Strategic Facilities Planning Survey Results 10/1/25

Table of Contents

Table of Contents **1**
Executive Summary **2**
Key Quantitative Findings 2
Key Qualitative Themes 2
Demographic Data **3**
Demographic Insights 6
Cross-Cutting Themes 7
Option Data **8**
Key Considerations **10**
Key Insights 10
Summary of Comments **11**
Overall sentiment 11
Strong, repeated themes 11
7th Grade at the High School (strong, near-universal opposition) 11
8th Grade at the High School (concerns, but more conditional acceptance) 11
Bridge construction & travel burdens 12
PreK expansion 12
High school retention and program quality 12
Portables and additions 12
Staff workload and transition 13
Calls for clarity and transparency 13
Areas of tension 13
Bottom lines 13
Parent vs. Non-Parent Commenters 14
By Children's School Enrollment (among commenters) 14
Key Takeaways 15
List of all comments **16**

Executive Summary

This summary provides an overview of the Strategic Facilities Planning Survey results, which collected over 260 responses from staff, caregivers, alumni, and community members. The feedback will inform the School Committee as it considers long-term facilities decisions.

Key Quantitative Findings

• Option 1 (move each grade up one level) received the highest relative support, viewed as the least disruptive.
• Option 2 (move two grades up) received the lowest support due to grade alignment and developmental concerns.
• Option 3 (neighborhood schools) received mixed support – transportation relief for some, but worries about equity and cohesion.
• When asked to choose one option, Option 1 was the most frequently preferred.

Top considerations (Q5):
• Being thoughtful in planning for developmentally appropriate grade spans (dominant priority).
• Minimizing disruptions for students and families.
• Minimizing student travel distances.
• Other considerations: appropriate homerooms for elementary students, maintaining access to specialized spaces/programs, expanding PreK, and keeping costs low.

Key Qualitative Themes

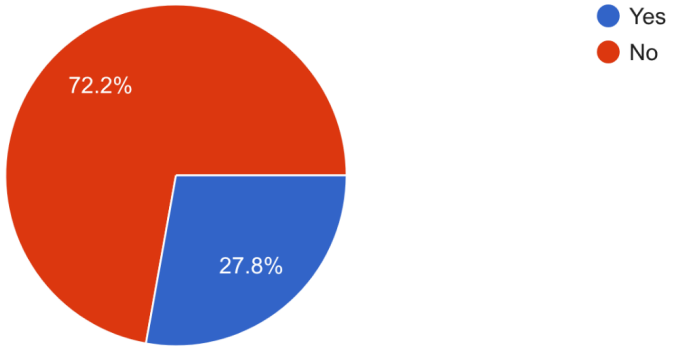
• 7th Grade at BHS: Overwhelming opposition; seen as developmentally inappropriate, risky socially, and strongly rejected.
• 8th Grade at BHS: Mixed; conditional acceptance if fully separated and keeping middle school model (i.e. teams and separation from older students)
• PreK Expansion: Strong support (especially at BHS or both sides of the bridge) but requires proper facilities, staffing, leadership, and equity safeguards.
• Bridge/Travel: Long commutes and bridge delays are major concerns; neighborhood schools appeal to some, but others fear reduced cohesion.
• High School Retention: Widely viewed as the deeper issue; grade reconfigurations alone will not fix BHS enrollment. Calls for continued investment in programs.
• Portables/Additions: Portables unpopular; Bournedale addition preferred by some.

- Teacher Workload: Concerns about time and support for classroom moves.
- Transparency: Requests for clarity on timeline, costs, Special Ed impacts, and clarifications needed for school choice policy.

Demographic Data

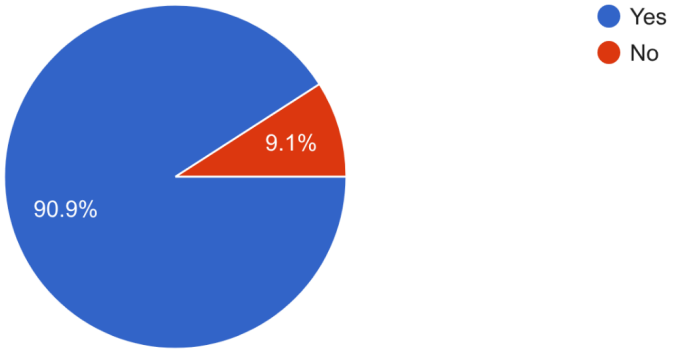
Are you a Bourne Public Schools staff member?

266 responses



Are you a member of the Bourne community (i.e., do you live and/or work in Bourne)?

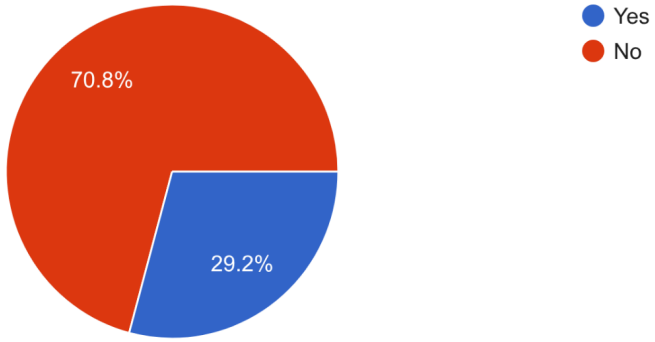
265 responses



Strategic Facilities Planning Survey Results 10/1/25

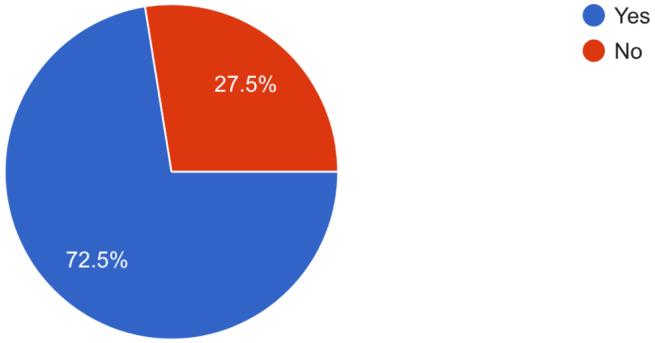
Are you a Bourne Public Schools alumnus/alumna?

