Bourne Middle School

STUDENT AND CAREGIVER HANDBOOK

GRADES 5-7

2026-2027

Bourne to Be
Respectful, Responsible, and Safe

Bourne Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness

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BOURNE PUBLIC SCHOOLS DISTRICT PERSONNEL

School Committee

Chairperson	Ms. Kari MacRae
Vice Chairperson	Ms. Rachel Agrillo
Secretary	Ms. Kendellyn Cavanaugh-Gagne
Members	Ms. Donel Beals
	Ms. Kathleen Quintal

Administration

Superintendent of Schools	Dr. Kerri Anne Quinlan-Zhou	508.759.0660
Assistant Superintendent	Ms. Christine Borning	508.759.0660
Dir. of Student Services	Ms. Kristin Donahue	508.759.0673
Director of Business Services	Mr. Jordan Geist	508.759.0660
Director of Technology	Mr. Chris Oliver	508.759.0660
Athletic Director	Ms. Kristyn Alexander	508.759.0674
Transportation Coordinator	Ms. Sue Downing	508.759.0698
Asst. Dir. Student Services (6-12)	Ms. Kate Hartley	508.759.0670
Elementary Special Education Coordinator	Ms. Jennifer Castanhinha	508.759.3800
Secondary Curriculum Director	Ms. Kellie Wells	508.759.0670
Elementary Curriculum Director	Ms. Lisa Dix	508.759.3800

Principals

High School Principal	Dr. Pamela Gould	508.759.0670
High School Asst. Principal	Ms. Ann Marie Strode	508.759.0670
Middle School Principal	Ms. Lisa Sleboda	508.759.0690
Middle School Asst. Principal	Mr. David Lundell	508.759.0690
Bourne Intermediate Principal	Ms. Noelle Colbert	508.759.0680
Bourne Intermediate Asst. Principal	Ms. Ellen Trott	508.759.0680
Bournedale Principal	Ms. Elizabeth Carpenito	508.759.3800
Bournedale Asst. Principal	Ms. Kerrie Moreau	508.759.3800

Bourne Public Schools does not discriminate on the basis of age, disability, sex, race, color, sex, gender identity, religion, national origin, sexual orientation, or homelessness.

Bourne Public Schools Mission: What We Do

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, valued, and respected.

Bourne Public Schools Vision: What We Aspire to Be

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

Bourne Public Schools Core Values



Bourne Public Schools Behavioral Expectations

Bourne to Be: Respectful, Responsible, and Safe

I. GENERAL INFORMATION

Bourne Public Schools Civil Rights Laws/District Coordinator Information

All programs, activities and employment opportunities provided by the Bourne Public Schools are offered without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness. Questions regarding implementation of these practices should be addressed to the appropriate coordinator listed below:

Title VI: ***Title VI of the Civil Rights Act of 1964***
Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color or national origin in programs or activities receiving federal financial assistance. Title VI is codified at 42 U.S.C. 2000d *et seq*.; regulations have been promulgated under it in the Code of Federal Regulations at 34 CFR Part 100. The complete law is available at the US Dept. of Education site.

Coordinators

Dr. Kerri Anne Quinlan-Zhou, Superintendent
36 Sandwich Road
Bourne, MA 02532
508.759.0660
kzhou@bourneps.org

Ms. Christine Borning, Assistant Superintendent
36 Sandwich Road
Bourne, MA 02532
508.759.0660
cborning@bourneps.org

Section 504: ***Section 504 of the Rehabilitation Act of 1973***
Prohibits discrimination, exclusion from participation, and denial of benefits based on disability in programs or activities receiving federal financial assistance. Section 504 is codified at 29 U.S.C. 794; regulations have been promulgated under it at 34 CFR Part 104 and are available at the US Dept. of Education site.

Coordinator

Ms. Christine Borning**,** Assistant Superintendent
36 Sandwich Road
Bourne, MA 02532
508.759.0660
cborning@bourneps.org

Title IX: ***Title IX of the Education Amendments of 1972***
Prohibits discrimination, exclusion from participation, and denial of benefits based on sex in educational programs and activities receiving federal financial assistance. Title IX is codified at 20 U.S.C. 1681 *et seq.*; regulations have been promulgated under it at 34 CFR Part 106. It was amended in April 2024. The complete law is available here at the US Dept. of Education site.

Coordinators

Dr. Kerri Anne Quinlan-Zhou, Superintendent
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IDEA 2004: *the Individuals with Disabilities Education Act of 2004*
Governs special education. Most of IDEA 2004 is codified at 20 U.S.C. 1400 *et seq*.; regulations have been promulgated under it at 34 CFR 300. The law is available at the US Dept. of Education site.

Coordinator
Ms. Kristin Donahue, Director of Special Education and Student Services
36 Sandwich Road Bourne,
MA 02532 508.759.0660
kdonahue@bourneps.org

Title II: *Title II of the Americans with Disabilities Act of 1990*
Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in public entities. Title II is codified at 42 U.S.C. 12131 *et seq.*; regulations have been promulgated under it at 28 CFR Part 35. The law is available at the US Dept. of Education site.

Coordinator
Ms. Kristin Donahue, Director of Special Education and Student Services
36 Sandwich Road
Bourne, MA 02532 508.759.0660
kdonahue@bourneps.org

The McKinney-Vento Homeless Assistance Act, reauthorized in December 2015
The McKinney-Vento Homeless Assistance Act (MCKinney-Vento Act) ensures educational rights and protections for children and youth experiencing homelessness. The McKinney-Vento Act was reauthorized in December 2015 by Title IX, Part A of the Every Student Succeeds Act (ESSA) . The McKinney-Vento Act ensures that children who are homeless have equal access to the same free and appropriate public education, including a public preschool education. Information on the McKinney-Vento Act is available through the MA Department of Elementary and Secondary Education.

BPS Homeless Liaison
Ms. Kristin Donahue
Director of Spec. Ed. & Student Services
36 Sandwich Road
Bourne, MA 02532
508.759.0660
kdonahue@bourneps.org

BPS Transportation Coordinator
Susan Downing, Transportation Director
75 Waterhouse Road
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sdowning@bourneps.o***rg***

Definitions
The following terms are defined in the McKinney-Vento Act:

Homeless Children and Youth: Individuals who lack a fixed, regular, and adequate nighttime residence. It includes:

1. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels. Trailer parks, or camping grounds due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.

2. Children and youth who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

4. Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965, as amended) who qualify as homeless because they are living in circumstances described above.

Enroll and Enrollment: Attending classes and participating fully in school activities

School or Origin: The school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled, including preschool. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.

Unaccompanied Youth: Homeless child or youth not in the physical custody of a parent or guardian

School Placement

Student placement determinations must be based on the best interest of the student who is homeless. For students who meet the eligibility criteria, Bourne Public Schools must remove the barriers to accessing academic and extracurricular activities, including but not limited to summer school. career and technical education, advanced placement, and online learning.

In order to determine best interest, Bourne Public Schools must:

1. Presume keeping the student in the school of origin until the end of the school year in which the student obtains permanent housing is in the student's best interest except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth.

2. Consider student-consider factors related to the students best interest including factors related to the impact of mobility on achievement, education, health, and safety of the student who is homeless, school placement of siblings, giving priority to the request of the parent, guardian, or unaccompanied youth.

Transportation

Bourne Public Schools must provide transportation to students who are homeless that meet the Massachusetts state law and are comparable to those received by other students. Bourne Public Schools must ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from school. Students who have been homeless during the school year and become permanently housed have the right to remain enrolled in their school of origin with transportation if needed through the end of the school year (June). Furthermore:

1. If the student who is homeless continues to live in the area served by the district in which the school or origin is located, then the district must provide or arrange transportation if needed.

2. If the student who is homeless moves to an area served by another district, through continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin.

3. If the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

Enrollment

Bourne Public Schools must immediately enroll students who are homeless in school to provide educational stability and avoid separation from school for days or weeks while documents are located. Therefore:

1. Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them.

2. If a student who is homeless arrives without records, the previously attended school district is contacted and the required records are requested.

3. The student who is homeless should be attending school while the records are being requested.

4. Bourne Public Schools must remove barriers to students who are homeless receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.

5. Information about a student's homeless living situation shall be treated as a student education record and not to be deemed to be directory information and therefore cannot be shared with the public, including landlords.

6. Bourne Public Schools will not delay enrollment of a student that is homeless as a result of immunization policies.

Dispute Resolution Process

The McKinney-Vento Act requires "procedures for the prompt resolution of disputes regarding the educational placement of children and youth who are homeless. If a dispute arises between Bourne Public Schools and parent, guardian, or unaccompanied youth the following process must be followed:

1. The student must be immediately enrolled in the school in which enrollment is sought and transportation is provided, pending the final resolution of the dispute, including all available appeals.

2. The parent, guardian, or unaccompanied youth is provided with a written explanation of any enrollment decision made by Bourne Public Schools and be informed of the right of the parent, guardian, or unaccompanied youth to appeal the decision to the Department of Elementary and Secondary Education.

    a. Bourne Public Schools must provide notice of denial to the parent, guardian, or unaccompanied youth on the day of the denial using the form prescribed by the Department of Elementary and Secondary Education.

    b. The notice provided must be written in clear, easy to understand language detailing the dispute resolution process and the right to appeal and the option to obtain independent information and counsel.

3. Bourne Public Schools must provide the prescribed form to be completed by the parent, guardian, or unaccompanied youth, should he or she decide to appeal the school district's enrollment decision.

4. Bourne Public Schools must assist the parent, guardian, or unaccompanied youth in promptly submitting an appeal to the Department of Elementary and Secondary Education in three school days with an extension of up to ten additional days.

5. The dispute resolution process begins at the time Bourne Public Schools denies continued enrollment or right to enroll a homeless student in the school selected by the parent, guardian, or unaccompanied youth.

6. If Bourne Public Schools does not notify the parents of its enrollment decision or the parent's right to appeal that decision, the parent, guardian, or unaccompanied youth may initiate a dispute by contacting the Department of Elementary and Secondary Education.

7. Following the receipt of the district's denial from the appeal by the parent, guardian, or unaccompanied youth and any other additional requested information, the Commissioner or the Commissioner's Designee shall promptly issue a decision usually in five to ten school days. The decision of the Commissioner or the Commissioner's Designee shall be final.

II. Attending School

Enrolling in Bourne Public Schools

In order to attend Bourne Public Schools, a student must actually reside in the Town of Bourne or have been approved for School Choice. "Residence" is the place where a person dwells permanently, not temporarily, and is the place that is the center of his or her domestic, social, and civic life. Proof of residency is needed for student acceptance into Bourne Public Schools. Temporary residence in the Town of Bourne, solely for the purpose of attending a Bourne Public School, shall not be considered residency.

The residence of a minor child is presumed to be the legal residence of the parent(s) or guardian(s) who have physical custody of the child. Any student 18 years or older may establish a residence apart from his or her parent(s) or guardian(s) for school attendance purposes.

A	B	C
Verification of Bourne Address	Verification of Current Residency at this Address	Verification of Identify
1. Dates with the past 60 days 2. Letter from approved government/state agency 3. Payroll stub 4. Bank or credit card 5. Copy of deed or record of most recent mortgage payment 6. Copy of lease and record of most recent rent payment 7. Legal affidavit from landlord affirming tenancy and record of most recent payment 8. Section 8 agreement	A utility bill or work order dated within the past 60 days, including: A. Gas bill B. Oil bill C. Electric bill D. Cellular/landline bill E. Cable bill	1. Valid driver's license 2. Valid vehicle registration 3. Valid Massachusetts photo identification card 4. Valid passport 5. A W-2 form dated within the past year 6. Excise tax bill dated within the past year 7. Property tax bill dated within the past 60 days 8. Letter from approved government/state agency 9. Payroll stub 10. Bank or credit card statement

In order to verify residency, Bourne Public Schools reserves the right to request additional documents and/or conduct an investigation. Residency can change for students and their families during the school year, Bourne Public Schools may verify residency at any time.

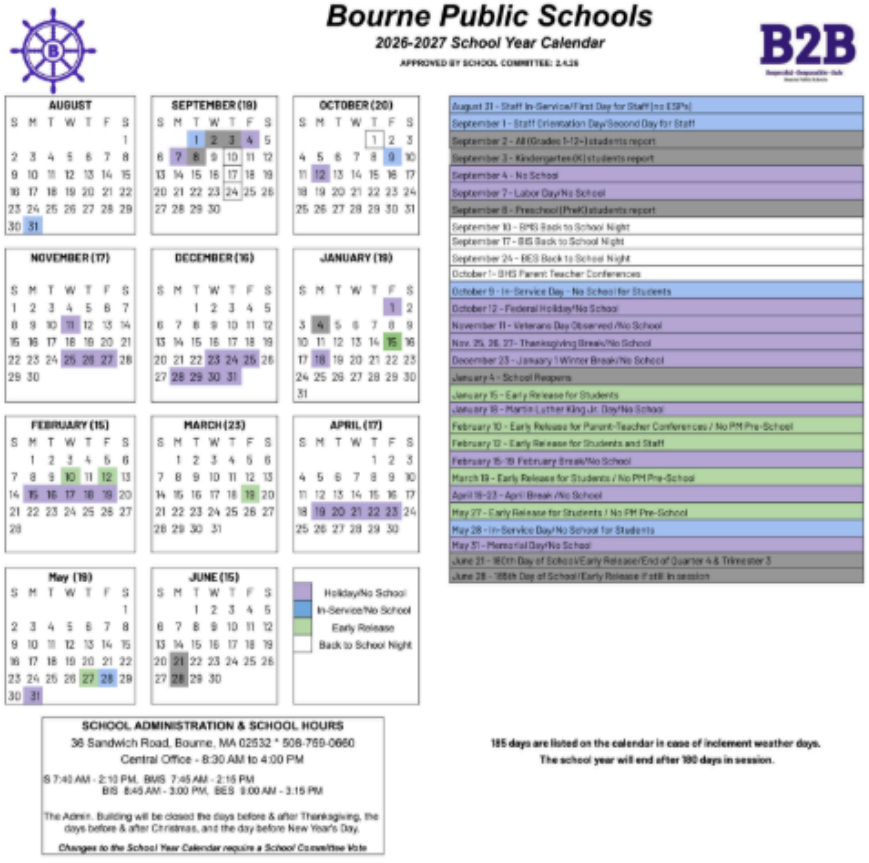
All new applicants are required to present required proofs.

Insurance Coverage

Bourne Public Schools provides accidental insurance coverage for students who may be injured while participating in interscholastic/intramural sports and physical education classes. The school district and/or Town of Bourne does not provide insurance coverage for any injury that may occur under any other circumstances during the school day or school activities (i.e. playing during recess, utilizing playground equipment, etc.)

School Calendar

A District Calendar is available on the [bourne public schools website](). It is also located here:



School Cancellation

The BPS will utilize a telephone and text alert system to communicate when school is canceled or students are dismissed early. In addition, parents, caregivers, students, and staff should stay tuned to their radio and/or television for information regarding cancellation of school. Radio stations, WXTK 95, WBZ 1030, as well as television channels 4 WBZ, 5 WCVB, 7 WHDH and 6 WFXT will have delay and cancellation information. This information will also be available on the district website.

School Day

	Bournedale	**Bourne Intermediate**	**Bourne Middle**	**Bourne High**
Student Start	9:00	8:45	7:45	7:40
Student Dismissal	3:15	3:00	2:15	2:10
Student Dismissal on Planned Early Release Day	12:15	12:00	11:00	10:55
Pre-K AM (M-TH)	9:00 - 11:30			
Pre-K PM (M-TH)	12:45 - 3:15			

Attendance & Tardy Policy

Regular and timely attendance at school is an essential part of each student's educational experience, providing opportunities for academic and social growth. Daily on-time attendance, participation in class, and contact with teachers and peers are critical factors in the learning process. The Bourne Middle School Attendance Policy recognizes the importance of regular and timely attendance and seeks to support student success.

