	**2024-25**	60	119	129	117

Historical Percentage Changes			
School Year	K-12	Diff.	%
2014-15	1962		
2015-16	1873	-89	-4.5%
2016-17	1869	-4	-0.2%
2017-18	1878	9	0.5%
2018-19	1882	4	0.2%
2019-20	1845	-37	-2.0%
2020-21	1611	-234	-12.7%
2021-22	1511	-100	-6.2%
2022-23	1490	-21	-1.4%
2023-24	1505	15	1.0%
2024-25	1468	-37	-2.5%
Change		**-494**	**-25.2%**

Enrollment Projections (p. 23)

Bourne, MA Projected Enrollment

School District: Bourne, MA **11/13/2024**

Enrollment Projections By Grade*

Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2019	147		2024-25	60	119	132	118	122	110	129	117	150	128	89	79	81	85	< 10 **	1468	1528
2020	122		2025-26	60	99	130	137	119	128	112	131	116	151	68	89	78	83	< 10 **	1450	1510
2021	133		2026-27	60	108	108	135	139	125	130	114	130	117	81	68	87	80	< 10 **	1431	1491
2022	166		2027-28	60	135	118	112	137	146	127	132	113	131	63	81	67	89	< 10 **	1460	1520
2023	164	(prov.)	2028-29	61	133	147	123	113	144	149	129	131	114	70	63	79	68	< 10 **	1472	1533
2024	146	(est.)	2029-30	61	119	145	153	124	119	146	152	128	132	61	70	62	81	< 10 **	1501	1562
2025	146	(est.)	2030-31	61	119	130	151	155	130	121	149	151	129	71	61	69	63	< 10 **	1508	1569
2026	151	(est.)	2031-32	62	123	130	135	153	163	132	123	148	152	69	71	60	70	< 10 **	1538	1600
2027	155	(est.)	2032-33	62	126	134	135	137	161	166	134	122	149	81	69	70	61	< 10 **	1554	1616
2028	153	(est.)	2033-34	62	124	137	139	137	144	164	169	133	123	80	81	68	71	< 10 **	1579	1641
2029	150	(est.)	2034-35	62	122	135	142	141	144	146	167	168	134	66	80	79	69	< 10 **	1602	1664

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12

Based on an estimate of births Based on children already born Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