264 responses



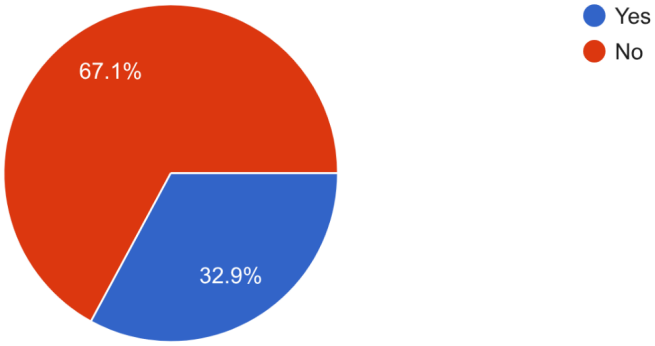
Are you a caregiver/parent of a current BPS student?

265 responses



Does your child/children attend Bournedale Elementary School?

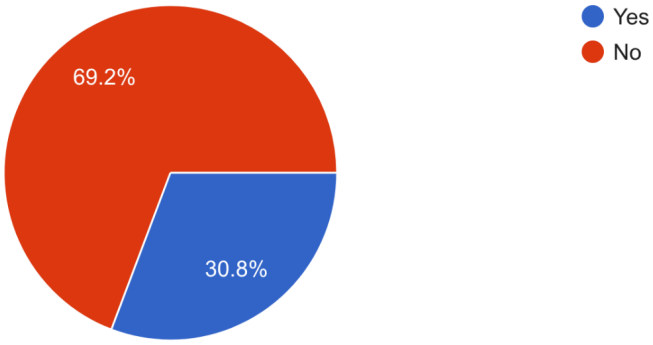
249 responses



Strategic Facilities Planning Survey Results 10/1/25

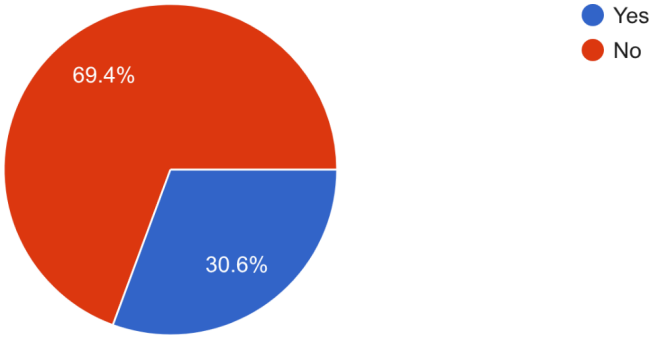
Does your child/children attend Bourne Intermediate School?

247 responses



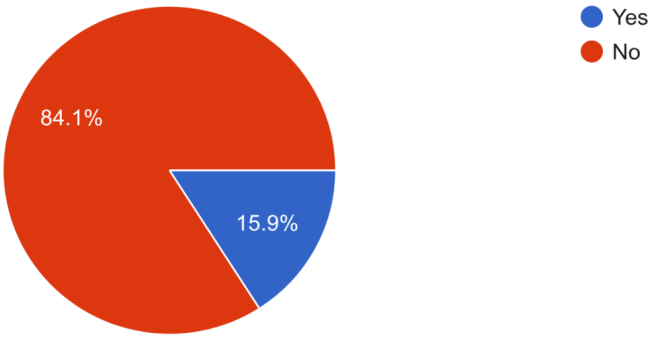
Does your child/children attend Bourne Middle School?

245 responses



Does your child/children attend Bourne High School?

245 responses



Strategic Facilities Planning Survey Results 10/1/25

Demographic Insights

Staff (BPS Employees)

- Option 1 (move each grade up one level): 31
- Option 2 (move two grades up): 7
- Option 3 (neighborhood schools): 29
- Unsure: 5

Staff were split between Option 1 and Option 3, but leaned slightly toward Option 1. Support for Option 2 was very low.

Parents/Caregivers

- Option 1: 106
- Option 2: 6
- Option 3: 60
- Unsure: 19

Caregivers clearly preferred Option 1 by a wide margin. Option 3 had moderate appeal, but Option 2 was almost entirely rejected.

Community Members (live/work in Bourne)

- Option 1: 129
- Option 2: 8
- Option 3: 78
- Unsure: 21

Community members also leaned strongly toward Option 1, with Option 3 the next most popular. Again, Option 2 had very little support.

Alumni

- Option 1: 41
- Option 2: 6
- Option 3: 22
- Unsure: 7

Alumni followed the same trend as community memebrs: Option 1 first, Option 3 second, Option 2 lowest.

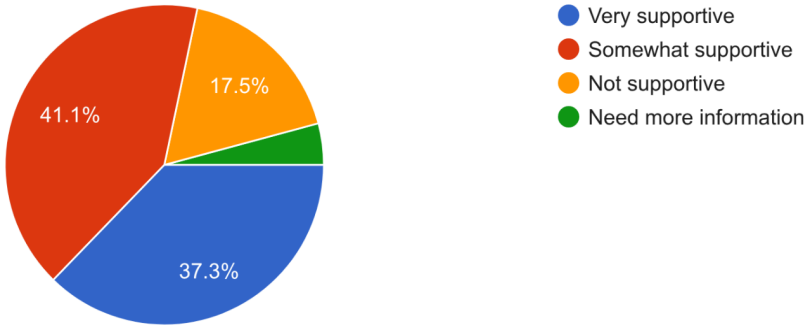
Cross-Cutting Themes

- Across all groups, Option 1 was the clear preference.
- Option 2 consistently had very low support, often singled out in comments as developmentally inappropriate.
- Option 3 had a niche appeal, mostly tied to transportation and bridge construction concerns, but concerns about cohesion kept it from being a majority choice.
- Parents and staff in particular highlighted developmentally appropriate grade spans and minimizing disruptions as top considerations, reinforcing the qualitative comments.