Massachusetts General Laws state that parents/guardians are responsible for their child's attendance, and that absences may not exceed 7 full day sessions or 14 half day sessions in any 6 month period (Massachusetts General Laws, ch. 76, §§1 & 2).

The school recognizes that there are legitimate reasons for being absent and/or late for school, i.e., illness, unavoidable medical or dental appointments, funerals, etc. Sporting and other extracurricular events are not generally considered excused absences. Extended illness should be reported to the school nurse and physician documentation may be required. It should be noted that tardiness to school may accrue and result in recorded absences.

Bourne Public Schools strongly discourages family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process in ways that make up work cannot reverse. Teachers are not required to provide work in advance of vacations.

Student Absence and Tardy Notification Program

Absences

When a student's recorded absences reaches or exceeds 5 days, the following steps will be taken to support the student and family in improving attendance:

- 5 days of absence - a letter will be sent to the family reminding both the student and caregivers of the attendance policy
- 7 days of absence - counselor will call and discuss with family
- 8 days of absence - a meeting will be scheduled with the Principal, student, and caregivers to develop an attendance success plan.
- If absences continue the school will refer the student for a Family Support Meeting and/or file a CRA with the court.

Legal Ref: MGL c. 76 §§1, 1A, 1B & 2.

Tardies

When a student's recorded tardiness exceeds 5 days, the following steps will be taken to support the student and family in improving on-time arrival to school:

- 5 days of tardiness - the student will meet with the assistant principal to discuss on-time arrival and develop a plan for success; the caregiver will receive a letter or notification
- 7 days of tardiness - the student will serve a lunch detention each day they are tardy.
- Continued tardiness will result in possible after school detention

Absent, Tardy, and Early Dismissal Procedures (Caregiver Procedures)

Absence Procedures

When a student is absent, the caregiver must contact the main office by 7:45 AM that morning. An automated phone call will go out to all guardians that have not contacted the office at 8:45 AM.

If a student will be absent due to vacation, the caregiver must notify the principal beforehand.

On the day they return to school, students must submit a note from a parent/guardian and/or appropriate documentation (i.e. doctor's note) to the main office explaining the absence. If the student absence meets the "excused" guidelines, the letter will be added to the student file.

Arriving Late Procedures

Students are considered tardy to school if they do not report to their first period class by 7:45 am. Students who arrive late to school are required to check in at the main office to receive a pass to class.

Students who are participating in High School athletics must be present for the full day in order to practice or compete with the athletic team. Students should see an administrator in the case of an unusual circumstance.

Early Dismissal Procedures

It is expected that all students attend school daily in its entirety. The school district recognizes that circumstances may arise that require students to be dismissed from school early. Acceptable reasons for missing partial days of school include medical, legal, religious, and bereavement obligations.

If a student is going to be dismissed early, they must bring a note from parents/caregivers to the office that includes the student's full name, grade, the time to be dismissed, and the name of the person dismissing him/her, the reason for dismissal, and a parent telephone number so that the dismissal may be verified. Students will be called to the main office when the person dismissing him/her has arrived. The person dismissing the student must sign the student out. Photo identification may be required of the person signing a student out of the building. If there are any court decisions or documentation which restricts dismissal to only certain identified adults, we need to receive a copy of this information. Adults who are dismissing students must be listed as emergency contacts for the student in Powerschool.

All dismissals/tardies must be in writing and be accompanied by supporting documentation (i.e. an appointment card or a signed note/letter from a service provider). Only dismissals/tardies for purposes of illness (supported by school nurse), medical appointment, bereavement, religious holiday, -school visits, or legal matters will be permitted make-up privileges.

Clinical Dismissals

Only dismissals approved through the school nurse or through guidance will be considered an excused absence. Students who are feeling ill must seek out the assistance of the school nurse. Students who need support with social or emotional concerns must seek a school counselor. The school nurse or counselor will determine if a student should be dismissed clinically and will notify caregivers and the office of such dismissals.

Attendance Accommodations for Religious Holidays

Schools shall make reasonable efforts to accommodate the religious beliefs of students and staff and Federal Law also mandates such accommodations. M.G.L. c. 151C, Section B.

Guidelines for Participation in After School Functions or School Sponsored Activities

Students who are tardy will not be eligible to participate in extracurricular/athletic activities on that afternoon unless excused by an administrator. Students who are suspended a full day in-school or out-of-school on the day of a school sponsored activity or after-school function will lose the privilege to participate. Legal Ref. MGL Ch. 272 Sec. 40A. Students dismissed by the school nurse for sickness or injury may not participate in athletics after school. In addition, students who are tardy will not be eligible to participate in Bourne High School athletics or activities on that afternoon, unless excused by an administrator.

III. Academic Information

Absentee Make-up of Assignments

Students are responsible for making up assignments due to absence and must see teachers on the day of their return. Students are encouraged to check teacher landing pages and/or email their teacher to see what work can be completed from home.

A prolonged absence is defined as missing three (3) or more consecutive school days. In the event of a prolonged absence caregivers should contact the school who will facilitate contact with teachers and arrange for make-up assignments. In some circumstances, teachers may use their own discretion in granting additional time up to a maximum of 10 school calendar days. Assignments are available for parental/caregiver pick-up 24 hours after a request is made.

In the event that a student is absent due to a vacation, it is the responsibility of the student to communicate with their teachers regarding make-up work. Teachers are not required to provide make-up work in advance of a vacation. Make up of material missed will be the same as outlined above and must be made up within 10 school days after the return to school.

Academic Integrity

Academic honesty is essential for the well-being of a school community. Bourne Public Schools expects every student to be intellectually honest in the preparation of all academic activities. Effective evaluation of student work and instruction can only take place in an environment where intellectual honesty is respected.

Students are expected to seek clarification from a staff member if they are uncertain about the requirements for any particular academic exercise. Students should constantly monitor their work to assess its originality and seek explanation when they are uncertain. If a student is aware of a violation of academic honesty, he/she is expected to communicate the knowledge both to the person who has violated these standards and to a staff member. When a violation of academic honesty is suspected, the individual instructor will discuss the matter confidentially with the student. If the determination is made that academic dishonesty did occur the teacher will communicate the incident in writing building administration, and parents/caregivers. The consequence for academic dishonesty will include but is not limited to a zero for the assignment.

All members of our school community must address definitions of academic dishonesty. Students, teachers, and families should all be concerned with the following:

> **Cheating**: an act of deception, including giving and/or receiving information, by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
>
> **Plagiarism:** the presentation of words, concepts, sequence of ideas, graphs, or other visual representations of others as one's own. A student's work that is not primarily his or her own creation with copied, paraphrased, or summarized material without citation of sources is considered plagiarism. Utilization of Artificial Intelligence (AI) is considered plagiarism. Unintentional plagiarism is still plagiarism.

Extra Help for Students

Each teacher holds after school extra help one day per week. Students who need to make up assignments or seek additional help with academic assignments should sign up for the teacher after school time by noon on the day they wish to stay after.

Field Trips

In accordance with School Committee policy IJOA-1, Bourne Public Schools recognize that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the Committee to encourage field trips as part of and directly related to the total school program and curriculum.

In order to participate in field trips the following must be completed/adhered to:

1. A parental/caregiver field trip consent form must be completed.
2. A student must ride school-provided transportation to and from the field trip location.
3. All school rules apply at all times, including on school-provided transportation.

Parents/caregivers/volunteers must have the following in order to attend a school-sponsored field trip:

1. A completed and approved CORI
2. A signed Confidentiality Form/ Volunteer Agreement
3. And must be scheduled through the teacher and approved by the school administration in advance of the field trip

Grading System

Grading procedures are communicated to students and caregivers through the course syllabus, teacher landing pages, and during Back to School Night. Questions about how a grade was determined should be addressed to the classroom teacher and/or the student's guidance counselor. Grades are used for promotion, honor roll, counseling, recommendations, and eligibility for extracurricular activities. Here is a sample BMS Report Card.

Homework

The Bourne School Committee endorses the assignment of meaningful homework to students to reinforce skills, content or concepts taught in the classroom, to expand knowledge, or preview new concepts. Assignments are expected to be of reasonable length and appropriate to the age level of the student and the content being studied. Teachers are expected to review homework assignments and provide feedback to students in a timely manner.

PowerSchool Access

PowerSchool Parent Portal is a tool that is integrated into the PowerSchool Student Information System (SIS) that is specifically developed for parents and students.

PowerSchool Parent Portal gives parents and students access to real-time information including attendance, grades and detailed assignment descriptions, school bulletins, lunch menus and even personal messages

from the teacher. Everyone stays connected: Students stay on top of assignments, parents are able to participate more fully in their student's progress, and teachers can use their grade book to make decisions on what information they want to share with parents and students.

Please follow the instructions for access to the parent portal, as well as the quick reference guide. If you have any questions, or have trouble accessing the portal, please contact Bourne Middle School at 508-759-0690 and the office will be happy to assist you.

If you have questions about grades and/or assignments please email the teacher directly.

Testing Programs

The Bourne School Committee supports a variety of formal and informal methods to measure the achievement of students in The district's schools. Formal methods include the state-wide assessments, which begin in grade, and will be administered according to regulations set forth by the Massachusetts State Department of Elementary and Secondary Education (DESE) under Education Reform.

In addition to state testing, students in the Bourne PUblic Schools will engage in Benchmark Testing three times a year to measure progress. Benchmark testing occurs across all academic areas. Information regarding Benchmark Testing is available to caregivers at any time. Benchmark results are provided to all caregivers as part of the mid-year conference process, and provided in Powerschool at the conclusion of the school year.

Vacation Statement

Families are encouraged to take vacations during the regularly scheduled school vacations and holidays. Introduction to new material occurs daily; the more frequently a student is absent, even if the absence is unavoidable, the harder it is for the student to keep up with the class. Therefore, the responsibility of learning new material presented during absences will belong to the student and his/her parents/caregivers. Make up of material missed will be the same as outlined above and must be made up within 10 school days after the return to school. Parents/Caregivers should notify the building principal in writing no less than 5 days prior to the vacation date.

What I Need (WIN) Block

WIN is a time period in each of the schools allocated for intervention and/or enrichment. The length and structure of the period varies depending on the school. Student placement in WIN is conducted in accordance with students' needs as determined by classroom and/or Benchmark assessments, classroom grades, and student interests.

IV. Code of Conduct

The Code of Conduct and/or discipline code is in effect both at school and at school-sponsored events, whether or not such events take place on school property (including, but not limited to, any and all athletic activities and contests). Even misconduct that does not take place in school or at a school sponsored event can result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment. The procedures outlined in this section provide an explanation of our disciplinary process. In addition, this section provides examples of conduct that is prohibited. However, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including suspension or expulsion.

As a community, establishing norms for behavior is necessary to make everyone's work in the Bourne Public Schools as personally and intellectually safe and productive as possible. The student Code of Conduct is determined by the BPS core values, and describes the behavior that school staff expects from its students, conduct that is prohibited and the disciplinary action that may result for violations of the Code of Conduct.

Please note that the prohibited conduct that is part of this code of conduct is not exhaustive and that other behaviors that negatively impact the school environment may be addressed with disciplinary action as well. This may include conduct that individual teachers have identified as problematic for their individual classrooms and for their assigned students.

BPS Behavioral Expectations

Cafeteria

Eating in the lunchroom is a privilege. If students are uncooperative or disrespectful, or have excessive tardies to school, they will lose the privilege of eating lunch with friends for a certain number of days. Students may bring a lunch or purchase school lunch. Outside fast food (McDonalds, etc) is not permitted in the school cafeteria. Food delivery services (pizza shops/Door Dash/Grub Hub) are not permitted for students at any time on campus.

Care of School Property

The Bourne Public Schools maintenance and custodians work very hard to keep our school clean and safe. Their job is very difficult, and they need everyone's cooperation in order to keep our schools clean and a pleasant place in which to learn. Clean corridors, walls, tables, and desks enhance school pride. As such, students involved in vandalism will be subject to disciplinary action, including possible suspension. They must also make restitution for materials and labor necessary to repair any damage.

Cell Phones & Smart Watches & Communication Devices

Bourne Public Schools recognizes that while many students carry and utilize cell phones and smart watches, these devices can be a large distraction during the school day. **Cell phones/devices are to be off and stored in backpacks, classroom storage areas, or a building-administrator defined area during the school day, and should be taken out only at the request of a teacher or with permission.** Students who access their cell phones without permission will be asked to leave them in the office for the day. Students who repeatedly access cell phones may be asked to drop their phone in the office each morning.

When used with permission, cell phone/device use at Bourne Middle School is expected to be in line with our behavioral expectations: respectful, responsible, and safe.

Cell phones/devices should not be used to text home during the school day. Students who need to reach their parents/caregivers may call from the office or classroom with permission.

At no time should students photograph, video, or record any other students or staff. At no time should students photograph, video, or post to social media sites during the school day. Students are not permitted to "air drop" photos during the school day. Consequences for photographing, video recording, or posting to

social media during the school day will be issued. Inappropriate use of cell phones and social media could result in a referral to the Bourne Police Department.

Students may seek permission from a teacher, staff member, or administrator to photograph and record videos for academic purposes. Parents, caregivers, and/or visitors must obtain permission from school administration for use of cameras and other video recording devices when on school grounds or at school sponsored events.

Classroom-Based Expectations and Discipline

Students can expect that teachers will have specific expectations, both behavioral and academic, for their individual classes. Classroom expectations will be in line with the BPS core values. When a student does not adhere to these expectations, a teacher may have the student remain after school, report before school, communicate with the parent via telephone, mail or e-mail, and/or communicate with the principal or his/her designee. If a student does not attend a teacher-assigned consequence, he/she may be referred to the principal and his/her designee for additional consequences. If a student's behavior does not improve, the teacher may invite the parent in for a conference and may complete a discipline referral. In addition, teachers may make a discipline referral for a single incident of serious breach of conduct. Students who participate in disruptive behavior in a class that interferes with the opportunity for other students to learn and for the teacher to teach, may be removed from the class.

E-Bikes

Students riding e-bikes to school must follow Massachusetts state law and BPS campus safety rules. Per state law, riders under 16 are limited to Class 1 and Class 2 e-bikes (Class 3 e-bikes are prohibited) and must wear a properly fitted helmet at all times. Once on school grounds, e-bikes must be powered off and walked along all sidewalks, crosswalks, and parking areas to designated bike racks, where they must be locked (charging batteries on school outlets is not permitted). Passengers are not allowed unless the bike is manufactured with a dedicated second seat. Failure to follow safety rules, wear a helmet, or operate an allowed e-bike class will result in a warning for a first offense, parent retrieval of the bike for a second offense, and suspension of campus riding privileges for subsequent violations.

Electronic Devices

All gaming devices, headphones/airpods, cameras, and other electronic devices may infringe on student safety and are distractions to the learning environment. Students may not wear headphones in the hallways or class, except at the request of a teacher or with teacher permission. If students are using devices without permission they may be confiscated, and repeated violations will result in a parent/caregiver having to pick up the device at the main office.

Exceptions will be made for students with disabilities who require the use of assistive technology as part of their IEP or 504 Plans. The school will not be responsible for these items if they are damaged or stolen.

Library/Media Center

The Media Center is open at 7:15 each day, and may be accessed throughout the day with permission from a teacher. Students can access the media center during lunch with permission from the media specialist. Students who are found in the media center without permission will be considered to be skipping class.

All books are loaned for two weeks. Books may be renewed for another two weeks by bringing them to the library and renewing their loan. Reference books must be used in the library.

Lost or damaged books will be paid for by the person who signed them out.
Books will not be checked out to anyone who has overdue books or who owes overdue fines.

Destructive or disruptive behavior will result in a referral to the school administration.

Lockers

Lockers are not private property and there is no expectation for privacy. They are school property and may be opened and inspected by school officials at any time. Every BMS student is assigned a locker and is not permitted to share lockers with classmates. Generally students at BMS do not use locks on their lockers. Students are reminded that they should only access their own lockers. Locks are available from the main office. If a student does wish to use a lock, the Principal and Assistant Principal must have the code.