Projected Enrollment in Grade Combinations*

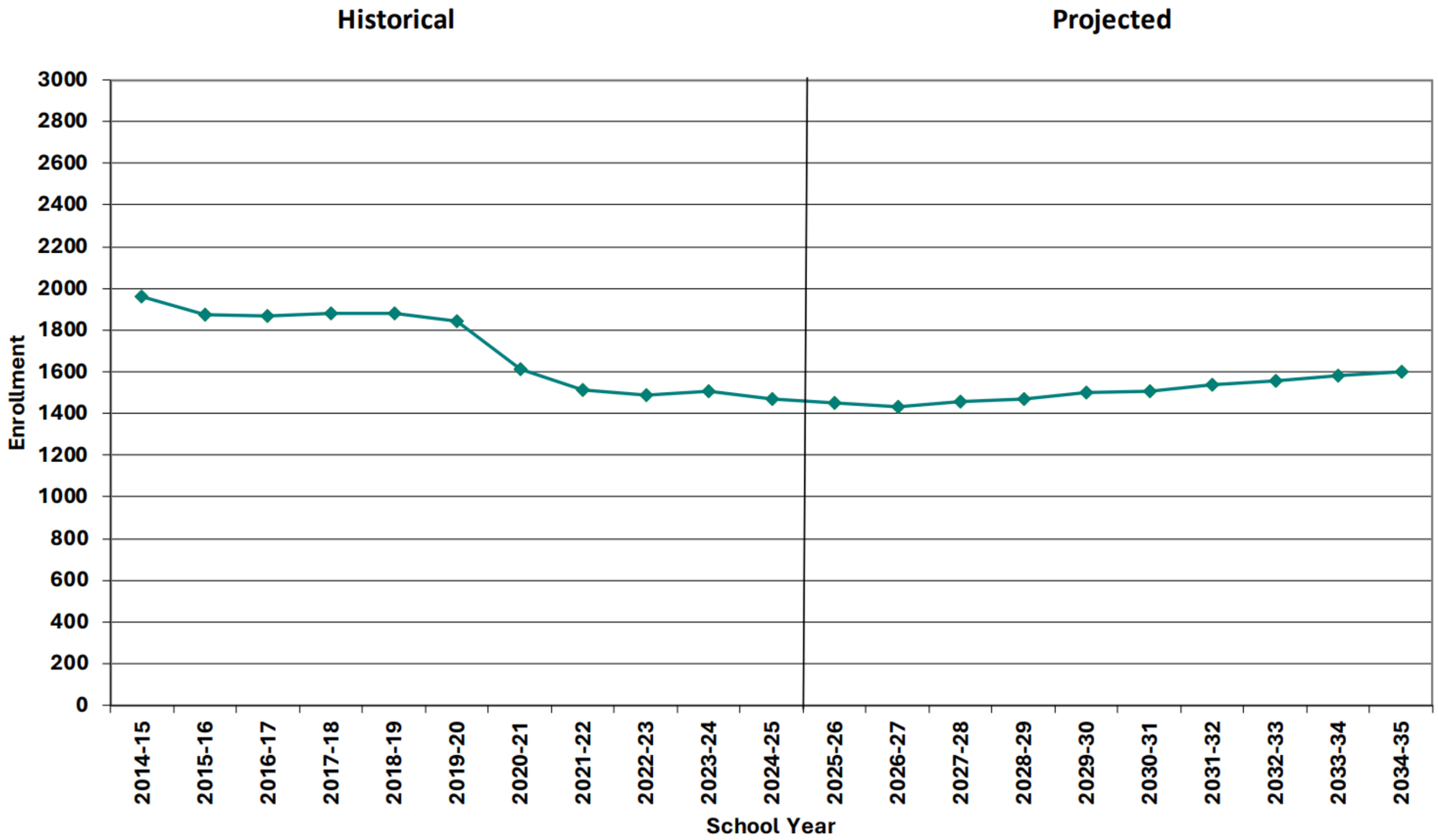
School Year	PK-5	K-5	PK-2	K-2	3-5	6-8	K-8	6-12	9-12
2024-25	790	730	429	369	361	395	1125	729	334
2025-26	785	725	426	366	359	398	1123	716	318
2026-27	805	745	411	351	394	361	1106	677	316
2027-28	835	775	425	365	410	376	1151	676	300
2028-29	870	809	464	403	406	374	1183	654	280
2029-30	867	806	478	417	389	412	1218	686	274
2030-31	867	806	461	400	406	429	1235	693	264
2031-32	898	836	450	388	448	423	1259	693	270
2032-33	921	859	457	395	464	405	1264	686	281
2033-34	907	845	462	400	445	425	1270	725	300
2034-35	892	830	461	399	431	469	1299	763	294

Projected Percentage Changes

School Year	K-12	Diff.	%
2024-25	1468		
2025-26	1450	-18	-1.2%
2026-27	1431	-19	-1.3%
2027-28	1460	29	2.0%
2028-29	1472	12	0.8%
2029-30	1501	29	2.0%
2030-31	1508	7	0.5%
2031-32	1538	30	2.0%
2032-33	1554	16	1.0%
2033-34	1579	25	1.6%
2034-35	1602	23	1.5%
Change		134	9.1%

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

Enrollment Projections (p. 24)



Enrollment Forecast – Residential Construction (p.25)

- **Independent Analysis:** NESDEC reviewed 10 years of enrollment data with input from the Town Planner and local realtors.
- **Student Yield:** Forecasts estimate how many school-aged children may live in new housing currently under construction.
- **Timeline:** Student yield is spread over 3–5 years, depending on project completion and occupancy.
- **Limitations:** Age of incoming students cannot be predicted with certainty, and small yield numbers make forecasts less reliable.
- **Scope:** Forecasts only include housing projects currently under construction (not those still in approval stages).