Option Data

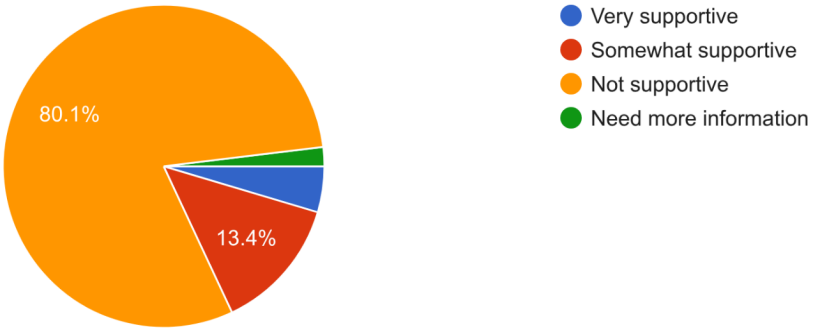
1. How supportive are you of Option 1 (move each grade up one level)?

263 responses



2. How supportive are you of Option 2 (move two grades up)?

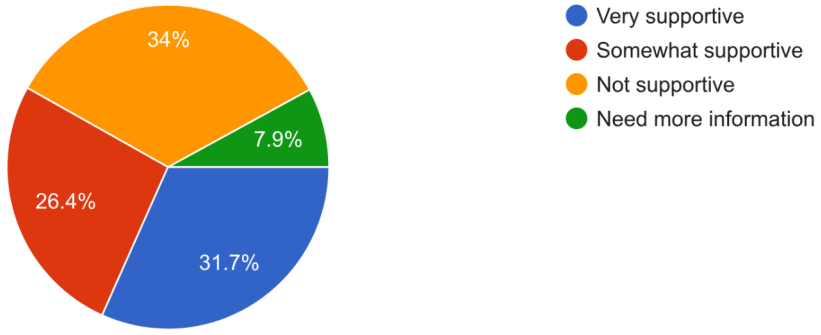
261 responses



Strategic Facilities Planning Survey Results 10/1/25

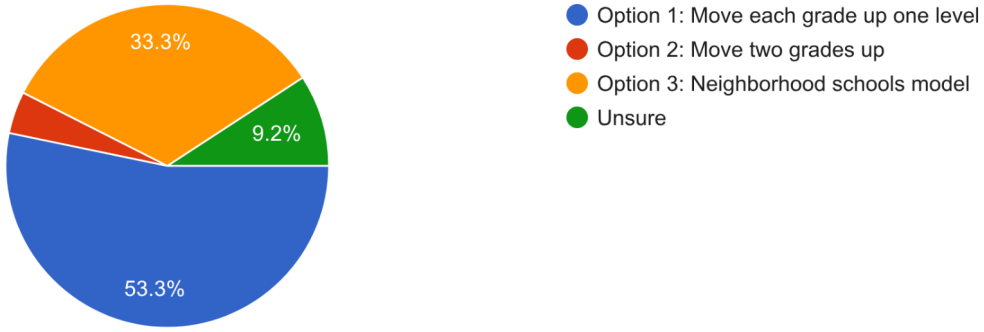
3. How supportive are you of Option 3 (neighborhood schools model)?

265 responses

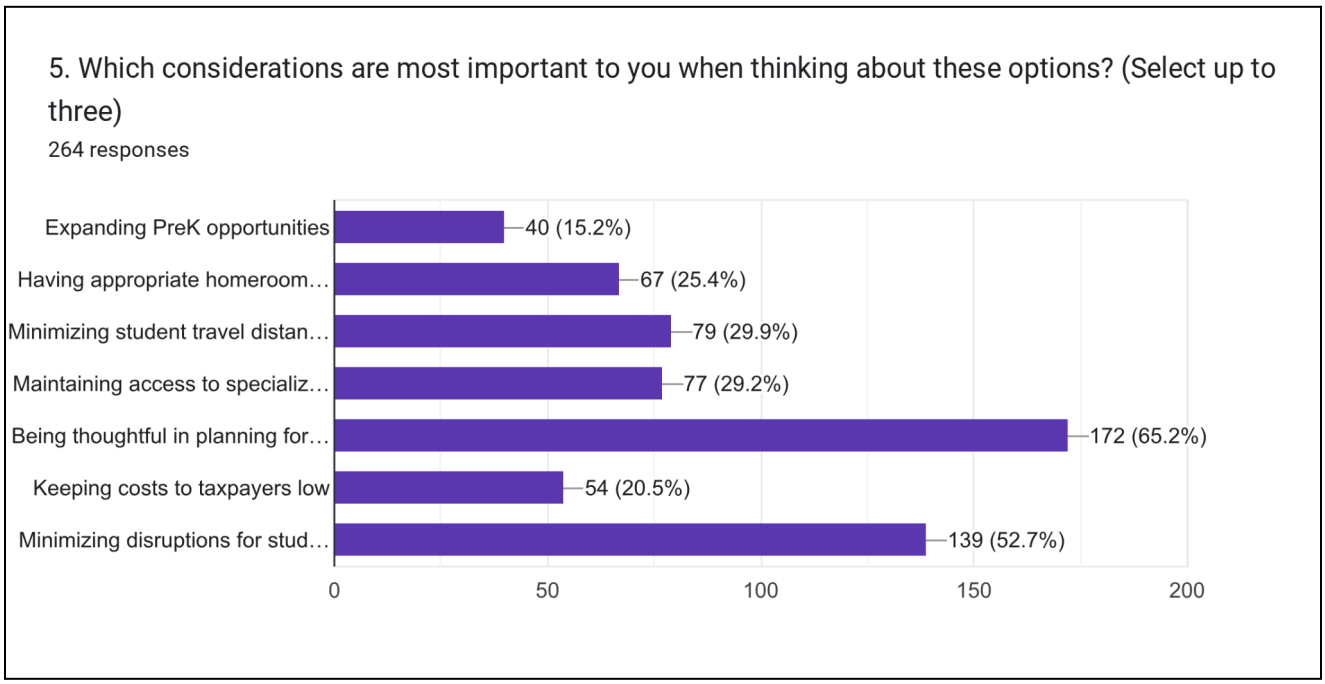


4. If you had to choose one option today, which would you prefer?

261 responses



Key Considerations



Key Insights

1. Developmentally appropriate grade spans is the dominant concern across all groups — but especially among parents of younger (Bournedale) and middle school (BMS) students.
2. Parents are more concerned with homerooms, disruptions, and PreK access, while non-parents stress travel and cost.
3. Bournedale families = early childhood focus (homerooms, PreK, minimizing disruption).
4. BIS families = transition concerns (2nd/3rd grade move, program alignment).
5. BMS families = most vocal about keeping middle school identity (developmental appropriateness for 7th/8th).
6. BHS families = broader system issues (cost, retention, specialized spaces)