Lost, Stolen and Damaged Materials

Students assume financial responsibility for all materials and equipment issued to them by the school. In the event such material is lost, stolen, damaged, or defaced, teachers will notify the student and the office of the material involved and the fee to be assessed.
Charges for lost, damaged, or defaced material and equipment will be applied according to the following:

- First Year (new material) full replacement cost
- Second Year 80% of the replacement cost
- Third Year 60% of replacement cost
- Fourth Year 40% of replacement cost
- Fifth Year and older 20% of replacement cost or $15.00 rebinding fee, whichever is greater.

Lost and/or damaged technology and accessories will be billed according to the technology user agreement.

Responsibility to be a Good Student

Bourne Public Schools exist primarily to provide students with formal classroom training. Each student enrolled must conduct himself/herself in a way that is reflective of the BPS core values: Be Respectful, Be Responsible, Be Safe. Students are expected to: (a) arrive at school and classes promptly, (b) be in attendance every day except for illness or family emergencies, (c) be prepared for classroom work, (d) contribute in positive ways to the activities of each class, and (e) accept responsibility for any inappropriate actions while working to be sure they are not repeated.

Respect for People

Every student, teacher, staff member, and visitor has the right to come to school without fear of intimidation or coercion of any kind. Under no circumstances can any student be allowed to remain in school if they pose a threat to the safety of another. Abusive language and behavior will not be tolerated.

“No person shall be excluded from or discriminated against in ... obtaining the advantages, privileges and courses of study (in a) public school on account of race, color, sex, religion, national origin, or sexual orientation.” (MGL Ch.76, Sec. 5)

Bourne Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

School Socials

Please be aware of the following policies and procedures regarding school dances:

- Attending school dances is considered a privilege. As such, students must be in good academic, social, and behavioral standing in order to attend.
- Students should dance in a way that is in line with the BPS core values: safe, responsible, and respectful.
- Rules for appropriate dress and *Code of Conduct* that apply during extra-curricular activities also apply at school dances.
- Dances are for Bourne Public School students only, unless otherwise determined/ advertised by school administrators.
- Students may be required to complete a breath alcohol test before, during, or at the conclusion of school dance.

Students should remain at the dance for the duration of the event; once students leave they will not be permitted to return.

Standards of Dress & An Act Prohibiting Discrimination Based on Natural and Protected Hairstyles

The primary responsibility for appropriate dress lies with the student and their caregivers. The school may institute certain restrictions on student dress when there is an overriding, legitimate school purpose that is more important than the student's right to dress as they see fit. Students will be prohibited from wearing any clothing that detracts from the learning process or otherwise compromises health, safety, or cleanliness.

We encourage students to dress in a neat and respectful manner that reflects the BPS core values: Be Respectful, Be Responsible, and Be Safe. We expect students to dress for success:

a. Clothing displaying vulgar writing or symbols or sexual reference is not allowed.
b. Clothing with alcohol, tobacco, or controlled substance references will not be allowed.
c. Footwear should be appropriate and safe for the courses the student will be attending (i.e. sneakers for PE class)
d. Students are not permitted to wear head coverings (i.e. hats, hoods) during school hours unless the principal or the principal's designee grants permission. Students should remove head coverings as soon as they enter the building. Head coverings should be placed in a student's locker at the beginning of the day and not be carried throughout the building during the day. If they are carried or worn, they may be taken away by a staff member and returned at the conclusion of the school day. Exemptions are afforded for students wearing head coverings that are part of their recognized, traditional religious or cultural attire.

If a student dresses in a way that is not in line with the BMS standards of dress, they will first be asked to change in the nurse's office and then may be asked to call a parent/caregiver to request that clothing that is more appropriate be brought to school. The school will have interim t-shirts or sweatpants so that students may return to their studies as soon as possible.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Section 7 of chapter 4 of the General Laws, as appearing in the 2020 Official Edition, is hereby amended by adding the following 2 clauses:-

Sixty-second, "Race", as applied to a prohibition on discrimination based on race, shall include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

Sixty-third, "Protective hairstyle", shall include, but not be limited to, braids, locks, twists, Bantu knots, hair coverings and other formations.

SECTION 2. Chapter 71 of the General Laws is hereby amended by inserting after section 1C the following section:-

Section 1D. A school district, school committee, public school, nonsectarian school, the Massachusetts Interscholastic Athletic Association or any equivalent school organization or an entity or board that provides athletic officials, including, but not limited to, referees and umpires, for school sports or athletic events, shall not adopt or implement a policy or code, including, but not limited to, any policy or code pertaining to a student's participation in sports or athletic events, that impairs or prohibits a hairstyle that is historically associated with race. The department of elementary and secondary education shall provide written guidance for the administration of this section.

SECTION 3. The Massachusetts commission against discrimination shall adopt, promulgate, amend and rescind rules and regulations or formulate policies and make recommendations as necessary to effectuate the purposes of clauses sixty-second and sixty-third of section 7 of chapter 4 of the General Laws.
(Approved, July 26, 2022)

Student Obligations and Debt

Any obligation owed to the school in the form of technology, technological accessories, books, supplies, cafeteria fees, athletic uniforms, and/or other school related fees must be reconciled before students can purchase tickets to school sponsored events (i.e. homecoming dance, prom, middle school dances, and senior activities) and may delay try-outs and/or participation in athletics.

Substitute Teachers

If the regular classroom teacher is absent and a substitute teacher is teaching for the day, students are expected to act in the same courteous and cooperative way they do when their own teacher is present. Please keep in mind that a substitute teacher is a member of the community and will form an impression of Bourne Public Schools from his or her experiences in the classroom. We want that impression to be a very positive one.

Infractions

Absent from Class, Leaving School Grounds, Activities, or Field Trips without Permission

Once students are present in school or on school grounds or attending a field trip or an after school function, they may not leave without permission from a teacher, staff member, or chaperone as this presents a serious safety issue.

Students are expected to be in class on time. Students who cut class (unauthorized nonattendance during an assigned period) will be subject to discipline.

After-school sessions are considered part of the school day for students who choose to utilize that time as it is designed. Students without specific afterschool activities are not permitted to remain on school grounds or to ride late buses.

Alcohol Use & Breath Alcohol Testing Procedures and Protocol

Alcohol use by a student is illegal and poses a serious threat, not only to the student's well-being, but also to the well-being of the entire school community. Alcohol use will not be tolerated during school hours, on school property, or at any school-sponsored activity or event during or after school hours. Students who violate the school policy on the use, possession, sales, or distribution may be subject to disciplinary action including a possible suspension for up to 90 school days per MGL c.71 s. 37H ¾ . Breath alcohol testing may be used to determine if a student is under the influence of alcohol. Any student who refuses to take a breath alcohol test will be subject to the same disciplinary consequences if he/she is under the influence of alcohol.

Being in an Unauthorized Area

If a student is found in an area other than his/her assignment, this constitutes being in an unauthorized area. This violation includes creating an eHall pass for restroom use and then using a different restroom. This violation also relates to passage in an unnecessary hallway and use of other areas of the school that are not related to a student's assigned class.

Restrooms are expected to be used for their intended purpose. Only one student is permitted in a restroom stall at any one time. Students who are in a restroom stall with others may receive disciplinary consequences. Food is not permitted in restrooms at any time.

Bomb Threats and False Fire Alarms

Making a bomb threat or pulling a false fire alarm is a crime. Disciplinary consequences will be imposed.

Disorderly Conduct: Class Disruption/ School Disruption

No student has the right to behave in a way that hinders the learning process. Every student and staff member has the right to be treated with dignity and respect. Generally, the first response to disruptive classroom behavior is from the classroom teacher. The teacher may move the student's seat, contact the parent/caregiver, conference with the student, or keep the student after school both as a discipline consequence and as an opportunity to discuss the student's behavior. If any of these initial teacher efforts fail to produce a behavior change, the teacher may then send the student to the office to speak with an administrator who may assign an appropriate consequence. Students sent to the main office to speak with an administrator for a discipline infraction, regardless of reason, must report immediately to the Main Office. Failure to report to the office is considered another infraction. Students who are asked to leave a class and refuse may be assigned a suspension.

Other disruptive behavior includes inappropriate physical contact, making excessive noise, misuse of school equipment, willingly participating in unauthorized assembly, sit-in, protest meeting, etc. during school hours, and /or on school property and is subject to disciplinary action.

Displays of Affection

Displays of affection, such as hand-holding, kissing, or embracing are not permitted. On the first reported offense, parents/caregivers may be notified and both students and parents/caregivers informed that any future violations could result in disciplinary action. No forms of lewd and lascivious behavior will be tolerated.

Fighting/Assault/Battery

Pushing, punching, wrestling, or other types of physical force is not tolerated. Initiating, provoking, or instigating a fight is not tolerated. An assault, defined as an attempt or threat to use unlawful force against someone to physically hurt him/her, is not tolerated. A battery is an unlawful and offensive touching of a person without his/her consent and is not tolerated. The determination as to whether such behavior constitutes a fight rests with the staff member who observes the behavior, not with the student participants.

Inappropriate Language

Language that is rude, profane, obscene, abusive, discriminatory, or threatening, whether directed at students or staff members or used in the presence of others, cannot be tolerated.

Insubordination

Insubordination is noncompliance with a reasonable request from any member of the staff. Students must yield to the authority of staff members and comply with directions. When a student feels a request or direction is unreasonable or unjustified, he or she is still expected to comply at the time of the direction and later may appeal (at the conclusion of the class period, activity, or assembly) first to the teacher, second to an administrator.

Possession/Exploding of Fireworks

Possessing or exploding fireworks is a crime. Disciplinary consequences will be imposed.

Possession, Use, Distribution, or Being under the Influence of Controlled Substances

Possession of a controlled substance(s) is a crime. There is no tolerance for possession, including paraphernalia, use, or being under the effect of a controlled substance. Any student in possession of (including paraphernalia), use of, distribution of, or under the effect of a controlled substance, of any quantity, is in violation of the Student Code of Conduct. If, in the opinion of the principal/ designee, after consultation with the school nurse (if available) it is reasonable to conclude that a student is involved in the possession, distribution, sale or illicit use of a controlled substance, the principal/designee has the authority to suspend the student. Notification of parents/caregivers will take place as soon as possible. In addition, the school partners with the Bourne Police Department when managing controlled substances.

Slurs Based on Race, Ethnicity, Disability, Religion, Gender Identification, or Sexual Orientation

Any student who uses a slur based on race or ethnicity, disability, religion, or sexual orientation, whether verbal, in symbol form, in a school building, on school grounds, on a school bus, or at any school sponsored event, may be subject to disciplinary action.

Tardiness to Class

Each teacher will address the issue of tardiness with the student through parent/caregiver contact and teacher assigned detention(s). Students who are late to class will not be sent to the office for a pass. Any student tardy to class in excess of ten minutes should be referred to the office.

Threat of Violence & Procedure for Complaint and Investigation of Threat of Violence

The Bourne Public Schools are committed to providing an educational environment that is free of threats of violence. All threats of violence will be reported to the appropriate authorities.

All threats of violence will be reported by staff or students to the principal, or principal's designee who will communicate with the parent/caregiver of those involved. The principal, or principal's designee will conduct an investigation of the complaint of violence and the investigation may include:

- Separate, private interview with complainant and each person accused of violence.
- Interviews of witnesses, if any
- Written statements by complainant, accused, and witnesses
- Involvement of the Bourne Police Department and/or other law enforcement agencies
- Reports to Social Media Sites, if applicable

All students are expected to cooperate fully in any investigation of a threat of violence.

At the conclusion of the investigation, the parent/caregiver will be notified as to whether or not the information is substantiated, and steps that will be taken to protect the target of the threat.
Administrators will use their best efforts to keep the information provided during an investigation confidential. Information will be shared with others on a need-to-know basis only.
Once a potential victim of violence has been identified, appropriate steps to protect the victim will be taken. These may include:

a. Temporary separation of the parties
b. Calling a parent/caregiver to dismiss students from school
c. Modification of hallway passing class procedures
d. Shadowing a student
e. Implementation of schedule change

The principal or principal's designee will conduct follow up interviews within 30 days.

Throwing Food/Other Items

Every student has the right to eat lunch in a non-threatening environment. Therefore, throwing food or other items in the cafeteria is prohibited. Throwing of any object in the classroom, hallways, at any

assembly, or event may result in disciplinary action. The student may also be banned from all future assemblies and events.

Unacceptable Items

The school will confiscate any items that are deemed unsafe/a distraction from or a disruption to the educational process. The item(s) will be taken, and parent(s)/caregiver(s) will be notified. In some cases, the confiscated items will be returned directly to the parent(s)/caregiver(s) at a time to be determined and in others, they may be handed over to the police. Students who bring unacceptable items to school are subject to disciplinary action according to the *Student Code of Conduct.*

Unnecessary Physical Contact

Students may not engage in horseplay (physical contact with friends or physically joking around with peers) when such conduct causes discomfort for other students. Although horseplay or fooling around may not intend to hurt someone, physical harm often accompanies such acts in a school community. Others may also misconstrue such acts; therefore, all students are required to refrain from participating in unnecessary physical contact. Students must be in control of their body at all times.

Unsupervised Students After School

Supervision for students is provided during regular school hours only. Students are prohibited from remaining in the building or on school grounds before or after school without supervision, and such conduct may lead to disciplinary action based on student misconduct, as described in this handbook. In particular:

- Students who stay after school MUST be with a teacher for the entire time.
- Students who are not supervised will be asked to leave the building after school hours.
- Students should not loiter in the corridors or cafeteria after school.
- Students should not loiter on school grounds or in the parking lots.
- Students may not utilize the playground if they are staying after school/taking the late bus.

Vandalism and Theft

The intentional marking, damaging, or destruction of school property or the property of students and staff constitutes vandalism. Taking the property of another without prior permission constitutes theft.

Vaping/Tobacco Use in Any Form

In accordance with MGL Ch. 71, Sec. 37H, vaping, smoking, or any other tobacco products are prohibited in all areas of public school buildings, facilities, properties, and grounds. Possession of tobacco products and/or possession of smoking paraphernalia (vapes, lighters, rolling papers, or cigarettes of any kind) cannot be tolerated. A student found with a lit cigarette or in possession of a vape will be considered in violation of the policy. If smoke or vapor is detected coming from a group of students, all persons in the group will be considered to have been smoking/vaping.

V. Discipline Procedures

Progressive Discipline

Responses are identified in each section of the Student Code of Conduct. However, the administrator may make either exceptions to these, in favor of a lesser or a more severe consequence, depending upon the circumstances of a specific incident. In determining the severity of the penalty or suspension, the principal

or designee may consider all relevant factors including the student's previous disciplinary record and the level of disruption of the educational process, the degree of danger to self, others, and the school, in general, may also be considered as well as the degree to which the student is willing to change his/her inappropriate behavior.

The following constitutes the most common consequences for student violations of the Student Code of Conduct based on the nature of the violation.

a. Warning
b. Teacher detention
c. Communication and/or Conference with parent(s)/caregiver(s)
d. Administrative detention
e. Behavior contract-which identifies behavioral expectations, provides for support from school staff to meet expectations, and identifies consequences for inappropriate behavior.
f. Loss of privileges/Good Standing* (e.g. school bus, social probation)
g. Restitution
h. Referral for a risk assessment
i. Referral for counseling
j. Referral to the Bourne Police Department
k. Referral (51A) to the Department of Social Services
l. In-school suspension
m. Emergency Removal (up to 2 days)
n. Short -term suspension (up to 10 days)
o. Long-term suspension (more than 10 days, maximum of 90 days)
p. Permanent expulsion by the Principal (M.G.L. c. 71, sec. 37H and 37H ½ and 37H ¾)
q. Recommendation to the Superintendent and School Committee for permanent expulsion (M.G.L. c. 76, sec. 16 and 17)

With regard to violations under M.G.L. c. 71, §37H ¾ , the principal or his/her designee acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident. Mass. General Laws c.71 § 37H 3/4 | Mass.gov

Corporal punishment is prohibited by statute in all public schools of the Commonwealth of Massachusetts.