Housing/Enrollment Forecast (p. 16-19)

Approved Projects Under Construction

- Grades K–5: 17–21 students
- Grades 6–7: 5–6 students
- Grades 8–12: 3–4 students

Total: ~25–31 students

Projects in Approval Pipeline (permitting complete)

- Grades K-5: 30-38 students
- Grades 6-7: 8-11 students
- Grades 8-12: 4-5 students

Projects in Approval Pipeline (concept phase, no permits issued)

- Grades K–5: 56–63 students
- Grades 6–7: 16–18 students
- Grades 8–12: 8–10 students

Total: ~80–91 students

Combined Potential Impact

- Grades K–5: 103–122 students
- Grades 6–7: 19–35 students
- Grades 8–12: 15–19 students

Overall: ~137–176 students

Current Facility Space Utilization and Potential Shortfall/Surplus Bournedale Elementary School	
Current Facility Space Utilization	**Facility Space Considerations**
6 Grades PK x 15 = 90 18 Grades K-2 x 18 = 324 2 self-contained special education rooms K-2 x 15 = 30	**Shortfall:** *Because of current average class sizes (K=19.6, Grade 1= 21, Grade 2=19) many designated staff spaces require sharing such as SPED Administration and BCBA. There is no designated conference room or meeting space, and staff meetings need to take place in a shared cafeteria.
Maximum Capacity: 444 students Oct. 1, 2024, Enrollment: 440 students	**Surplus:** None

*Grade level totals are multiplied by maximum class size as determined by the district, using current grade configuration. Maximum Capacity is subject to change, increasing or decreasing if the grade configuration changes.

(p. 34)

Current Facility Space Utilization and Potential Shortfall/Surplus Bourne Intermediate School	
Current Facility Space Utilization	**Facility Space Considerations**
21 Grades 3-5 x 22 = 462 1 self-contained special education rooms 1 x 15 = 15	**Shortfall N/A** **Surplus N/A**
Maximum Capacity: 477 students Oct. 1, 2024, Enrollment: 359 students	

*Grade level totals are multiplied by maximum class size as determined by the district, using current grade configuration. Maximum Capacity is subject to change, increasing or decreasing if the grade configuration changes.

(p. 38)

Current Facility Space Utilization and Potential Shortfall/Surplus Bourne Middle School	
Current Facility Space Utilization	**Facility Space Considerations**
30 Grades 6-8 x 24 = 720 2 unused classrooms 2 x 24 = 48 2 self-contained SPED classroom Grades 6-8 x 15 = 30	Shortfall: none Surplus: 2 classrooms currently unused and another 9 classrooms underutilized
Maximum Capacity: 798 students Oct. 1, 2024, Enrollment: 394 students	

*Grade level totals are multiplied by maximum class size as determined by the district, using current grade configuration. Maximum Capacity is subject to change, increasing or decreasing if the grade configuration changes.

(p. 42)

Current Facility Space Utilization and Potential Shortfall/Surplus Bourne High School	
Current Facility Space Utilization	**Facility Space Considerations**
44 Grades 9-12 x 26 = 1,144 22 underutilized / unused classrooms 22 x 26 = 572 2 self-contained special education rooms 9-12 x 15 = 30	"Surplus: *There are currently twenty-two (22) classrooms that are not utilized for five (5) periods per seven (7) period cycle. These include several highly specialized pathway specific classrooms/labs, and those used for conference space, storage, or additional small group instruction. The remainder of the classrooms are typically utilized for five (5) periods per seven (7) period cycle."
Maximum Capacity: 1,746 students Oct. 1, 2024, Enrollment: 340 students	

*Grade level totals are multiplied by maximum class size as determined by the district, using current grade configuration. Maximum Capacity is subject to change, increasing or decreasing if the grade configuration changes.

(p. 46)

CURRENT GRADE CONFIGURATIONS

BES



PK-2

BIS



3-5

BMS



6-8

BHS



9-12

Option #1 (p. 48)

"ONE GRADE MOVED UP"

* Option 1 could also be implemented in conjunction with the grade level alignment listed in Option 3.

BES



PK-1

BIS



2-4

BMS



5-7

BHS



8-12

NESDEC Option # 1 Advantages & Challenges

Advantages:

- New grade span configuration allows Bournedale Elementary School to maintain class sizes more consistent with the other three schools.
- Grade 8 students would have exposure to the Bourne High School Innovation Pathways program, providing a clearer image of the Bourne High School experience to better inform their post grade eight decision.
- Potential to slightly increase PK offerings at the Bournedale Elementary School.