In short:

- Parents with younger kids prioritize *safety, stability, and developmental appropriateness*.
- Parents of middle schoolers are the strongest voice against shifting grades into HS.
- Parents of HS students and non-parents tend to stress *cost, travel, and program quality/retention*.

Summary of Comments

Overall sentiment

Stakeholders appreciate being asked and want a student-centered, fiscally responsible plan that isn't rushed. Many urge a "plan, then implement" approach..

Strong, repeated themes

7th Grade at the High School (strong, near-universal opposition)

- Caregivers and staff express intense concern about placing 7th graders at BHS.
- Concerns emphasize the developmental gap (12-year-olds with 18-year-olds), potential exposure to older student behaviors (dating, drugs, social maturity), and the fact that 7th grade is already a fragile year socially/emotionally.
- Even proposals for separation (e.g., wings, staggered schedules) are met with skepticism, with many citing past assurances that were not followed.
- Alternative idea: Keep 7th (and often 8th) at BMS in a 5–8 model, possibly with internal separation by grade level or wing.

8th Grade at the High School (concerns, but more conditional acceptance)

- Families and staff raise reservations about 8th at BHS, but unlike with 7th, more respondents say they would accept it if done carefully.
- Conditions cited:
    - A separate, fully self-contained wing or "school-within-a-school."

    - Distinct bell schedules, buses, and activities.

- Opposition still exists — some cite the importance of 8th grade as a rite of passage before high school or past negative experiences when 8th was in the high school.

- Alternatives suggested: Strengthen BMS capacity (e.g., 5–8 span) or expand Bournedale/PreK instead of moving 8th.

Bridge construction & travel burdens

- Travel delays (30+ minutes reported) and long bus rides are major concerns.

- Neighborhood schools are appealing to some as a solution, especially for younger learners during bridge construction. Others worry that neighborhood schools would reduce cohesion and equity.

PreK expansion

- Broad support for expanded PreK, especially at BHS for career pathways and/or on both sides of the bridge.

- However, stakeholders stress that adequate facilities and leadership must be in place: age-appropriate playgrounds, bathrooms in each classroom, more parking, a dedicated Preschool Director, and clarity about integrating special education.

- Some question the focus on expansion given overall declining enrollment, while others say affordable/UPK options are essential for families.

High school retention and program quality

- Many respondents say BHS is the real issue, with declining retention, outdated facilities, and weaker programs (especially arts).

- Suggestions include investing in BHS facilities and programs, strengthening the arts, maintaining athletic momentum, and creating partnerships with UCT, Sandwich, or Falmouth.

- Families stress that reconfiguring grades will not solve retention — program and culture changes at BHS will.

Portables and additions

- Many oppose portable classrooms as unsafe, unattractive, and morale-reducing.

- Some suggest an addition at Bournedale instead, viewing it as more cost-effective and less disruptive.

Strategic Facilities Planning Survey Results 10/1/25

Staff workload and transition

- Teachers highlight the significant time burden of packing/moving and ask for additional paid time or equitable support, beyond the single day currently in contracts.

Calls for clarity and transparency

- Stakeholders want more information on:
    - Timeline and implementation year.
    - Transportation plans during bridge construction.
    - Special education impacts.
    - School choice policy (some want it limited; others want it preserved).
    - Cost breakdowns of additions, renovations, or reconfigurations.

Areas of tension

- Neighborhood vs. grade-banded: Easier travel vs. stronger curricular cohesion.
- Short-term fixes vs. long-term investments: Portables or quick reconfigurations vs. BHS modernization.
- PreK expansion vs. competing needs: Strong demand, but fears of displacing other programs or stretching resources.

Bottom lines

- 7th grade at BHS: Overwhelmingly rejected by families and staff.
- 8th grade at BHS: More nuanced — concerns remain, but conditional support exists if there is strict separation and middle school identity
- Alternatives: PK–1 / 2–4 / 5–8 / 9–12 model is most frequently proposed as a workable balance.

Strategic Facilities Planning Survey Results 10/1/25

Parent vs. Non-Parent Commenters

- **Parents (71 commenters):**
    - Much more likely to stress developmental appropriateness, especially opposition to 7th grade in the high school.
    - Strong focus on bridge traffic and long bus rides, reflecting direct daily experience with drop-offs/pick-ups.
    - Repeated emphasis on PreK access and expansion, especially on both sides of the bridge, with details about waitlists and playground/space needs.
    - Parents with special education students flagged disruption risks for IEPs and developmental delays.
- **Non-parents (28 commenters):**
    - More emphasis on fiscal responsibility and long-term investment (e.g., avoid spending on portables, prioritize BHS modernization).
    - More likely to connect comments to historical perspective (e.g., "we already tried this in the past," "when I was at BHS as an 8th grader").
    - Showed higher interest in community cohesion concerns with neighborhood schools, reflecting a town-wide rather than household impact lens.

By Children's School Enrollment (among commenters)

- **Bournedale Parents (29):**
    - Priorities: PreK access/expansion and concerns about crowding at Bournedale.
    - Strong preference for keeping youngest grades developmentally appropriate (PK–1).
    - More likely to reject long bridge commutes for small children.
- **BIS Parents (30):**
    - Mixed on neighborhood schools — some like keeping kids closer to home, others worried about losing BIS's role as an aligned grade-banded school.
    - Several suggested 2–4 at BIS / 5–8 at BMS as a stable solution.