*Good Standing Policy

At Bourne Middle School, we are proud of the many ways we create extraordinary opportunities for students beyond the classroom, including extracurricular/athletic events, field trips, school-wide celebrations and dances, outdoor lunch, team activities, clubs, incentives, and other experiences that help

make BMS a special place to learn and grow. Participation in these “above and beyond” opportunities is an earned privilege. By connecting access to school privileges and incentives with measurable responsibility in academics, attendance, and behavior, we motivate students to build habits that support their personal growth, strengthen our school community, and contribute to overall school-wide success.

Category	**Criteria Reviewed**
Attendance	Number of unexcused absences
Behavior	Office and teacher referrals and suspensions, including ISS or OSS
Academics	Number of failing grades (D or F) in core and elective classes

Good Standing Determination and Pathway Back

All students begin the school year in good standing and remain in good standing unless they are specifically informed otherwise.

Student data changes over time, so good standing benchmarks are most accurate and meaningful when they are based on current school-wide information and aligned with our school wide goals. After the completion of each marking term, school administration will review attendance, behavior, and academic data. Based on that review, students who are identified as not meeting good standing expectations will be notified. This process allows the school to set reasonable and consistent benchmarks that reflect the needs and performance of the student body at that time. A student may begin the school year **not in good standing** if, during the previous school year, they failed more than two core classes for the year, based on final grades and/or missed 10% or more of the school year.

When a student is no longer considered to be in good standing, an intervention plan will be created to provide a clear and supportive pathway back. The loss of good standing is intended to motivate students to actively engage in that plan, make progress toward identified goals, and take responsibility for positive change. The plan may include academic support, attendance improvement strategies, behavior supports, regular check-ins, and communication with families. Students will be expected to work closely with teachers, support staff, and administrators to meet their goals. When students demonstrate meaningful progress, they may be able to recover some or all of their good standing prior to the next marking period.

Interviews and Searches

School administration shall have the authority, as deemed necessary, to interview students regarding matters that are relevant to the school environment. In addition, school administrators may search students and their personal belongings on school property when the administrator has a reasonable basis for believing that the search will produce evidence that the student has violated a school rule or a state or federal law. Lockers, desks, and similar areas assigned to students remain the property of the school and are therefore subject to inspection by the school administration at any time. There is no expectation for privacy surrounding school provided storage areas. In addition, as parking on school grounds is considered a privilege, vehicles may be searched by school authorities if, in their opinion, reasonable suspicion exists that

there may be an infraction of a school rule. Under these conditions, the student will be required to unlock the vehicle or be subject to disciplinary action for insubordination.

Notification of Police and other Authorities

School officials may impose school-based discipline for misconduct in accordance with our code of conduct and procedures. Separate from any school based discipline, if the misconduct involves suspected criminal activity of a serious nature, school administrators may notify the police or other appropriate authorities. Police involvement may occur without prior notification to parents/caregivers.
Acts likely to be reported include but are not limited to assaults that are sexual in nature or that result in serious injury, serious disruption to the school assembly, destruction of property (including graffiti, arson or vandalism), theft, hate crimes and other civil rights violations, bomb threats and other threats of a serious nature, possession or use of a dangerous weapon, possession or distribution of alcohol or a controlled substance as defined by law, or coming onto school property under the influence of alcohol or other drugs. The school staff will also consult with police officials under the district's policy addressing bullying to determine whether to report conduct prohibited by that policy. It is the prerogative of school officials to impose discipline for violations of school rules and policies, whether or not the police or other authorities take action. Likewise, the police and other authorities, rather than school staff, are responsible for making decisions as to the course of their investigation process and proceeding with criminal charges.

Security Camera Use & Related Protocols

Surveillance cameras are in use in many areas of the school property. Appropriate disciplinary action may be taken for misconduct that is recorded or observed from that security system. Students and parents/caregivers are hereby notified that the content of recordings may be used in a student disciplinary proceeding. The contents of the recording are confidential student records and will be safeguarded. Recorded events will be retained, only if necessary, for use in a student disciplinary proceeding or other matters as determined necessary by the administration.

Live monitoring may be utilized at any time, particularly during any emergency protocol or situation. In cases of serious incidents, such as violence, theft, or vandalism, the principal (or designee), school resource officer liaison, or superintendent (or designee) may view the electronic file captured by the web-based camera system. To ensure confidentiality for all students, parents/caretakers and students are not permitted to view any video surveillance.

Detentions & Social Consequences

Administrative Assigned Detention

Administrative detention(s) will be assigned by an administrator for misconduct and for repeated misconduct of a minor nature. Some examples are habitual tardiness to school and/or class and misbehavior on buses, in the cafeteria, in corridors, during classes, or during other activities. Administrative detention will be assigned with a 24 hour notice, or the same day if communicated with a parent/caregiver. Such detentions may be assigned after school, before school, or during lunch time. Students who skip an assigned administrative detention may be assigned an in-school suspension. Students should report to the main office at the end of the school day. Students will be dismissed after serving up to a one-hour detention. This is a silent detention with no cell phones or electronic devices allowed.

Lunch Detention

Students are to report directly to the front office at the start of their scheduled lunch period. Students who bring their own lunch should bring it with them to the front office. Students who buy will then be allowed to buy lunch in the cafeteria and report to the front office where they will eat. Students will be dismissed at the end of the lunch period. Students that skip lunch detention may be assigned a subsequent consequence.

Social Probation

Participating in events or activities such as dances, banquets, class trips, athletics, or other extracurricular activities is a privilege, not a right. Therefore, the Principal or his/her designees may place a student on "social probation" and thus exclude a student from such participation if the Principal/designee deems reasonably appropriate.

Teacher-Assigned Detention

All teachers will handle their own detentions for minor incidents occurring within the teacher's jurisdiction. Teacher detentions will be communicated home and will be assigned with a 24 hour notice, or the same day if communicated with a parent/caregiver. If a student does not report for a teacher detention, the teacher will refer the student to administration.

Suspensions

In-School Suspension

Students assigned to in-school suspension are to report directly to the front office at the start of the school day. Students will be provided with work by their teachers to be completed during the blocks that they are assigned to in-school suspension. Students referred to the office for discipline issues during an in-school suspension, may be assigned another day of in-school suspension, or for multiple infractions, will be suspended out of school. Students assigned any duration of in-school suspension are not eligible to participate in extracurricular activities after school, including athletics on the day of their suspension. Please see this section on M.G.L. c. 71, sec. 37H and 37H ½ and 37H ¾ for a complete explanation of the suspension process.

Out of School Short-Term Suspension

Students may be suspended out of school for up to 10 days. Students who are suspended out of school are not allowed on school property for the duration of their suspension, nor are they allowed to participate in extracurricular activities including athletics until he/she has returned to school and completed a full day of attendance. Students will be provided work in accordance with the BPS Educational Service Plan. Students will engage in a re-entry meeting with administration and a school counselor when they return to school. Please see this on M.G.L. c. 71, sec. 37H and 37H ½ and 37H ¾ for a complete explanation of the suspension process.

Out of School Short Term Educational Service Plan: BPS Education Services Plan Procedures

Out of School Long-Term Suspension

Students are subject to long-term suspension (up to 90 days) by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H)

- Possession of a dangerous weapon*

- Possession of a controlled substance (such as alcohol, marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapons will be turned over to the Police Department. Any student who brought a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ or §37H ¾ for more than ten consecutive or cumulative school days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.
Out of School Long Term Educational Service Plan: BPS Education Services Plan Procedures

Due Process for Suspension

Bourne Public Schools follows all 603 CMR 53.00 as related to Student Discipline. The law is located at the Department of Elementary and Secondary Education site.

Out of School Suspension & Exclusion (for more than 10 cumulatively during a school year)

Due Process: Procedures Applying to conduct covered by M.G.L. C. 71, §37H and 37H ½ and 37H ¾
When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent, guardian or caregiver of the impending suspension; this shall include attempts to contact the parents, guardian or caregiver at home and at work. Parents may contact the school for additional information regarding the suspension.

A letter will be mailed to the parent, guardian or caregiver of the suspended student stating: a) The reason for the suspension b) A statement of the effective date and duration of the suspension

A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H
When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his/her parents to review the charge and the applicable standards if the Principal deems appropriate.

Due Process: Procedures That Apply To Discipline For Conduct Not Governed By M.G.L. C. 71, §37H and 37H1/2

In-School Suspension **(for less than 10 cumulatively during a school year)**

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite parents to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meetings will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least two attempts to do so, such attempts will constitute reasonable efforts for purposes of informing the parent of the in-school suspension.

3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parents to a meeting with the principal for the purpose set forth above, if such a meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to the address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

Short-Term, Out-of-School Suspension (10 cumulative days or less during a school year)

Except in the case of an Emergency Removal, prior to imposing a short-term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H AND 37H ½, an administrator will provide the student and his/her parent or caregiver oral and written notice and an opportunity to participate in an informal hearing.

Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

a) The disciplinary offense; b) The basis for the charge; c) The potential consequences, including the potential length of the student's suspension; d) The opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; e) The date, time, and location of the hearing; f) The right of the student and the student's parent to interpreter services at the hearing if needed to participate

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, and email to the address provided by the parent for school communications, or any other method of delivery agreed to by the school and parents.

Efforts to Involve Parents: The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

The parent, guardian or caregiver shall be requested to attend a readmission conference with the principal or designee upon the student's return to school. At the principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

Long-Term Suspensions

Except in the case of an Emergency Removal, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section B above, plus the following: a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not; b) The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; c) The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; d) The right to cross-examine witnesses presented by the school district; e) The right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and f) The right to appeal administrator's decision to impose long-term suspension to the superintendent.

Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to the address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee.
6. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:

   a) The process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that

b) The long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.
No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

Exception for an Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.
The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
2. Provide written notice to the student and parent as provided in Section B or C above, as applicable;
3. Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Appeal to the Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

1. The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate.

The superintendent will send written notice to the parent of the date, time, and location of the hearing.

2. The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
3. The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section C above.
4. The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section C above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

Discipline of Students with Disabilities: Applies to Individual Education Programs and Section 504 Plans

Students with disabilities are provided with additional due process protections in the context of student discipline. Unless otherwise noted in a student's 504 Plan or Individualized Education Plan (IEP), students with disabilities are subject to the Code of Conduct. A 504 Team or IEP Team may determine whether the student is able to conform his/her behavior to the regular discipline code or if a modification is required. If a modified disciplinary code is required, it will be written into the IEP or 504 Plan. The "Notice of Procedural Safeguards" outlines the special education process and rights for parents and students. This Notice is generally provided to parents when a Team meeting is convened, or can be provided upon request.

When a student with a disability violates the school's disciplinary code, the school may suspend or remove the student from the current educational placement for a period not to exceed ten (10) school days. Anytime the school district removes a student with a disability from his/her current educational placement for more than ten (10) consecutive school days in any school year, or for more than ten (10) cumulative days when a pattern of removal is occurring, this constitutes a "change in placement". The school must convene a Team meeting to determine whether or not the behavior is a manifestation of the students' disability. If the behavior is a manifestation, the Team must work to address the behavior using a functional behavioral assessment and/ or behavior intervention plan, and the student will return to school. If the behavior is not a manifestation of the student's disability, then he/she is subject to the Code of Conduct, similar to his/her non-disabled peers. However, a student who is serviced via an IEP must be provided some educational services, such as tutoring after a 10 days of suspension.

When a special education student, possesses, uses, sells or solicits drugs or other illicit substances, including look-alike drugs, on school grounds or at a school-sponsored event; carries a weapon to school or to a school function; or inflicts serious bodily injury the school district may place the student in an interim alternative education setting for up to forty-five (45) school days. Thereafter, the student will return to the previously agreed upon educational placement unless either a hearing officer orders another placement or the TEAM agrees to another placement. A change in placement invokes certain procedural protections under the IDEA (the federal special education law) and Section 504.

In the case of disagreement with the TEAM's determination:
If the parent or student disagrees with the TEAM's decision on the manifestation determination or with the decision relating to the placement of the student in an interim alternative education setting or any other disciplinary action, the parent has the right to request a due process hearing from the Bureau of Special Education Appeals.

Special Education Students

Chapter 71, Sections 37H and 37H1/2 must be read and applied in conjunction with the Federal Special Education Law (the Individuals with Disabilities Education Act, or IDEA and Section 504 of the Rehabilitation Act of 1973) and other applicable laws. See *Discipline of Students with Disabilities: Applies to Individual Education Programs and Section 504 Plans* above.
SC Policy AC -*approved 09.05.2012* NONDISCRIMINATION

Policy

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed in the following statements of School Committee intent to:

A. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
B. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
C. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
D. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
E. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
F. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.
G. The committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age or disability[1].

Procedures

A. The Superintendent shall designate a Civil Rights Officer for the school district.
B. If you have a complaint or feel that you have been discriminated against because of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age or disability, see Policy ACB: ADULT ANTI HARASSMENT POLICY AND GRIEVANCE PROCEDURE; Policy ACAB: ADULT SEXUAL HARASSMENT POLICY OF THE BOURNE PUBLIC SCHOOLS; Policy ACEA: SECTION 504/ADA GRIEVANCE PROCEDURE; and/or Policy JIIA: STUDENT ANTIHARASSMENT POLICY AND GRIEVANCE PROCEDURE for specific policies and procedures and grievance procedures applicable to such complaints.

Policy References:

Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Equal Pay Act, as amended by the Education Amendments of 1972 Title
IX, Education Amendments of 1972
Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972) M.G.L.76:5; Amended 2011
M.G.L.76:16 Board of Education Chapter 622 Regulations Pertaining to Access to Equal Educational Opportunity, adopted 6/24/75, as amended 10/24/78 Board of Education 603 CMR 26:00 Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

VI. BULLYING & HAZING POLICY

School Committee Policy AF *Adopted 4/7/2010, Revised 1/29/2013, Revised Feb. 8, 2022*

I. Policy

A. It is the policy of the Bourne Public Schools to provide a learning and working atmosphere for students free from bullying and/or hazing. Bullying and/or hazing on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age, homelessness or disability (hereinafter "membership in a protected class") will not be tolerated. Complaints of bullying and/or hazing based on a student's membership in a protected class will be processed under the Student Anti-Harassment Policy and Grievance Procedure, Policy JIIA.
B. It is a violation of this policy for any administrator, teacher or other employee, or any student to engage in or condone bullying and/or hazing in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying and/or hazing.
C. This policy is not designed or intended to limit the school's authority to take disciplinary action or take remedial action when such bullying and/or hazing occurs out of school but has a connection to school, or is disruptive to an employee's or student's work or participation in school related activities.
D. Reports of cyber bullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to work or school exists, will result in discipline. Parents of students alleged to have engaged in cyber bullying and/or hazing will be invited to attend a meeting at which the activity, words or images subject to the complaint will be reviewed. A student disciplined for cyber bullying will not be readmitted to the regular school program until his or her parent(s) attend such meeting.
E. It is responsibility of every employee, student and parent to recognize acts of bullying and/or hazing, and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.
F. Any employee or student who believes that he or she has been subjected to bullying and/or hazing has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of and/or all information received.
G. The Building Principal or designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying and/or hazing.

II. Definitions

A. Bullying Prohibited Bullying may take a variety of forms. It is unacceptable in a school or work environment. As a result, no student or employee shall be subjected to harassment, intimidation, bullying, or cyber bullying in any public educational institute.

B. "Bullying and Cyber Bullying" means unwelcome written, electronic, verbal or physical acts or gestures where a student or employee feels coerced, intimidated, harassed or threatened and under the circumstances (1) may cause a reasonable person to suffer physical or emotional harm to a student or employee, (2) may cause damage to another student's or employee's property, or (3) may cause a disruptive or hostile school environment. The behavior must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges:

a. That are being offered through the School District; or

b. During any education program or activity; or

c. While in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities or at school sanctions events;

C. Through the use of data, telephone or computer software that is accessed through a computer, computer system, or computer network or any public education institute.