Challenges:

- Programmatic adjustments at each school to support new grade configuration.
- Parent concern regarding support of grade eight students attending Bourne High School.
- The potential challenge of realigning staff
- Increased travel time for some elementary students and parents and the possibility of increased congestion during pick-up and drop-off at main campus.
- Potential transportation scheduling and school start / end times will likely be impacted

Option #2 (p. 49)

"TWO GRADES MOVED UP"

* Option 2 could also be implemented in conjunction with the grade level alignment listed in Option 3.

BES



PK-K

BIS



1-3

BMS



4-6

BHS



7-12

NESDEC Option # 2 Advantages & Challenges

Advantages:

- New grade span configuration allows Bournedale Elementary School to maintain class sizes more consistent with the other three schools with additional room to grow.
- Both grade 7 and 8 students would have exposure to the Bourne High School Innovation
- Pathways program, increased themed electives, and a true sense of the Bourne High School experience in preparation for their post grade 8 high school decision.
- Potential to develop a “school within a school” at Bourne High School aligned with junior high school concepts.
- Potential to moderately increase PK offerings at the Bournedale Elementary School.

Challenges:

- Programmatic adjustments and decisions at Bourne High School to determine how to operate within a six-level grade span and how that impacts offerings oversight.
- Parent concern regarding support of grade seven and eight students attending Bourne High
- School and what structures would be in place to address the large age and developmental span between students.
- The challenge of realigning staff with a potential concern specific to grade level licensing.
- Increased travel time for some elementary students and parents and the possibility of increased congestion during pick-up and drop-off at main campus.
- Potential transportation scheduling and school start / end times will likely be impacted

Option #3 (p.50)

"NEIGBORHOOD SCHOOLS"

* Option 3 could also be implemented in conjunction with the grade level alignment listed in Options 1 and 2.

BES	BIS	BMS	BHS
			
V.1 PK-4	K-4	5-7	8-12 (PK)
V.2 PK-3	PK-3	4-6	7-12

NESDEC Option # 3 Advantages & Challenges

Advantages:

- Same advantages as option 2
- Equitable offerings on both sides of the Cape Cod Canal in grades PK-3, reduces student /parent travel for the lowest grades.
- PK offerings at the Bourne Intermediate School supports families on the south side of the Cape
- Cod Canal removing the concern of crossing the Bourne Bridge and potentially lowering school choice students out of the district.
- Potential to significantly increase PK offerings at the Bournedale Elementary School and the
- Bourne Intermediate School.
- Potential to develop Early Education / Child Care Pathway at Bourne High School with PK options now on the same campus (or even located within BHS).

Challenges:

- Same challenges as option 2.
- Potential for some families to switch schools.
- Cost of reconfiguring some Bourne Intermediate classrooms to support PK students.
- Need to restructure and/or expand some transportation routes (cost)
- Potential transportation scheduling and school start / end times will likely be impacted.

ALTERNATE OPTIONS

This could range from a hybrid of Options 1-3 or no change.

BES



BIS



BMS



BHS



Public Input Regarding NESDEC Study, Options, Challenges/Advantages

Donel Beals, BPS School Committee Chair

Link to Policy BDEH “Public Participation at School Committee Meetings”

School Committee Thoughts & Next Steps

September	Stakeholder Surveys and Focus Groups
Oct. 1st	School Committe Meeting to discuss new and previously shared data
October	Begin drafting a plan for facilities usage
Nov. 5th	School Committee Meeting to discuss draft plan for SY 26-27 (possible vote)
November	Refine SY 26-27 (Fiscal Year 27) Budget

Bourne Public Schools

Strategic Plan

2025-2030

Our Mission

Together with staff, families, and the community, we empower all students to thrive within a culture of academic excellence in a creative and innovative environment where everyone is safe, respected, and valued.

Our Vision

Inspired to learn, empowered to explore, and prepared to act.

Our Strategic Focus Areas

Our strategic priorities that will serve as the core focus of district improvement for the next five years

1. **Teaching and Learning**
2. **Culture and Wellness**
3. **Communication**
4. **Finance and Facilities**



Our Core Values

C	A	N	A	L	M	E	N
Commit to excellence	Adapt to challenges	Nurture the whole child	Act with accountability	Lead with integrity	Motivate ALL to reach their full potential	Empower students to think critically and independently	Navigate through life with purpose and curiosity