    - Concerns about 2nd grade moving, as it was described as a “hard transition year” for children.

- **BMS Parents (29):**
    - Most vocal about keeping 7th (and often 8th) in middle school.
    - Many supported a 5–8 span at BMS, sometimes with wings or floors separated (5/6 vs 7/8).
    - Concerned that middle school identity/programming would be lost if grades were pushed to HS.
- **BHS Parents (14):**
    - Emphasis on retention and quality of high school programs as the core issue.
    - Highlighted program weaknesses (arts, academics, facilities) and said reconfiguring lower grades won’t solve enrollment declines.
    - Some supported PreK at BHS as a way to build pathways and make better use of existing space.

Key Takeaways

- Parents: Prioritize day-to-day child experience (travel, developmental appropriateness, PreK access).
- Non-parents: Prioritize system-wide concerns (fiscal responsibility, long-term facilities, community cohesion).
- Bournedale families: Driving force behind PreK and K–1 focus.
- BIS families: Concerned with 2nd grade transition and preserving BIS as a stable grade-banded environment.
- BMS families: Strongest voice against 7th at HS; advocate for a 5–8 model.
- BHS families: Urging focus on retention and program quality at the high school before reconfiguring younger grades.

This suggests that different stakeholder groups are pushing for different leverage points:

- Parents = student experience & developmental fit.
- Non-parents = fiscal and community-wide impacts.
- Families at each school = advocating for solutions that protect their child's current developmental stage

List of all comments

- For any of these, I would suggest that you take one year to do the facility upgrades before implementation. Some of the concern is that there has been past lip service to keep 8th grade separated, but then it was not done. Would be good to make sure that the facility plan and upgrades are done before putting the kids in the school. Doing it all at once is concerning. Also, question #5 does not allow for 3 choices. You can only choose one.
- Proposing an EZ pass/special lane for residents and students with regard to the bridge remodel and eliminating the Bourne rotary (if the school district has any say about this)
- As a school choice family, it is most important to us that school choice remain present beginning in K, as we have another child who will not be eligible for K until 2027-2028 and desperately want him to be able to start in BPS then.
- What is the likelihood of creating a 4 school campus? Elementary school in same area as the BIS/BMS/BHS?
- I absolutely do not want my 7th grader in the high school
- I do not wish to see 7th and 8th grades placed in the High School. If these students could be fully self-contained and kept separate from the high school population, similar to the model used in Sandwich, I would be more open to the idea.
- Middle school students need their own school environment. Research consistently shows that keeping middle schoolers in a dedicated setting is what best supports their academic growth and, most importantly, their social and emotional development. At a time when these students need all the support they can get, it is not wise to throw them into a high school environment before they are ready.
- Instead, I would propose moving 5th grade back into the middle school, creating a 5–8 model. This would allow BIS to serve grades 2–4, and BES to serve pre-K through 1. I also support the idea of placing pre-K within the High School, which would open opportunities for internships and hands-on experiences for upperclassmen who are interested in education and child development.
- This approach keeps middle schoolers together in their own environment, while also making better use of facilities and strengthening programs for both the youngest and oldest students in the district.
- I had my older child attend Bournedale and it was a nightmare crossing the bridge multiple times per day and with traffic only getting worse I dread next year with my youngest starting kindergarten. Also, I was trying to get my younger daughter to Bournedale preschool program no luck being on the waitlist for 2 years.
- More info needed.
- 2nd grade was a hard transition year for all 3 of my kids. Moving them to a different school would be emotionally difficult for the kids and the teachers. I would also be concerned about 7th grade in the high school. 7th grade is one of the hardest years socially for kids, so stability is key.

Strategic Facilities Planning Survey Results 10/1/25

- I feel like these options are a temporary bandaid to two major problems Bourne schools is facing: 1: Reaching Capacity at Bournedale 2:Poor Retention at the High School.
- I came from an era of neighborhood schools, having gone to Hoxie, Otis and then Lyle. I can vividly remember realizing that Bourne was bigger than Sagamore Beach. That was mind blowing. The social influx of meeting a whole school worth of new kids is the equivalent of moving to a new town. We have come SO far uniting this town, creating neighborhood schools would send us backward. I also, don't fully understand how that fixes that problem since this model would still push the 8th graders to the high school, which, I am even less a fan of.
- I went to Bourne High as an 8th grader. If I were to send my oldest to high school in 7th grade, he would have turned 12 the month before. If he were to go to high school in 8th grade, he would just be turning 13, just to give some point of reference. There are "kids" in the senior class who are 18-19 years old. I lived this. The social maturity of a 12 year old is so drastically different than that of an 18 year old. You can preach all you want about separation. It was told to my parents as well. What we saw at our lockers, in the hallways, in the parking lots, in the bathrooms etc. formed many of at way too early of an age. I watched people fail all around me: 8th graders dating seniors, drinking, drugs. You may fix your capacity at Bournedale issue, but this is NOT the right decision for the children. This is the right decision for your numbers to work, and that's about it.
- I would be more comfortable PK-1 at Bournedale, 2-4 at Intermediate and 5-8 at Middle. Maybe that could buy you time to fix the problem correctly: you need more room at Bournedale and you need to retain the proper high school kids to fill those classrooms. Not our 12 and 13 year olds.
- Keeping 7th and 8th graders out of the high school
- What year is this all planning to take effect ?
- I have done this for generations and refused Falmouth's as there is a group of mothers who will not allow the pre-K to even be made my kids are 5th generation and I can come down as you call and give a free consult to save more money as we build the cape and islands for 4 generations and me but not for credit and stop about 18 years ago also nieghborhood schools well call me as I do these will also be helpful as bridge work and that option is the best but no one is fighting here so I can also probably help as I was going to continue in Falmouth for free as I make and build like my family all things schools to systems but we are 5th generation and it's our responsibility to assist with our experience for free and no credit and no news papers as we help in the background and follow family code still and all rules as we and I have made so many things so with option 3 I would need a private meeting to also consult and see what engineers and locals for generations who are the best would or could also be willing. As cost is low when expertise are free and our generationtional obligation. But not doing number 3 will be horrible with the bridges and also place children and staff in the wrong grade sorting according to learning and psychology factors as well. So if you need anything let else you have [our] grandchild and builder consultant for all schools and projects like this for 5 generations, but in order to do more service I would need to meet in person and you would need to call so we can discuss in office as it's too little details for me to help or consult and save money thank you.
- to really take into account the anticpated bridge construction and how that will affect students and families
- I would minimize disruptions for all families with children with special needs. I would consider the amount of children with IEPs and developmental delays, that there would be less disruptions and less gaps for ages and grades while considering the move of these schools.
- Moving grades up by one year is beneficial in so many ways. Along with opening more space for pre k, allowing grade 5 to attend the middle school and grade 8 to the high school provides more educational opportunities for the students. Bourne has worked hard to become a leader in educational opportunities