D. As used in this section, 'electronic communication' means any communication through an electronic device including a telephone, cellular phone, computer or pager.

B. Hazing Prohibited

The term 'hazing' shall mean any conduct or method of initiation, even if consented to, into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

1. Such conduct shall include, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

2. Whoever knows that another person is the victim of hazing and is at the scene of such activity, shall, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable.

C. Retaliation Prohibited

Retaliation in any form against any person who has made or filed a complaint relating to bullying and/or hazing is forbidden. If it occurs, it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made.

III. <u>Guidelines for Investigating Bullying and/or Hazing Claims</u>

Complaints of bullying and/or hazing based on a student's membership in a protected class as defined in paragraph IA will be processed under the Student Anti-Harassment Policy and Grievance Procedure, Policy JIIA. In school systems, hazing may take many forms and cross many lines. The situation may be an instance of staff member to staff member, staff member to student, student to staff member, or student to student. Guidelines for dealing with any charge of hazing are as follows:

A. By law, hazing is defined by the victim's perception in combination with objective standards or expectations. What one person may consider acceptable behavior may be viewed as hazing by another person. Therefore, in order to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.

B. In all charges of hazing, bullying, or intimidation, the victim should describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. Oral and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair; as a result, no disciplinary action shall be taken on anonymous complaints unless verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard.

C. Any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of hazing, bullying, or intimidation shall immediately report it to the administration; each school shall document any prohibited incident that is reported and confirmed, and report all hazing, intimidation, bullying or cyber bullying and the resulting consequences, including discipline and referrals, to the Superintendent's office as they occur.

D. A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member's employment for purposes of M.G.L. c. 258. As a result, the school district shall indemnify staff members from any cause of action arising out of good faith report of hazing or the district's subsequent actions or inaction in connection thereto.

E. If an instance of student to student hazing is reported to a staff member other than an administrator, the staff member **must** inform the Assistant Principal or the Building Principal.

F. If a situation involving a charge of staff member to student hazing is brought to the attention of any staff member, the staff member should notify the Building Principal or Assistant Superintendent immediately.

G. In a situation involving a charge of student to staff member hazing the staff member should notify the Building Principal or the Assistant Superintendent.

H. In a situation involving a charge of staff member to staff member hazing the staff member should notify the Building Principal or the Assistant Superintendent.

I. Once a charge of hazing has been made, including charges of mental, emotional or physical harassment as well as threats to a person's safety or position in the school or work environment, the following course of action should be taken.

1. The Building Principal should investigate the charge through discussions with the individuals involved. In situations involving allegations against a staff member, he/she should be informed of his/her rights to have a third party present at the time of the discussion. In situations involving students the Principal should engage the appropriate classroom or special subject area teacher. Parents will be informed of the situation and invited to participate in resolution discussions. It is important that the situation be resolved as confidentially and as quickly as the circumstances permit.
2. If the harasser and the victim are willing to discuss the matter at a resolution meeting in the presence of the Principal/designee or Assistant Superintendent, a supportive faculty member and/or parent should be included in the discussion. During this discussion, the offending behavior should be described by the victim and administration, a request for a change in behavior should be made, and a promise should be made that the described behavior will stop. If circumstances do not permit a face to face meeting the administration will represent the victim's position. Follow-up verification procedures will be explained. Failure to comply after a resolution meeting will result in appropriate discipline.

J. If after a resolution meeting with the involved parties, the Building Principal determines that further disciplinary action must be taken, the following could occur:

1. In instances involving student to student or student to staff member hazing, the student may be subject to discipline including but not limited to counseling, suspension, and in appropriate cases expulsion.
2. In instances involving staff member to student and staff member to staff member hazing, findings will be reported to the Superintendent of Schools for further action. Personnel action may also be initiated at this point, consistent with the applicable law and collective bargaining agreement.
3. In all cases a referral to law enforcement will be considered by the Principal or Superintendent based on the circumstances. School officials will coordinate with the Police Department to identify a police liaison for hazing cases.

IV. Confidentiality:

Reports of bullying and/or hazing should be kept completely confidential, consistent with necessary investigation procedures, with the goal of protecting the victim and stopping the behavior.

For further information about these guidelines or help with bullying and/or hazing problems or any other form of harassment, consult the Assistant Superintendent of the Bourne Public Schools.

If the alleged harasser is responsible for conducting an investigation, the Superintendent or School Committee shall designate an alternative Harassment Coordinator, who is the Assistant Superintendent.

Additional Information Regarding Bullying

"Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself." (Dan Olweus)
Bullying is a type of behavior that someone does on purpose over and over again to hurt someone else. There are different ways that someone can be bullied:

1. Verbal Bullying is when someone calls you names, teases or even threatens you.
2. Physical Bullying is when someone might hit you, spit on you or trip you when you are walking.
3. Social or Psychological Bullying can be when someone doesn't let you play with their group of friends, tells other people mean things about you or spreads rumors, gives you dirty looks or says mean things about you on the computer or phone messages.

There are three different ways you could be a part of bullying.

1. You could be the target, or the person who has their feelings hurt or feels unsafe by the same person over and over again.
2. You could be a bully, or the person who is hurting someone else on purpose over and over again.
3. You could be a bystander. This is someone who sees bullying happening to the same person over and over again by the same bully.

Your school has a Bullying Prevention and Intervention Plan to make sure that bullying does not happen here. Whenever you feel that you are being bullied, seeing someone else being bullied, or feel that you are not being nice to someone and need to ask for help to stop, teachers are the best people to talk to, but any adult in your school will help you.

Tattling is not the same as asking an adult to help you. Tattling is when someone tells a teacher about something that happened once just to get someone else into trouble. Asking for help when you are bullied or know that bullying is happening is not tattling; someone is getting hurt and it must not be allowed. Bystanders should speak up and help if they can, but if they are not able to speak up they should walk away and tell an adult. Never stand by and watch bullying occur.

Bullying Prevention and Intervention Plan

In December of 2010, the Massachusetts Department of Elementary and Secondary Education accepted the Bourne Bullying Prevention and Intervention Plan. It is the responsibility of all Bourne Public School employees to adhere to and implement the Bullying Prevention and Intervention Plan. For a complete copy of the Bullying Prevention Plan go to BPS Bullying Plan. To report Bullying, please access and complete a BPS Bullying Reporting Form on BPS's site under Resources.

Hazing

The Bourne Public Schools offer various opportunities for students to participate in clubs, activities, and sports programs. As students take part in their academic or extracurricular programs, they may not engage in the practice of "hazing."

The following statute of the Commonwealth is required to be included and followed by each school in its student handbook and rules and regulations.
Ch. 269, S.17. CRIME OF HAZING: DEFINITION: PENALTY SEC. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment. The term "hazing" as used in this Section and in Sections 18 and 19, shall mean any conduct

or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Ch. 269, Sec. 18. Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as is reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than $1000.00.

Ch.269, Sec.19. HAZING STATUTES TO BE PROVIDED: STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge, or applicant for membership in such group or organization, a copy of this Section and Sections 17 and 18. An officer of each such group or organization and each individual receiving a copy of said Sections 17 and 18 shall sign an acknowledgement stating that such group, organization, or individual has received a copy of said Sections 17 and 18.

Each secondary school and each public and private school or college shall file, at least annually, a report with the regents of higher education and, in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.
In addition to the penalties described in Ch. 269, Sec. 17, the following administrative action will be taken:

1. Any student who is present at a hazing and fails to report the incident may be suspended from all extracurricular activities for a period of time and may receive additional disciplinary action.
2. Any individual who is found guilty of hazing will be excluded from all extracurricular activities for a period of time and may be suspended or recommended for expulsion from school.

Under Section 18 of Chapter 269 of the General Laws, any employee of the Bourne Public Schools who is present at a hazing or has knowledge that a hazing incident has taken place and fails to report such incident to his/her immediate supervisor will be subject to administrative disciplinary action, which could include reprimand, suspension, or dismissal. Legal Ref.: MGL Ch. 269, Sec. 17, 18, 19

Harassment or Discrimination

The Bourne Public Schools are committed to providing an educational environment that is free of harassment and discrimination. This applies to all students at all school-sponsored activities. Harassment or discrimination of any form will not be tolerated.

Harassment or discrimination may include but not be limited to:

1. Repeated or persistent offensive remarks including name calling, teasing, jokes, rumors, or other derogatory or dehumanizing remarks
2. Intimidations for favors
3. Overt threats or demands
4. Unwanted physical contact of a person or a person's clothing
5. Display or circulation of written materials or pictures of a derogatory nature
6. Unwelcome gestures

Procedure of Complaint and Investigation of Harassment or Discrimination

Students are encouraged to report incidents of harassment or discrimination to a teacher or administrator. All complaints of harassment or discrimination must be reported by staff or students to the principal, or the principal's designee. All complaints of harassment or discrimination are fully investigated and appropriate steps will be taken to remedy the situation. All students are expected to cooperate fully in any investigation of harassment or discrimination.

Administrators will use their best efforts to keep all of the information that is provided during an investigation of harassment or discrimination confidential. This means that such information will be shared with others on a need-to-know basis only. An investigation of a complaint of harassment or discrimination will be conducted by the principal or the principal's designee. The investigation may include:

1. Separate, private interviews with the complainant and each person accused of harassment, bullying or discrimination
2. Interviews of witnesses, if any
3. Written statements by complainant, accused, and witnesses

At the conclusion of the investigation, the principal, or the principal's designee will prepare and recommend an appropriate action. Parents or caregivers will be notified and additional actions may include:

1. Develop a contract of expectations
2. School disciplinary action
3. And/or Police notification

Additionally, any student found engaging in harassment or discrimination, condoning harassment or discrimination, or retaliation in cases of harassment or discrimination is subject to disciplinary sanctions from a warning up to and including suspension. The principal or principal's designee will conduct follow up interviews within 30 days.

Sexual Harassment, Sexual Assault or Gender-Based Discrimination

All persons associated with the school system are expected to conduct themselves at all times to provide an atmosphere free from sexual harassment, sexual assault and gender-based discrimination. Any person who engages in sexual harassment, sexual assault or gender-based discrimination while acting as a member of the school community will be in violation of this policy.
Sexual harassment, sexual assault and gender-based discrimination in school are unwanted sexual attention from anyone the victim may deal with in school or at school related activities. Sexual harassment, sexual assault and gender-based discrimination are defined by the victim. The following behaviors are not allowed: staring or leering with sexual overtones, spreading sexual gossip, unwanted sexual comments, pressure for

sexual activity, any unwanted physical contact of a sexual nature, and/or displaying material that is sexually offensive or creates a hostile environment.
Any student who believes she/he has been the victim of sexual harassment, sexual assault or gender-based discrimination should speak to a trusted adult in the school as soon as possible. If a student is accused of sexual harassment, sexual assault or gender-based discrimination, she/he will have a hearing with the principal, or principal's designee. The purpose of the hearing is to decide if sexual harassment, sexual assault or gender-based discrimination has taken place. Also present will be advocates to represent both the accused and the victim. The advocates will be chosen by the victim and the accused and will be persons in the school familiar with the issue,
i.e. guidance counselors. It is strongly recommended that advocates have the same job title or similar duties. Each incident will be handled individually and as confidentially as possible.
If the investigation indicates sexual assault or substantiates sexual harassment or gender-based discrimination, the principal or principal's designee will contact;

a. Bourne Police Department
b. Superintendent
c. Director of Special Education and Student Services
d. School Nurse
e. Department of Children and Families

At the conclusion of the investigation, the principal, or the principal's designee will prepare and recommend an appropriate action. Parents or caregivers will be notified and additional actions may include:

1. Develop a contract of expectations
2. School disciplinary action
3. and/or Police notification

Additionally, any student found engaging in sexual harassment, sexual assault or gender-based discrimination or retaliation in cases of sexual harassment, sexual assault or gender-based discrimination is subject to disciplinary action.
SC Policy JIIA
Adoption Date: 2/18/2013 J -Students

Student Anti-Harassment and Grievance Procedures

Policy

It is the policy of the Bourne Public Schools to provide an atmosphere for students free from discrimination and/or harassment. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, gender identity, age or disability will not be tolerated. Retaliation against any student or other individual who has complained of discrimination, including harassment, or individuals, who have cooperated with an investigation of such a complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to prevent recurrence of such conduct, and has developed procedures to accomplish this end.

The district is responsible for providing a nondiscriminatory educational environment free from harassment and, to that end, will enforce this policy in cases where harassment of a student is the result of actions not only by its agents and/or employees but also by other students, outside contractors of the district, and/or others.

Definitions

A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.
B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person's actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere or limit that person's ability to participate in the District's programs or activities.
C. Hostile Environment: Harassment also occurs when conduct (e.g., physical, verbal, graphic, or written) based on a person's protected class status creates a hostile environment which interferes with and/or limits the ability of a student to participate in or benefit from the services, activities or privileges provided by the Bourne Public Schools. To determine whether a hostile environment exists, the harassment must be severe, pervasive or persistent. The harassment must in most cases consist of more than casual or isolated incidents to establish a violation of this policy. In some cases, a hostile environment requiring appropriate responsive action may result from a single incident that is sufficiently severe. Additionally, the age and cognitive ability of the students involved and the special nature and purposes of the educational setting will be considered. If it is determined that the harassment was sufficiently persistent, pervasive or severe that it would have adversely affected the enjoyment of some aspect of the District's educational program by a reasonable student of the same protected class and similar age and development as the victim, the district will find that a hostile environment exists.
D. Harassing conduct based on a person's protected class status may include but is not limited to:
    a. Degrading, demeaning, insulting, or abusive verbal or written statements;
    b. Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
    c. Drawing or writing graffiti, slogans, visual displays, or symbols on school or another's property;
    d. Telling degrading or offensive jokes;
    e. Unwanted physical contact of any kind;
    f. Physical violence, threats of bodily harm, physical intimidation, or stalking;
    g. Threatening letters, emails, instant messages, or websites that come within the scope of the District's disciplinary authority;
    h. Defacing, damaging, or destroying school or another's property.

Harassment Prohibited

- Bourne Public Schools will not tolerate harassment of employees or students because of race, color, sex, sexual orientation, gender identity, religion, disability, age, active military/veteran status, ancestor, or national or ethic origin in the administration of its educational policies, employment policies, and other administered programs and activities. In addition, students who are homeless or of limited English-speaking ability are protected from discrimination in accessing the course of study and other opportunities available through schools.
- It should be noted that while this policy sets forth the goal of the Schools in promoting a work and educational environment that is free of harassment based upon race, color, religion, national origin, age, sex, gender identity, sexual orientation, disability, genetic information, or military status, the

policy is not designed or intended to limit the authority of school officials to discipline or take remedial action for conduct which is deemed unacceptable, regardless of whether that conduct satisfies the definition of unlawful harassment.

- Sexual Harassment: While all forms of harassment are prohibited by Bourne Public Schools, sexual harassment requires particular attention under state and federal law. Pursuant to Title IX of the Education Amendments of 1972, Bourne Public Schools has a specific procedure for addressing sexual harassment that is set forth in this policy under the section "Sexual Harassment / Title IX Procedure." There are several forms of sexual harassment.
    - *Quid pro quo* sexual harassment occurs when a person explicitly or implicitly conditions participation in a program or activity or bases a decision concerning a student on her/his submission to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, whether or not the other person submits to the conduct. *Quid pro quo* sexual harassment, occurs, for example when a school employee causes a student to believe s(he) must submit to sexual advances to receive a better grade than deserved, or is threatened with a loss of a promised college application recommendation unless the student dates the employee.
    - Hostile environment sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature by a student, a school employee, or third party on school property or at school related activities is sufficiently severe, pervasive or persistent so as to interfere with or limit a person's ability to participate in or benefit from the District's programs or activities by creating a hostile educational environment. A victim may also be someone affected by conduct directed toward another individual of the same protected class. Sexual harassment may occur adult to student, student to student, adult to adult, male to female, female to male, female to female, and male to male.
    - "Sexual Assault" or, an offense classified as a forcible or nonforcible sex crime; "dating violence" or, violence committed by a person who (a) is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) the length of the relationship; (ii) the type of relationship; (iii) the frequency of interaction between the persons involved in the relationship; or "stalking" or engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for his or her safety or the safety of others; or (b) suffer substantial emotional distress.