with the pathways and allowing grade 6 to take Spanish. We need to keep that momentum. Going back to neighborhood schools would be going back on all of the research that was done before the intermediate school was built. Again, having the intermediate school is a nice advantage over other towns, I would not want to see that lost. Thanks

- I am absolutely against moving 8th graders to the high school. The facilities are old and depressing. To have to endure 4 years there is bad enough.
- And on a much less visceral reaction there is so much to be said for moving up from 8th grade to high school. It's a right of passage. Where would 8th graders actually fit into a high school setting???
- Setting them apart deprives the opportunity to belong, and including in sharing the facilities will only highlight the immaturity, and expose them to behaviors they may not be ready to handle.
- And at the same time they have been robbed of the experience of having earned the "8th grader" status.
- 8th graders aren't high schoolers.
- My 2 children went to Bourne high school in the 8th grade. My children were exposed to 18 year olds when they were 13. They saw and heard way too much. Putting 7th graders and 8th for that matter is disastrous for their development. The kids welfare must be at the forefront of this decision. The adjustment need to be made to accommodate k-5. Make room at that level. It is my opinion you must keep the schools age appropriate.
- There needs to be a focus on retention at the high school level, not just filling up space.
- Parents of school age children are looking to leave Bourne because of these potential changes.
- Do what is good for the kids
- As a teacher, I want to make sure thought is put into how much time it is going to take teachers to pack and move out of their existing spaces and unpack and move into their new spaces. The last time the schools moved, this was a very timely piece that ended up being done on a lot of teachers personal time. Time or reimbursement provided should be equitable.
- BIS is brand new and built for 3-5. They should stay there.
- The school should build an addition in the back of Bournedale to accommodate the big growth there.
- Adding a PreK to the high school is a great idea.
- Moving 8 to the high school with a totally separate wing sounds good.
- Retention rate at the high school level is very concerning. Hopefully, it is a priority to continue to build up BHS and keep students in our school system through grade 12. Being optimistic, if we can strengthen our numbers need to make sure the restructuring of grades/buildings doesn't impact the success of growing our high school class sizes.
- Although the neighborhood school model may weaken the community bonding- Bourne residents are already separate geographically. I think it would be easier for parents (especially considering the upcoming bridge work) to have neighborhood elementary schools, and the children would still have other opportunities to meet each other in later grades and at other Bourne activities (library, sports, etc).
- I'm in favor of keeping grade span schools
- Having a Pre-K and K option on both sides of the bridge would be in the best interest of younger students.
- I think our biggest issue in the schools is the amount of children we are losing at the high school level. This is financially our biggest problem to consider.
- I am supportive of whatever the town has to do for these kids to get inappropriate education if the class sizes are too big it is going to be very hard for the teacher to teach and the kids to learn especially kids that have a disability. I am supportive of option one and two.
- The impact of the building of new bridges should take precedent. There will be many hardships for parents and students due to traffic, delays etc. last fall, students were 30+ minutes late for school. Some staff had to leave an HOUR earlier than normal just to make it on time. It is so hard on staff who have young kids.

Community based schools would be the most beneficial. It worked much better back when Hoxie/ Peebles had a split like that. Affordable or free prek would be very helpful in these economic times.

- Appropriately addressing pathways at the highschool with numbers already being so low.
- We need to focus on maintaining our Bourne students
- I think we need to see why people are leaving Bourne and or eliminate school choice. Bourne has so many opportunities but yet people are still choosing to go to sandwich and Falmouth. I was in the high school at 8th grade and it exposed me to things that I would not want my kids to experience. Please let's see what people want from our schools to keep them in town!!
- As a teacher & a parent that has had all 3 children in the 7-12 model - I don't recommend this at all. The maturity level is too widespread and 7th graders are too cognitively underdeveloped to be with high school students.
- BMS functioned well with 4 grades before, they could do it again.
- I do not see what the added cost would be for going to a PreK-1, 2-4, 5-8, 9-12. Seems the easiest most cost effective to get the desired results with little disruption to students and not putting anyone in a school not meant for them. IE preK in a school not meant for them same 7/8 in a school not designed to handle them safely
- 8th grade students should not be integrated with high school students.
- I am interested in the timeline in these decisions. There will be cost in all of these situations. It will be a disruption to families and teachers so we need time to plan and adjust. If the lower level is the problem, why not just find a place for Pre K? Or limit school choice. Why change so many classrooms/ moves and the structures of the grades to support pre k. Portable space seems more feasible.
- What impact with these changes have on our special education students? I don't feel that having seventh or eighth graders in with high school students in the special education program or at all is very appropriate
- shut down BHS and add on to BMS making a 7-12 model. Bring Admin to BHS or BMS use the Admin building for early learning
- 2nd graders should not be at the same school as Older children. They do not need to be with adolescents at a young age and should be separate.
- In plan 3 you have Bourne intermediate going form k-3 where's grade 4 for cape side students?
- Having the schools similar to how they used to be. Bournedale prek-1 intermediate 2-4 middle 5-8 highschool 9-12
- Stop (or at the very least, limit) school choice to focus on the students who live in the town of Bourne.
- Upgrading BHS. Talking with BIS students about what BHS has to offer instead of waiting until middle school. Having high school students interact more with BIS kids.
- No
- Don't put 7th graders with 18 year olds!!!!
- I do worry about the youngest grade mixing with the oldest grade, i.e. 8th - 12th. That is an enormous gap developmentally, socially, you name it. I think a school within a school would have to be created for that model. Even bus transportation/routes may need to be rethought in terms of the grades.
- Moving four grades into BMS sounds plausible, 5th-8th. 5th and 6th / 7th and 8th respectively could maybe have their own sections (or 1st floor vs. 2nd floor) in order to keep similar ages together.
- Keeping students in the school on their side of the bridge
- In the options to move grades "up", will the younger grades be kept completely separate from the high school? I.e. will 7th/8th be in their own wing and not interacting with high schoolers?
- What are the implications for buses? For sports + activities?