While it is not possible to list all forms of sexual harassment, sexual harassment may include, but is not limited to:

- *Verbal forms of sexual harassment*, including repeated unwanted requests for dates, sexual rumors, sexually explicit jokes, howling, whistles, catcalls, soliciting conversation regarding sexual activity and experiences, making unwanted gender-based references to a person's physical characteristics;
- *Written forms of sexual harassment*, including offensive sexual notes, emails or other writing; sexual comments about the victim written in public places;

- *Nonverbal forms of sexual harassment*, including offensive gestures following or stalking another cornering or blocking a person, leering, pressuring for sexual activities;
- *Visual forms of sexual harassment*, including displaying sexually suggestive or sexually provocative photographs, pictures, objects, cartoons or posters; or
- *Unwelcome physical touching*, including grabbing, groping, squeezing, sexual fondling, kissing, brushing against another's body, body hugs, and other unwelcome contact.

A. It is a violation of this policy for any administrator, teacher, or other employee, or any student to engage in or condone harassment in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of harassment.
B. This policy is not designed or intended to limit the school's authority to take disciplinary action and/or to take remedial action when such harassment occurs out of school, but has a connection to school or is disruptive to a student's work or participation in school related activities. Reports of cyber harassment by electronic or other means occurring in or out of school will be reviewed and when a connection to school exists, will result in discipline.

General Harassment Grievance Procedure

A. Any student who believes he or she has been subjected to discrimination or harassment has the right to file a grievance and to receive prompt and equitable handling of the grievance. Further all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure on any and all information received.
B. Any person who believes she or he has been subjected to discrimination and or harassment may file a grievance. This procedure does not deny the right of the grievant to file formal grievances with state and federal agencies and/or seek private counsel for grievances alleging discrimination. Any complaints of discrimination on the basis of disability, other than harassment, should be brought under the Section 504/ADA Grievance Procedure, Policy ACEA.
C. It is against the law and a violation of this policy for the Bourne school district to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.
D. The Bourne School District will make appropriate arrangements to ensure that disabled persons are provided other accommodations if needed, to participate in this Sexual Harassment Grievance Procedure. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing digital recordings of material for the blind, or assuring a barrier-free location for the proceedings. The Civil Rights Officer, Assistant Superintendent Melissa Ryan, will be responsible for such arrangements.
E. Initiating a Grievance
    a. A student or parent of a student who believes that the student has been harassed or otherwise discriminated against is encouraged to report this information immediately to the Principal. If the student reports to another school staff person, and or if a school staff person observes the harassment, the staff person shall report it to the Principal. If the grievance is against the Principal, the report can be made to the Civil Rights Officer or the

Superintendent of Schools. Reports/grievances are to be filed within ninety (90) days of the date the student, or parent on behalf of a student filing the grievance becomes aware of the alleged discrimination and/or harassment. The time limit may be extended for good cause.

b. The Principal, or designee, from her forward "Principal", will process the grievances in a fair, expeditious and, to the extent possible, confidential manner. Upon receipt of a grievance, the Principal, if appropriate, shall make the person filing the grievance aware of interim measures such as counseling, stay away mechanisms, and/or services or accommodations while the grievance is being investigated.
c. A grievance must be in writing but, if necessary, the Principal will assist the student or parent in writing the complaint.
d. The grievance should state the problem(s) or action(s) alleged to be discrimination and/or harassment, identify any witnesses and written evidence, and what the person believes will stop the discrimination and or make the student feel safe from further discrimination. The Principal's investigation shall include an interview of the grieving party and the accused; securing nay physical and/or documentary evidence; and/or interviewing any other witnesses to events relevant to the grievance. This investigation must be thorough, affording all interested persons an opportunity to present witnesses and/or submit evidence relevant to the grievance.
e. The Principal will submit a written report of the investigation to the parties within thirty (30) days of receipt of the written grievance, which a shall include the following:
    i. A clear statement of the allegations of the grievance.
    ii. A statement of the facts as found by the Principal and the basis for such findings.
    iii. A list of all witnesses interviewed and documents reviewed during the investigation.
    iv. The Principal's conclusion as to whether or not a hostile environment was found apply a preponderance of the evidence standard of review to the evidence.
    v. If a violation occurred, information about corrective action and reported to each party to the extent allowed under applicable confidentiality laws.
f. In the event that it is determined that discrimination and/or harassment in violation of this policy has occurred, the Bourne Public Schools will act promptly to actions necessary to end the discrimination and prevent its recurrence. Such steps include, but are not limited to, counseling, development of a safety plan, discipline of students up to and including expulsion, discipline of employees up to and including termination; as appropriate, and if not done previously, referral of perpetrators to law enforcement; restricting contact between perpetrators and the victims. Additionally, the Bourne Public Schools will promptly take reasonable steps to remedy the effects of the discrimination and/or harassment on the victims thereof.
g. The Assistant Superintendent of Schools will maintain the files and records of the Bourne School District relating to such grievances.
h. Each party may appeal the decision of the Principal by writing to the Superintendent of Schools within 10 days of receiving the Principal's decision. The appeal will not be a *de novo* review of the Principal's decision. Rather, the appealing party must explain why he or

she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this would change the District's determination in the case. Failure to do so may result in the denial of the appeal. The Superintendent of Schools shall issue a decision on the appeal no later than 15 days after its filing. A copy of said decision will be mailed to all parties and their representatives, if any, on the date it is issued.

Sexual Harassment / Title IX Grievance Procedure

Effective August 1, 2024, Updated Title IX Regulations are in place. The Title IX Coordinator is responsible for ensuring Bourne Public School District's compliance with Title IX and this Sexual Harassment Grievance Procedure. Bourne Public School District's Title IX Coordinator is Dr. Barbara Starkie, Assistant Superintendent and his/her information is listed below.

Christine Borning, Assistant Superintendent
508-759-0660, ext. 6023
Cborning@bourneps.org
36 Sandwich Road
Bourne, MA 02532

A. Reporting Sexual Harassment

A student wishing to report sexual harassment, may inform the Title IX Coordinator, or any other employee. Any District employee with knowledge of an allegation of sexual harassment, must report it, whether they personally witness the sexual harassment, learn of it from a third party or the alleged victim themselves.

Once the Title IX Coordinator learns of an allegation of sexual harassment, they will contact the alleged victim, or "the Complainant," to gather preliminary information, offer "Supportive Measures," and inform that person of the right to file a "Formal Complaint" against the alleged perpetrator, or "the Respondent," that initiates the Title IX "Sexual Harassment Grievance Procedure."

A "Formal Complaint" is a document filed by the Complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that Bourne Public School District investigate the allegation of sexual harassment and initiate the Sexual Harassment Grievance Procedure. Formal Complaints may be filed with the Title IX Coordinator in person, by mail, or electronic mail. To file a Formal Complaint, the alleged sexual harassment must have occurred in the school's district educational programming or activity, and within the United States.

In some circumstances, the District will dismiss a Formal Complaint. The District has discretion to dismiss a Formal complaint where the passage of time would result in an inability to gather sufficient evidence for a determination of responsibility, the district lost responsibility over the Respondent. The District must dismiss the Formal complaint if it does not constitute sexual harassment as complicated by Title IX. However, the school may investigate the conduct as it pertains to other school policies.

"Supportive Measures" are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has filed. Such Measures are designed to restore or preserve equal access to the Bourne Public School District education and activities, including measures designed to protect the safety of all or the educational environment, or deter sexual harassment.

Bourne Public School District will maintain the confidentiality of any Supportive Measures to the extent possible and document the supportive measures offered by the Title IX Coordinator to the Complainant and Respondent. Examples of supportive measures include, but are not limited to the following: counseling, deadline extensions, course adjustments, work or schedule modifications, and increased security.

The Title IX Sexual Harassment Grievance Procedure requires the involvement of several different employees that fulfill separate roles. The assignment of these roles is not predetermined to ensure that the Sexual Harassment Grievance Procedure for each Formal Complaint is free of conflicts. As noted earlier, the Title IX Coordinator oversees Title IX compliance and the Sexual Harassment Grievance Procedure. Additionally, each Formal Complaint will be assigned an "Investigator," who could be a Principal, Vice-Principal, or other employee that is properly trained in investigations. Each Title IX investigation will be assigned a "Decision-Maker," which similarly could be a Principal, Vice-Principal, or other employee that is properly trained. All appeals will be reviewed by someone who was involved in the underlying Title IX investigation

Bourne Public School District will ensure that Title IX coordinators, investigators, Decision-makers, and any person who facilitates an informal resolution process, receives training on this policy and his or her respective role.

B. Formal Complaint

Once the Formal Complaint is filed, the "Sexual Harassment Grievance Procedure" commences. Bourne Public School District is committed to treating all parties equitably during the Sexual Harassment Grievance Procedure. Bourne Public School District is committed to completing the Sexual Harassment Grievance Procedure as soon as possible with the goal of completion within 5 days. However, if required, by good cause, such as the absence of a party, a party's advisor, or a witness; law enforcement or DCF involvement; or the need for accommodations, the parties will be notified of the need for delay.

Bourne Public School District will provide the Complainant and Respondent with written notice of the allegations and the Sexual Harassment Grievance Procedure. This notice will include details of the specific allegations against the Respondent. The parties will be informed at this time of their right to have an advisor of their choice, who may be, but is not required to be, an attorney, and may accompany them at any point during the process. They will also be informed of their right to inspect and review evidence. The parties will also be reminded of the school's prohibition against knowingly making false statements during this process. The Respondent is presumed not responsible for the alleged conduct until a determination of responsibility has been made. Supportive measures are available to all parties during the Sexual Harassment Grievance Procedure.

C. Informal Resolution

If appropriate, the Title IX Coordinator will offer the parties the option of an informal resolution process, but, pursuant to Title IX, not until a Formal Complaint has been filed and the parties have been fully advised of their Title IX rights. Before beginning an informal resolution process, Bourne Public School District will obtain written consent from the Complainant and Respondent. At any time, the parties can withdraw from the informal resolution and the Sexual Harassment Grievance Procedure will resume. Informal Resolution shall not be offered in the event the Respondent is an employee of Bourne Public School District.

D. Sexual Harassment / Title IX Investigation

A properly trained Investigator will complete an investigation into the Formal Complaint. Both, the Respondent and Complainant, will have an equal opportunity to present witnesses and other evidence. Prior to any interviews with a witness, Bourne Public School District will provide the witness with notice of the date, time, location, participants, and sufficient time to prepare for that interview. Both parties will have an equal opportunity to examine and inspect evidence. Unless waived by one of the parties, the investigation will not intrude on any information legally protected as privileged. Questions and evidence about a person's sexual predisposition or prior sexual behavior are not relevant, unless it is offered to prove that someone other than the Respondent committed the alleged act, or the questions and evidence concern specific incidents of sexual behavior between the parties and it is offered to prove consent. At the conclusion of the investigation, the Investigator will create an Investigative Report that summarizes the relevant evidence and send it to each party and the party's advisor.

The parties will have 10 days before any hearing or determination of responsibility to review and respond to the report if they so choose. Time periods may be extended or delayed for good cause, including the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodations of disabilities.

The designated Decision-Maker will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions. The Decision-Maker, who will first evaluate the relevance of each question. In the event that the Decision-Maker decides to exclude a question, they will provide a written decision explaining their reasoning.

E. Hearings

Though it is not required, Bourne Public School District reserves the right to conduct a full-live hearing as part of the Sexual Harassment Grievance Procedure. At such hearings, the Decision-maker will permit each party's Advisor to ask the other party and any witnesses relevant questions. If a party does not have an advisor, Bourne Public School District will provide one at no cost. Upon the request of the Complainant or Respondent, Bourne Public School District will utilize technology to separate the parties during the hearing process. If a party or witness does not submit to cross-examination at the live hearing, the Decision-Maker will not consider any statement of that party or witness in determining responsibility.

F. Finding of Responsibility

Any Respondent found, by a preponderance of the evidence, to have committed Sexual Harassment shall be subject to a range of discipline, including, but not limited to: detention, exclusion of

extracurricular activities, suspension, and expulsion, or in the case of an employee termination of employment.

The Decision-Maker will simultaneously issue a written determination of responsibility that includes a description of the allegations, the procedural steps of the Sexual Harassment Grievance Procedure, the findings of facts, the conclusions reached, and a statement and rational of responsibility and related discipline. If applicable, it will also include remedies designed to restore or preserve equal access to education and activities at Bourne Public School District.

G. Appeal

Both the Complainant and Respondent shall have the right to appeal the decision of the Sexual Harassment Grievance Procedure by notifying the Title IX coordinator in writing within 10 business days of receiving the decision. The grounds for appeal are limited to: procedural irregularity, new evidence that was not reasonably available at the time of the determination or dismissal, or an alleged conflict of interest. Both parties shall have an opportunity to provide a written statement supporting their position on Appeal. The Appeal shall be reviewed by a person who is not the original decision-maker, investigator, or Title IX Coordinator. That person shall issue a written decision and rationale simultaneously to the parties.

Other Options for Complaining Party

Using the Bourne Public School's investigation and grievance procedure below does not prohibit the filing of a formal complaint with the government agencies set forth below. Each of the agencies has a designated time period for filing a claim. Please contact these agencies to learn about their applicable time frames. At any time during the process, a grievant may file a complaint with any of these agencies.

The state agency responsible for ensuring that Massachusetts public schools do not discriminate on the basis of protected characteristics is the Massachusetts Department of Elementary and Secondary Education (DESE), 75 Pleasant Street, Malden, MA 02148-4906; telephone (781) 338-3300; TTY Users (800) 439-2370. The MA DESE's Program Quality Assurance Services (PQA) accepts complaints when the alleged violation occurred no more than one year before PQA received the written complaint.

Massachusetts Commission Against Discrimination (MCAD), One Ashburton Place, Suite 601, Boston, MA 02108-1518; telephone (617) 994-6000; TTY Users (617) 994-6196. The time frame for filing a complaint with the MCAD is 300 days from the date of the most recent incident of alleged harassment.

The Equal Employment Opportunity Commission (EEOC) is the federal agency that enforces federal laws prohibiting employment discrimination. The deadline for filing a complaint with the EEOC is within 300 days from the day of the alleged discrimination The EEOC is located at JFK Federal Bldg., 475 Government Center, Boston, MA 02203; (617) 565-3200 or (800) 669- 4000; TTY Users (800) 669-6820.

The US Department of Education's Office for Civil Rights (OCR) is a federal agency that enforces five federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability and age in programs or activities that receive federal financial assistance from the US Department of Education. In most cases, a complaint must be filed with OCR within 180 calendar days of the date of the alleged

discrimination. OCR is located on the 8th Floor, 5 Post Office Square, Boston, MA 02109-3921; telephone (617) 289-0111, fax (617) 289-0150.

VII. Digital Use Policy

Digital Use Policy # IME
Introduction

This Digital Use Policy (DUP) for the Bourne Public Schools (BPS) is enacted by the School Committee to provide the parents, students, and staff of the Bourne Public Schools with a statement of purpose and explanation of the use of technology within the Bourne learning community. This policy is reinforced by practice, digital use standards and is required to be read and accepted before accessing the technology devices, digital resources, and network infrastructure of the Bourne Public Schools.

Purpose

The Bourne Public Schools encourage the use of technology to assist staff and students with academic success, preparation for the workplace, and lifelong learning. The Bourne Public Schools provides access to a wide range of technology to support learning and communicating with others. Technology will be used to increase communication, enhance student engagement, and assist staff and students in acquiring new skills.

The purpose of the Bourne Public Schools (BPS) Digital Use Policy is to prevent unauthorized access and other harmful or unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with legislation including, but not limited to, the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA) and Family Educational Rights and Privacy Act (FERPA).

BPS uses technology protection measures to block or filter access, as much as reasonably possible, to visual and written depictions that are obscene or harmful to minors over the network. The District can and will monitor students´ online activities and access, review, copy, and store or delete any communications or files and share them with adults as necessary. Students should have no expectation of privacy regarding their use of BPS equipment, network, and/or Internet access or files, including email.

Google Workspace accounts are provided to all students and staff. BPS provides students in grades K-8 with a closed-campus email account. Students in grades 9-12 have external email access. Email usage may be monitored and there is no expectation of privacy with school email accounts. Email accounts issued to students are archived to ensure student safety. BPS will take all necessary measures to secure the network against potential cyber security threats. This may include blocking access to websites, applications, including, but not limited to, email, data management and reporting tools, and other web applications.

This Digital User Policy is in effect when BPS provided equipment is used on or off school property and/or when non BPS devices access the BPS district network.

Summary

Bourne Public Schools believes in a Digital Citizenship model for supporting safe and responsible use of all technology and web based communication in teaching and learning.

All are responsible for practicing positive Digital Citizenship. Positive Digital Citizenship includes appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites and all other electronic communications. It is important to be honest in all digital communications without disclosing sensitive personal information. Students should also reference the Student and Caregiver handbook for additional policies and guidelines.

Bourne Public Schools provides filtered network and wifi access for all users. There is a BPS Public wifi that is available to guests, visitors, and contracted providers requiring access to wifi while at Bourne Public Schools.

Definitions

"Technology devices, digital resources, and network infrastructure" is defined as the Bourne Public Schools network, the Internet, Google Workspace, email, hardware, software, printers, peripheral devices, individual computer devices, and web enabled devices.

"Information technology" is defined as Internet access, blogging, podcasting, email, published and unpublished documents, and various forms of multimedia technology.

"Educational use" is defined as a use that supports communication, research, and learning.

"Devices" refer to district owned/leased, staff owned devices, and student owned devices.

Consequences for Irresponsible Use

Misuse of BPS devices and/or technology of any kind may result in restricted access. Such misuse may also lead to disciplinary and/or legal action, including suspension, expulsion, or criminal prosecution by government authorities. The District will handle any disciplinary action to the specific issues related to each violation.

Disciplinary action may also be taken when a student intentionally directs at the school online speech that is understood by school officials to threaten, harass and intimate a staff member or fellow student, even when such online action originated, and was disseminated, off-campus without the use of school resources.

Implementation of this Policy

The Superintendent of Schools or his/her designee(s) shall develop and implement administrative regulations, procedures, terms and conditions for use and user agreements consistent with the purposes and mission of the Bourne Public Schools as well as with applicable laws and this policy.

What are Google Apps and Google Workspace?

Bourne Public Schools provides staff and students with a Google Workspace account. Google Workspace is a web based suite of programs provided by Google for schools to use. All staff and students in Bourne Public Schools have access to Google Workspace.

All of the Google Workspace services can be accessed from anywhere you have an Internet connection (school, home, smart phone, etc.) Google Workspace allows you to easily share documents and files with teachers and other students, so you can turn in assignments electronically and collaborate on projects with classmates.

Content Filtering

The Bourne Public Schools use software designed to block access to certain sites and filter content as required by the Children's Internet Protection Act, 47 U.S.C. §254 (CIPA). Bourne Public Schools is aware that not all inappropriate information can be filtered and the district will make an effort to correct any known gaps in the filtering of information without unduly inhibiting the educational use of age appropriate content by staff and students. Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. Bourne Public Schools educates students about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms and cyber bullying awareness and response.

Monitoring

The Bourne Public Schools monitors the use of the school department´s network to protect the integrity and optimal operation of all computer and system networks. There is no expectation of privacy related to information stored and transmitted over the Bourne Public Schools network. The information on the network in general files and email is not private and is subject to review by the Technology Director at the request of the Bourne Public Schools administration to substantiate inappropriate activity and to comply with requests of law enforcement agencies as part of their investigations.

User Access and Explanation of Guideline

Access to information technology through the Bourne Public Schools is a privilege, not a right. Students, parents, and staff shall be required to read the BPS Digital Use Policy.

Because information technology is constantly changing, not all circumstances can be anticipated or addressed in this policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

The Bourne Public Schools provides students access to its technology devices, digital resources, and network infrastructure, along with information technology for educational use. If a student has doubts regarding whether a resource has educational merit, he/she should ask a staff member.

Expectation of Privacy

At any time and without prior notice, the BPS reserves the right to monitor, inspect, copy, review, and store any and all usage of technology devices, digital resources, and network infrastructure, along with information technology as well as any information sent or received in connection with this usage. Staff and students should not have any expectation of privacy regarding such materials.

Consequences for Violation of Technology Policies

Use of the computer network and Internet is an integral part of research and class work, but abuse of this technology can result in loss of privileges. Students who use technology devices, digital resources, and network infrastructure, along with information technology inappropriately may lose their access privileges and may face additional disciplinary or legal action. The length of time for loss of privileges will be determined by building administrators and/or other staff members.

Unacceptable Uses of Technology Resources

Inappropriate technology use includes but is not limited to the following:

- Interfering with the normal functioning of devices, computer systems, or computer networks.
- Damaging or theft of devices, computer systems, or computer networks.
- Accessing, modifying, or deleting files/data that do not belong to you.
- Sending or publishing offensive or harassing messages and content.
- Accessing dangerous information that, if acted upon, could cause damage or danger to others.
- Giving your username or password to any other student, or using the username or password of someone else to access any part of the system. Sharing and/or distribution of passwords or using another student or faculty member´s password. Intentional viewing, downloading or distribution of inappropriate and/or offensive materials.
- Gaining unauthorized access to computer and or telecommunications networks and resources.
- Viewing, transmitting or downloading pornographic, obscene, vulgar and/or indecent materials.
- Using obscene language, harassing, insulting or bullying others, posting of private or personal information about another person, spamming of the school email system, violating any federal or state law, local regulation or school committee policy.
- Violating copyright laws and/or the district policy on plagiarism. Copying software or applications from Bourne Public School devices through any electronic means unless the particular licensing agreement in place for the software allows user distribution.
- Intentionally wasting limited network or bandwidth resources. Destructions/vandalism of system software, applications, files or other network resources Employing the network for commercial or political purposes. Using the network / Internet to buy or sell products.
- "Hacking" and other illegal activities in an attempt to gain unauthorized access to restricted files, other devices or computer systems. Uploading any harmful form of programming, bypassing filters; installing any type of server, aliasing / spoofing, peer-to-peer networking or remote-control software.
- Possession of and/or distribution of any of software tools designed to facilitate any of the above actions will also be considered an offense.

Disclaimer

BPS makes no guarantees about the quality of the services provided and is not liable for any claims, losses, damages, costs, or other obligations arising from use of the network or district accounts. BPS also denies any liability for the accuracy or quality of the information obtained through user access. Any statement accessible online is understood to be the author's individual point of view and not that of the district, its affiliates, or employees. Parents or legal guardians should supervise the usage of BPS network accounts outside of school. The student's parent or guardian is responsible for monitoring the minor's use outside of school.

Bourne Public Schools Limitations of Liability

The Bourne Public Schools makes no warranties of any kind, implied or expressed, that the services and functions provided through the Bourne Public Schools technology devices, digital resources and network infrastructure, along with information technology will be error free or without defect. The Bourne Public Schools will not be responsible for damages users may suffer, including but not limited to loss of data or interruption of service.

The Bourne Public Schools, along with any persons or organizations associated with the school department internet connectivity, will not be liable for the actions of anyone connecting to the internet through the school network infrastructure. All users shall assume full liability, legal, financial or otherwise for their actions while connected to the internet.

The Bourne Public Schools assumes no responsibility for any information or materials transferred or accessed from the internet.

Parents/Guardians should read this BPS Responsible Use Policy. Parents/guardians should discuss the technology use responsibilities with their children. Questions and concerns can be forwarded to the Bourne Public Schools and appropriate offices.

Parents and guardians agree to accept financial responsibility for any expenses or damages incurred as a result of their student´s inappropriate or illegal activities on the Bourne Public Schools network. Parents and guardians agree to reimburse Bourne Public Schools for any expenses or damages incurred in the use of district owned devices such as Chromebooks in 1:1 school deployments

Digital Use Form Middle & High School Students

Policy # IME-E2

By reading this Digital Use Form I acknowledge that I understand the following:

• I am responsible for practicing positive digital citizenship including appropriate behavior and contributions on websites, social media, discussion boards, sharing sites, and all other electronic communications.

• I am responsible for treating others with respect and dignity. I will not send and/or distribute hateful, discriminatory, or harassing digital communications of any kind. I understand that bullying in any form, including cyber bullying, is unacceptable.

• I am responsible for keeping personal information private. I will not share personal information about myself or others including, but not limited to, names, home addresses, telephone numbers, birth dates, or visuals such as pictures, videos, and drawings. I will be aware of privacy settings on websites that I visit.

• I will abide by all laws, this Digital Use Form, and all District guidelines set forth by Student and Caregiver Handbooks. I understand that what I do and post online must not disrupt school activities or compromise school safety and security. I understand that the use of the District network for illegal, political, or commercial purposes is strictly forbidden.

• I am responsible for my passwords and my actions when using District accounts. I will not share any school or district usernames and passwords with anyone. I will not access the account information of others.

• I am responsible for my verbal, written, and artistic expression. I will use school appropriate language in all electronic communications, including email, social media posts, audio recordings, video conferencing, and artistic works.

• I am responsible for accessing only educational content when using BPS technology. I will not seek out, display, or circulate material that is hate speech, explicit, or violent. I understand that any exceptions must be approved by a teacher or administrator as part of a school assignment.

• I am responsible for respecting and maintaining the security of BPS digital resources and networks. I will not try to get around security settings and filters, including through the use of proxy servers or VPNs to access websites blocked by the district. I will not install or use illegal software or files, including copyright protected materials, unauthorized software, or apps on any BPS devices.

• I will not use the BPS network or equipment to obtain unauthorized information, attempt to access information protected by privacy laws, or impersonate other users.

• I am responsible for taking all reasonable care when handling BPS equipment, including the Chromebook that is assigned to me. I understand that vandalism in any form is prohibited. I will respect my and others' use and access to BPS equipment.

• I am responsible for respecting the works of others. I will follow all copyright guidelines. I will not copy the work of another person and represent it as my own and I will properly cite all sources. I will not download illegally obtained music, software, apps, and other works. I understand all BPS trademarks, logos and symbols are for school district use only.

• I am responsible for the data I create and for protecting it. I understand the district provides me with a Google account to save and store all my data and files.

• I know that the conduct that is forbidden in school is also forbidden when I use computers outside of school if it interferes with other students´ education, and if I break the rules there will be consequences in school.

User Responsibilities:

I acknowledge and agree to follow these guidelines: I understand that my access to the Internet and mobile technology at school will be renegotiated if I do not act responsibly. I also understand the school network and email accounts are owned by Bourne Public Schools and that Bourne Public Schools have the right to access any of the information used through these services at any time. I understand that these Responsible Use Guidelines also apply during school excursions, camps, extracurricular activities and school issued devices that are used off school grounds.

Responsible Lab and Studio Use

Students in the Bourne Public Schools will have many opportunities to engage in hands-on activities in a variety of Lab and Studio settings. Examples include but are not limited to:

- Engineering Day Activities
- Science Labs
- Innovation Studio
- Idea Lab
- Exploratorium
- Art Classrooms
- Aquaponics Lab

In each setting, students will have access to age-appropriate tools and materials. Our teachers will teach safety protocols and safety equipment will be provided when appropriate. Each lab, studio, and classroom has established rules and safety procedures which students are made aware of. Students are expected to follow all lab/studio rules and use safety equipment appropriately when issued. Students who do not follow the lab/studio rules may lose their right to participate in hands-on activities.

STUDENT AGREEMENT:

Student(s) will agree to follow the safety rules in the lab, studio, and classroom settings. Student(s) understand that the safety procedures and precautions are for my own safety as well as the safety of others. Student(s) also agree to follow the general rules of appropriate behavior for a classroom at all times to avoid accidents and to establish a safe learning environment for everyone. Student(s) understand that if he/she does not follow the rules and safety precautions may lose my right to participate in hands-on learning activities.

PARENT AGREEMENT:

Parent(s)/Caregiver(s) give permission for their student to participate in hands-on, lab, and studio activities and to use age-appropriate tools and materials. Parent(s)/Caregiver(s) understand that their child is expected to follow all rules and use safety equipment in order to participate in hands-on learning activities.

VIII. School Related Activities and Athletics

After School Hours

BMS Policy-After School Hours: At the close of school daily all students are required to leave the building and school grounds unless they remain for sanctioned school programs, such as extra help, club participation, teacher detention, makeup, athletics, etc. Students who do remain after school must be supervised by a teacher, and be at the activity for the full duration of the afterschool time.

At the conclusion of the afterschool time, students should report to the media center for late buses or the parent pick up area.

Athletic Eligibility

Bourne High School provides some opportunities for grade 8 students to become involved in its athletic programs, through securing a waiver from MIAA. Grade 8 students who wish to try out for any athletic team/cheerleading that has an approved waiver must follow the athletic eligibility criteria set forth by Bourne High School, including providing proof of a current physical exam prior to being allowed to participate. Students must be considered present according to the state attendance regulations to participate, practice or attend all school activities on the day of the event. Exceptions may be made by the principal or his/her designee.

Interscholastic Athletic Eligibility Rules

The violation of any eligibility rules may result in forfeiture of a game won. If, in your opinion, there is any doubt concerning your eligibility, consult the Principal. The rules apply to all teams, varsity, junior varsity, and freshman, all grades, and both girls and boys sports. The Committee on Athletics of M.I.A.A. resolves all questions of eligibility. The MIAA handbook is available online through the MIAA website (www.miaa.net).
You are not eligible:

1. If you are not a member of some secondary school for two (2) months, exclusive of summer vacation months, preceding the contest.
2. If you transfer from another school and participated in a specific varsity sport the previous year at that school. Under these conditions you will be ineligible for a full calendar year. You may, however, participate and be eligible in any other varsity sport which you did not participate in the previous year. Consult the Principal and Athletic Director for further clarification on eligibility of transfer.
3. If you transferred to your present school after the season for the sports began.

During the last marking period preceding the contest, a student must secure a passing grade in at least five classes (meeting on a full time basis) of prepared work. Exceptions may be made for students enrolled in AP courses where lab blocks limit the number of classes a student is eligible to take. Prepared work is defined as any subject or course in which credit is allowed toward the high school diploma. To be eligible for the fall marking period, students are required to have final passing grades for the previous year in the required number of periods of prepared work.
The academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that ranking period have been issued to the parents of all students.
a) A student who repeats work upon which she/she has once received credit cannot count that subject a second time for eligibility.
b) A student cannot count for eligibility any subject taken during the summer vacation, unless that subject has previously been pursued and failed.

c) Students receiving special education services and whose plan calls for a more restrictive placement than a regular course at Bourne Middle School may be declared academically eligible by their principal provided that all other eligibility requirements are met.
d) Students who are academically ineligible to participate in athletics are also not allowed to participate in practices.

Athletic Handbook

Please follow the link for the BHS Athletic Handbook for complete information. Please visit the BHS Athletic Website to register.

Eligibility for Extracurricular Activities:

To be eligible to participate in all extracurricular activities such as after school activities, athletics, cheerleading, drama club, Student Council, etc., students must pass a minimum of five major classes that meet full time per week.

Students who are tardy will not be eligible to participate in extracurricular/athletic activities on that afternoon unless excused by an administrator. A violation of the Chemical Health rule of the MIAA will result in loss of all extracurricular activity privileges for a time period that aligns with the rule. Students dismissed by the school nurse for sickness or injury may not participate in athletics after school.