Strategic Facilities Planning Survey Results 10/1/25

- With the middle and high school near each other, I think if the 8th grade were in their own separate wing and did not really interact, that would make most sense to keep normalcy as much as possible. Essentially 8th grade would still be Middle School, just in a "satellite" campus.
- HOWEVER - I think it would also be best to have this be a temporary solution and be in planning for providing a permanent building for PreK on its own. Preferably in the vicinity/campus of Bournedale, and all of that undeveloped land.
- My concern is 8th grade being in the high school. 8th to 12th is a large span and I would not feel comfortable sending any of my children to high school when they are in 8th grade. If there was a possibility for a 7th and 8th or just 8th satellite campus where they don't interact with high schoolers that would be best. It would be costly of course but maybe a PreK school could be built near Bournedale on all of the land back there.
- I would not support adding portable classrooms. I grew up with that. I feel that it is an eyesore and it decreases the morale of the students using them. It also adds safety concerns of kids traveling in and out of the school.
- It surprising this wouldn't be a thought when BIS was constructed
- BHS to have 7th graders with seniors is a very far gap in age. I think maturity level, isn't good to put children in this situation. I would be very concerned to have my children attend school with this age gap.
- We are losing enrollment every year. All of these options have been done in the past. 8th graders don't belong with 12th graders. 5th graders shouldn't be in the middle school. The villages shouldn't be divided. Regionalize the schools!
- I am looking forward to my son being on the cape side of the bridge makes me nervous on the other side
- Important for Prek (including integrated and UPK) to stay together. Moving special ed programs to one site and and gen ed settings to another site is segregation based upon disability.
- Thank you for your time and efforts to find the best solution here. Consider creating the best possible educational environment for all students. This involves making the teacher:student ratio as best possible in order for students to receive the very best education. Class size matters.
- I am not in support of 8th grade in the high school. I have been a high school teacher for 10 years. This age span is NOT appropriate
- I appreciate and thank you for asking the public.
- Pre k on both sides of bridge with neighborhood schools. Bridge traffic is only getting worse!!
- High school needs to be remodeled if expanding with extra grade levels
- I think it would be a huge mistake for our town to spend money on portable classrooms for Bournedale or to squeeze four grades into BMS while BHS sits mostly empty. An upstairs wing is almost entirely unused.
- We need to fix the real issue: BHS. The reality is that most parents of K–8 students do not want their kids there. Unless the problems at BHS are addressed, moving grades around will never solve it. And it's not just the physical building. Trying to "sell" BHS with slideshows about great programs doesn't match reality—low enrollment is showing us that families see the issues clearly.
- The arts used to be a huge strength that drew students in. Now, they're a weakness, with a poorly run program, low ticket sales, and an auditorium with ongoing technical problems. At the same time, the past middle school musicals have been amazing—better than what the high school is offering—and prove that students will show up and thrive when programs are run well. The district needs to remain proactive and ensure the best people are leading these programs to ensure they continue to be a great asset to the schools. Involvement numbers do not lie and are easy to track.
- The district needs to invest in and nurture the programs that are already strong and well-attended across all grades if it wants to stop the drop in student population. Sports are finally moving in the right direction

with the new athletic director, but that's just one piece and it was far overdue, the enrollment levels already dropped.

- If the district truly wants to regain trust and boost enrollment, it has to support the programs that are working and fix what's broken at BHS rather than masking the problem by shuffling grades.
- N/A
- If teachers are going to be moving schools, it's going to be a long process with cleaning up and packing, then unpacking our classrooms. Our contract states we have 1 paid day to do this and that's a big challenge. More than likely we will have to stay late or come in during our time off to do this. I hope the school committee takes this into consideration and what could be done to help teachers with this big task.
- I strongly support gathering more information about the possibility moving pre-K to the high school (and keeping other grade levels as is). All the current options would have major effects on everyone in the BPS system as there would be a lot of movement between schools and within each school. Option 1 would have the least movement, but still affects every school in the district. I am concerned about each building's environment and programming not being developmentally appropriate for the lower grades, (meaning 8th grade at BHS, 5th at BMS, and 2nd grade at BIS).I am also concerned that this process will be rushed, causing negative outcomes for students, families, and staff.
- no
- 26 yrs ago my son was put in the high school while the new middle school was being built. It was difficult because 8th graders were allowed to play varsity sports but we're expected to mingle with the higher grades. Putting 7th graders in the mix will only be more confusing. Leave 7th grade in middle school. That one brakes a difference
- Kids are already growing up to fast..surrounding them by the older population isn't good for them
- My kids do school of choice in Falmouth due to the travel distances to Bournedale from Cataumet. There are several other families who live in Catumet and Pocasset who did school of choice for the same reason. It too long a bus ride for the young kids and worries of bridge traffic. I would most likely had sent my kids to Bourne schools if they didn't change the school location model after the new school was built.
- Bourne's enrollment is shrinking. Unsure why there is a focus on expanding PreK options when demographics are changing leading to lower enrollment. Bourne has the second highest tax rate on the Cape. Tax payers should not carry anymore weight. It's likely the high school will need significant renovations or be completely rebuilt within the foreseeable future. Bournedale and BIS are newer schools and we should not have to invest more money to reconfigure them at this date.
- there shouldn't be "modifications to BIS" as it was built in 2019 and already has roof problems. the town of bourne is also paying for roof problems with the new police station, getting a new fire station, getting a new library, eventually bridges, and some are in zoning for being forced to get new septic systems. there shouldn't be anymore modifications to that building. if anything BHS needs it to have the 8th grade and pre-k
- If expanding PreK at BES, the outdoor playground spaces would need upgrades and expansion. The current spaces (which includes the natural classroom area) are in disrepair, are not accessible to all students, and pose many safety hazards. Each PreK classroom would also need its own bathroom space. Parking may need to be expanded to accomodate more parent dropoff and pickup (it is already crowded). I have not heard discussion yet about how the special education preschool would differ from a regular education UPK model. The Preschool would need its own Director, not a current building administrator. These issues, as well as staffing costs, furniture and materials, all need to be factored into the cost of PreK expansion.
- Typo under Option #3, stating neighborhood school BIS would be K-3? Where would Gr. 4 be "Capeside?"
- I agree with the option, that is better for school. Thank you!

Strategic Facilities Planning Survey Results 10/1/25

- Grade 7 is too young to be in high school. Would create more problems than solutions. Explaining pre-k is great but will hours change? Cause right now hours are not good for working families
- Having high school students help with pre-k seems great for them and the prek kids but shouldn't take away from other specialized programs space. Space and resources should be spread equally among students. Neighborhood model seems risky in that way, plus by middle school it's back to one school anyways. Expanded pre-k would be great just not at a major cost to other students. Bourne schools should be a priority for taxpayers so I don't think that should be a primary concern. I would rather see money taken from somewhere else to pay for what the schools need.
- Families with young children who live near Cataumet are sending their students to Falmouth because of the commute. Making the school neighborhood based would make Bourne more attractive to this population.]
- I would be concerned with 7th graders existing in the same social spaces as 12th graders, there are so many developmental differences between the two grades I would be worried they would not be ready for that bump yet.
- After listening to the meeting prior to the school committee meeting recently I was also in favor of moving all pre-K to the high school and leaving the other grades at the current schools.
- I would not support my 8th grader moving to the high school at all, ever! My 11th grade daughter attends a private high school with a much stronger focus on academics than what BHS currently offers. Pathways are interesting, but too close to the Tech school model.
- Sending 7 and 8th graders to the high school is a terrible idea
- Planning ahead for the new bridge construction projects should be a primary consideration as well in this process.
- I believe moving 1 grade up helps with the issue of needing more space at Bournedale and also helps with low enrollment at the High school and the possibility of retaining more kids and losing less kids to school choice.
- Considering placing a Pre-k classroom at Bourne High School, similar to what Falmouth High School does
- I think that a preschool program would be a great benefit at the high school in addition to Bournedale.
- I really do like the neighborhood school option-keeping our youngest students closest to their schools. Maybe this would even bring back some from Falmouth. However, we would have to look at the numbers carefully to plan for the future with influx of students with new developments.
- I think 7th and 8th grade in the high school is fine. Pre-k - 3 grade children should separate between bournedale and Intermediate so they can stay on there home side of the bridges.
- Could you add preschool classes on the Cape side in the new library?
- Neighborhood schools could provide a stronger opportunity for family engagement given that siblings may attend the same school for longer periods of time and families would be closer to their homes. With improved engagement comes stronger school climate and potential to keep families from leaving BPS. There may be increased interest in school choice from nearby towns as well. I am majorly concerned about travel around town when the bridge construction starts and this feels like a smart idea to decrease families needing to drive across town.
- Which four grades would be in the middle school under the mentioned suggestion?
- The fact that all of your options include 8th grade to high school seems deliberate and dissapointing....I do not want my 8th grader in the high school....looks like your making 8th graders go there hoping they will stay for high school instead of choosing other options in the area....Maybe you should focus on making the high school a better option for students then its current status. Seems like you've already decided what you're going to do and just pretending to include the staff and public in your decision with these surveys and listening sessions.

Strategic Facilities Planning Survey Results 10/1/25

- Neighborhood schools mean that families can carpool, and will reduce traffic on the bridges. Continuity across grades is important and can be accomplished with team meetings. Kids can learn anywhere adults make space.
- All or half PreK at High School and keep Bournedale K-2, 2nd grade is still very young and they need their support from their previous teachers and specialists. The growth in a K-2 school is important for developmental and social growth. Another great option to consider is allowing 8th grade to move over to the high school. It will give new opportunities for them and expand the desire to stay at BHS, hopefully!
- I like the idea of four grades at BMS
- Keeping Grade 8 at BMS
- N/A
- I would ask the school committee to consider the impact of travel with the bridges for our youngest learners. We often have 5 year olds that are on the bus for extended periods of time due to traffic. Neighborhood schools would allow for students reduce travel, as well as have older peer models in school.
- Move 4 grades to middle school or bring in portable classrooms/add wing to Bournedale Invest in new or redeveloped high school—why would we force more kids into that dilapidated building. I will send my kids somewhere else if no investment is made to that building in next 3-5 years.
- The neighborhood model could work, with some modifications. Putting 8th grade students at the High School really doesn't make much sense. It would cause more disruption for students that may elect to go to Upper Cape or another regional or technical high school, as they would be changing schools multiple times. That also feels like a lot of children with a lot of developmental things going on in one building. I do think K-4 at Bournedale or the Intermediate School would be appropriate, then 5-8 at the Middle School, and 9-12 at the High School. It gives the most equal division of students in each building (with the exception of Bournedale and the Intermediate as they would be accommodating 5 grades). If there is an opportunity for the pre-k students to be at the high school, I think that would be a good opportunity for high school students who may want to get involved in education an opportunity to be a student teacher or aide.
- The neighborhood school model is great and allows the children to have exact planning for the bounre bridge construction which will take a long time, there are families out there that switching work schedules for kid drop offs and pick ups is sometimes fround upon at work.
- Why would you want pre K with High school?
- The district working with local resources to better meet the needs of all students. For instance, BHS and UCT could work together to provide so many more opportunities to the students. Or BHS could work with sandwich or Falmouth high school to add to the opportunities. We need to work together to focus on expanding opportunities to everyone
- Do not want 7th grade in the high school
- What expanding pre K will do to private preschools in town