Conduct

The following regulations will govern the conduct of all students at activities sponsored by a class or organization affiliated with Bourne Middle School:

1. All students will refrain from using tobacco or electronic vaping devices.
2. Dress and behavior will be in accordance with school rules.
3. The use, serving, or consumption of any alcoholic beverage on school property or at school functions is prohibited. Further, a student shall be barred from any school-sponsored activity if he/she has been drinking alcoholic beverages prior to his/her attendance at, or participation in, said school sponsored activity.
4. Once the student enters the school building to attend the school sponsored activity, he/she will not be able to leave and reenter unless permission has been obtained from the faculty advisor in charge of the activity.

Disciplinary action taken for violation of any of the above regulations will be at the discretion of the administration. Specific regulations regarding athletics are found in the Student-Athlete Handbook.

IX. School Related Procedures

Allergies

Our school community includes students with severe food allergies, particularly to peanuts. Strict guidelines have been implemented to prevent life threatening allergic reactions. If students have eaten any peanut products prior to coming to school, make sure that hands are thoroughly washed and teeth brushed before arrival. If students must eat peanut products at lunch, we ask that these products be placed in airtight containers. Additionally, food brought to school in a quantity intended to be shared will not be allowed. Some examples include; a can of frosting, a plate of cupcakes, a cake, a big bag of peanut M&M's etc.

If parents/caregivers are concerned about a food allergy that a student has, please notify the cafeteria and the school nurse with this information. A warning will appear on the cashier's screen for a quick review of the items on the student's meal tray.

Asbestos Hazard Emergency Response Act (AHERA) Plan

The AHERA Management Plan is available for review in the school office during normal school hours. Please contact Jordan Geist , Director of Business Services at jgeist@bourneps.org or 508-759-0660 with any questions.

Cafeteria Procedures & Fees (Lunch is Free for all students 2024-2025)

Every student will have his/her own personal lunchroom account based on the current student ID number. Students can access their accounts on the PIN pads located at every register. It is strongly recommended that all students remember their numbers as this will make the lunch lines move faster.

We encourage parents/caregivers to deposit money into a student's account through our online system, although cash will be accepted. If parents/caregivers want to ensure students are spending money only on complete lunches, they can designate that monies paid into a student account be limited to the purchase of regular and alternative meals only. Ala carte items may be paid for with cash or from pre-paid monies if no limits are set. When sending in money by check or cash, please include the student's ID number on the check or envelope so it is deposited into the correct account. This system allows students to charge only if there is money in their account —negative balances are not allowed.

If a student has qualified for free or reduced price lunches, this information is securely contained within the system and the meal will be processed just as it is for all other students. There is no need to be concerned for a potentially uncomfortable situation for the student. To receive the free or reduced price of food, students may only take the items that are offered with the day's complete meal, i.e. choice of one entrée and veggies, one side, milk, fruits and one dessert. All other items are at an additional, but reduced charge.

The purpose of this protocol is to establish consistent meal account procedures throughout the district. Unpaid charges place a financial strain on the school district's operating budget. The goals are:

- to treat all students with dignity in the serving line regarding meal accounts.
- to support positive relationships with district staff, students and parents/caregivers to the maximum extent possible.
- to establish protocols that are age appropriate.
- to encourage parents/caregivers to assume the responsibility of meal payments and to promote self-responsibility of that student.
- to establish a consistent district protocol regarding charges and collection of charges.

Scope of Responsibility

The Food Service Department: Responsible for maintaining charge records and notifying the school district of outstanding balances.

The School District: Responsible for notifying the student's parent/caregiver with written documentation.

The Parent/Guardian: Responsible for immediate payment.

Administration

1. Student groups:
    a. Elementary and Middle School Students
        i. Will be allowed to charge a maximum of $10.00 (for the reimbursable meal only)
        ii. These meals will include only menu items part of the reimbursable meal
    b. High School Students: Will be allowed to charge 1 meal
2. No charges will be allowed for ala carte foods and beverages
3. Students with negative balances will be contacted by the district or the food service department. This will be done either as a written letter, email, or phone call to the household.
4. Students at Bourne High School with negative balances will not be allowed to purchase tickets to school related events (i.e. homecoming, prom, senior semi, etc.)
5. For departmental record keeping, the district should be notified monthly of all negative balances.
6. In the middle of May, all charging will be cut off:
    a. Parents/caregivers will be sent a written request for "payment in full" (the deposit requests will be mailed home).
    b. All charges not paid before the end of the school year will be carried forward into the next school year.
    c. Graduating seniors must pay all charges in full. Failure to do so may result in not being allowed to participate in the graduation ceremonies.
7. If a financial hardship is suspected, families will be encouraged to apply for free/reduced meals anytime during the school year.
8. As advised by the state agency, negative balances should not incur against the food service revolving account.

Counseling

School Counseling services are available for every student in school; in addition, each counselor is available one afternoon per week for one additional hour in the afternoon. Students should see the schedule in the guidance office for exact afternoons. Students wishing to visit a counselor should contact the counselor or the secretary to arrange for an appointment.

Counseling Procedures:

Appointment passes to the guidance office must be obtained in advance. Students should report to the guidance office before the homeroom to make an appointment with their guidance counselor, or may fill out a "Purple Pass" and leave it for their guidance counselor, who will call them down when they have time to meet.

If a student needs to see the guidance counselor during the day, they should obtain a pass from their teacher. If their counselor is not available, students should complete a "Purple Pass" and return to class. Students who are found waiting in the guidance office without permission will be considered to be skipping class.

Curriculum Content

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Bourne Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

Emergency Planning and Procedures

The Emergency Planning and Procedures document is available for review in the school office during normal school hours. Please contact the building principal to schedule an appointment or for any questions.

Fire & Safety Protocols

Fire drills at regular intervals are required by law and are an important safety precaution. Students are expected to know the evacuation route from any position in the building and be familiar with the fire regulations posted in each room. Fire drills will be held to practice the safest ways to empty our building. When the alarm rings, please walk in a quiet and orderly manner and follow the directions of the school staff.

ALICE and Shelter in Place are safety protocols employed by Bourne Public Schools. These protocols are reviewed with students and staff, and practiced in collaboration with local authorities.

Health Services & Administering Medication

Student health and physical well-being is very important to us. If a student becomes ill or hurt during the school day, our school nurse is available to help. Students who are ill or get hurt must report to the health office for assessment. The nurse will contact either the parent/caregiver or designated emergency contact person after a clinical assessment is made. When this occurs, the parent/caregiver has the responsibility of providing transportation home and any further necessary care. Students who are ill are prohibited from calling parents/caregivers from their cell phones.

Except in an emergency, students need a pass to see the school nurse. If the nurse determines that a student is too ill to remain in school, she/he will call home to make arrangements for dismissal. If a student has had a contagious disease such as chicken pox or strep throat, the school nurse may readmit the student only after the designated period of isolation and a required note from a physician. The Department of Public Health and the Academy of Pediatrics recommends that school age children should remain at home for 24 hours if they have vomited or have had a fever. Each year, Student Emergency information Forms are distributed to be updated at home by parents/caregivers. The form must be completed accurately and returned to the school. The form is kept on file in the nurse's office to help in emergency care for a sick or injured student and for contacting parents/caregivers. This form must be updated by the family as changes occur in family situations, i.e. work schedule, new telephone numbers, emergency contacts. Please do not list as emergency contacts individuals who are without transportation.

The Bourne Public Schools recognizes the importance of providing a certified nurse in each of its schools to monitor and supervise the storage and administration of prescribed drugs and medications and to provide health related services to support the well-being and safety of students and staff in the building.

The purpose of this regulation is to insure that uniform standards for the safe and proper administration of medications are provided for students and to assure that students requiring such medication will receive it in a timely, safe, and appropriate manner.

Under normal circumstances, students may not carry medication in school unless they have received specific approval to do so from the building administration and a required written permission request from doctors and parents/caregivers is on file in the nurse's office.
Unless otherwise approved, the school nurse shall be responsible for the management and distribution of all medications to students in accordance with the regulations of 105 CMR
210.000 and MGL Chapter 94. Exceptions would include the possession and self-administration of any prescribed medications for asthma, related respiratory diseases, cystic fibrosis, and diabetes as specified in MGL Chapter 7l, Section 54B.

All other medications must be kept in the nurse's office and will only be dispensed by the school nurse. A doctor's order and written permission from parents/caregivers must be on file in the nurse's office. All orders and permissions for medication must be renewed each school year.
While every effort will be made to obtain a nurse or school staff member trained in medication administration during field trips and short term special school events, the school committee recognizes that the school nurse may delegate the administration of prescription medication to a responsible adult. In such cases the parent/caregiver must give written consent and the school nurse must instruct the responsible adult on how to administer the medication to the child.
Additionally, approval to delegate administration and distribution of medications may only be given on a limited basis to unlicensed personnel who have been granted this authority by the School Department and provided the School Department be registered with the Division of Food and Drugs of the Massachusetts Department of Public Health.

All medical excuses for modification of student programs, i.e. physical education, must be brought to the nurse who will process them. When a routine physical exam is planned with the student's physician, please request a medical record form from the nurse so that the findings of that exam can be entered into the record.

Home or In Hospital Educational Services

Regulations require school officials to offer educational services for students confined to the hospital or home for medical purposes. Such educational services shall not be considered special education unless the students have been determined eligible for such services, and the services include services on the student's IEP. The criteria for home/ hospital services is as follows:

1. The student's physician must complete a Department of Education form 28R13; Physician's Statement for Temporary Home or Hospital Education 603 CMR 28.03(3) (c) and submit it to the Director of Special Education and Student Services for approval.
2. At a minimum the physician's signed notice must include information regarding:
    a. The student was admitted to a hospital or was confined to home;
    b. The medical reason(s) for the confinement;
    c. The expected duration of the confinement;
    d. The medical needs of the student should be considered in planning the home or hospital education services; and
    e. A specific anticipated date of return to school.

Forms must be completed by a physician, including pediatricians, or any other M.D. but will not be accepted from a Ph.D. or Ed.D.

Students whose medical condition permits them to complete their course work with the assistance of the tutor will receive credit for the course.

The district will assign an appropriate tutor selected from district staff, privately contracted tutors, or an agency. Every attempt will be made to provide tutoring in each subject area. The school district determines the number of instructional hours per day or per week based on the educational and medical needs of the individual student

Mandatory Reporting

The Bourne Public Schools affirms its responsibility to provide for the safety and well-being of students. This responsibility extends to complying with the Massachusetts Mandatory Child Abuse and Neglect Reporting Statute, Chapter 119, Section 51A. The Bourne Public Schools recognizes that because of their sustained contact with school-age children, school employees will actively carry out the letter and spirit of the law. It is expected then, that when any staff member in his/her professional capacity, has reasonable cause to believe that a child under the age of eighteen years is suffering the effects of any form of child abuse and neglect, that the staff member will report his/her concerns to the building principal for consideration of reporting to the Department of Children and Families. A copy of G.L. c. 119 §21 may be found at: http://www.mass.gov/legis/laws/mgl/119-51a.htm.

Parental Notification Law

Massachusetts General Laws chapter 71, Section 32A, known as the Parental Notification Law, requires that parents/caregivers be notified about any curriculum that primarily involves health and sexual education. The goal of the comprehensive Health Education curriculum, which incorporates the State's Health Frameworks, is to promote the health and well-being of our students. The instructional materials utilized may include class texts, various handouts and video presentations. If you would like to review these materials at school, please call your school's office to arrange a convenient time to do so.

Each student's privacy will be respected throughout the instruction of the curriculum. Materials will be presented in a balanced and age appropriate way that makes clear that people may have strong religious and moral beliefs about health related issues and that these beliefs must be respected. Under Massachusetts Law you may exempt your child from any portion of the curriculum that primarily involves human sexual education or issues pertaining to human sexuality. To request an exemption, mail a letter to the principal. No student who is exempted from this portion of the curriculum will be penalized. An alternative assignment may be provided to students who are exempted.

Photography or Videotaping of Students

The Bourne Public Schools has, on occasion, the need to use photographs or videotape of various school activities and classes. The school has photographs in local newspapers, provides video programming designed for instructional and informational purposes, which appears on cable, broadcast stations and the district or school website. The school hereby notifies parents/caregivers that unless a written objection is received in the office of the principal by September 15 of the school year, the school will assume the rights to use photographs or videotape where students may appear or be heard. Consent from the prior school year will remain in place until the updated consent form is received each school year.

Physical Education

By Massachusetts State Law, it is required that students take physical education. Any student wishing to be excused for the day from physical education class for health reasons should bring a note from his/her parent/caregiver and present it to the nurse before school in the morning. A doctor must request long-term excuses.

Student Assessment

At the request of a doctor or therapist school staff members may complete an evaluation tool (i.e. screening scales, rating scales, teacher surveys, and other assessments) for students, with written consent from the parent/guardian. Upon completion, the school will return the assessment tool directly to the requesting doctor/therapist. After a final report is complete, parents/guardians may provide a copy to Student Services for review and consideration.

Student Risk-Assessment

The following administrative procedure is utilized when a student is considered a potential risk to self or others in the school.

1. Referral to administration for full investigation: principal, assistant principal, and/or the school nurse;
2. Parent/caregiver will be contacted;
3. Students will be removed from school and will be recommended to have an independent risk-assessment.
4. Parent/caregiver will be provided with a list of elements to be included in the independent risk-assessment.
5. Students will return to school as per principal or designees' decision based upon the outcome of the independent risk-assessment and subsequent conference with the student's parent/caregiver.
6. Disciplinary action or further intervention is possible based on individual circumstances and formulation of a student re-entry plan.
7. When necessary, contact will be made by the principal or designee to any parent/ caregiver of other students directly involved or implicated.
8. The student will be monitored for a period as deemed appropriate by the principal or designee.

Volunteer Procedures

Bourne Public Schools recognizes and supports the importance of volunteers within the school setting. Volunteers are expected to maintain any and all confidences regarding all student information. Volunteers may witness student behavior and/or performance as well as hear confidential information. This confidentiality must be maintained both in and out of the school setting. Volunteers will be required to sign a *Confidentiality Agreement* and complete a CORI check. Volunteers who do not uphold the *Confidentiality Agreement* will not be allowed to continue their service within the school at the discretion of building administration.

Work Permits

Work permit applications for Bourne High School processed at Bourne High School in the guidance department. Work permit applications for Bourne Middle School are processed at the Middle School office.

X. Educational Records

Confidentiality

All employees of Bourne Public Schools are responsible for adherence to and implementation of the Bourne School Committee Policy concerning confidentiality of student records that follows. Each building has specific procedures in place to ensure the confidentiality of student records.

Directory Information Notice

Bourne Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00. The following information regarding students is considered directory information: 1) name 2) address 3) telephone number 4) date and place of birth *5)* major field of study 6) participation in officially recognized activities and sports 7) weight and height of members of athletic teams 8) dates of attendance 9) degrees, honors and awards received 10) post high school plans of the student. Directory information may be disclosed for any purpose at the discretion of the principal, without the consent of a parent/caregiver or an eligible student. Parents/caregivers of students and eligible students have the right to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent/caregiver or student, or otherwise allowed by FERPA and 603 CMR 23.00. Parents/caregivers or students refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the school principal on or before October 1 of that school year. Copies of the federal or state student records regulations will be provided upon request.

Non-Custodial Parent's Right of Access to Records

It is necessary that the BPS has updated copies of any and all custody agreements related to students.

Parents who do not have custody of their children may not be entitled to receive information from their child's student records, such as report cards, discipline reports and the like. Parents who do not have custody, but want access to their child's student record information must submit their request in writing to the Principal.

Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in Massachusetts regulations, 603 CMR 23.07(5)(a).

The school must delete the address and telephone number of the student and custodial parent from school records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
Upon receipt of a court order, which prohibits the distribution of information pursuant to M.G.L.

c.71 Sec. 34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the school receives a request for access.
    a. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
    a. Parents or eligible students who wish to ask the school to amend a record should write to the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
    a. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

b. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

[Optional] See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from education records of a student without obtaining prior written consent of the parents or the eligible student –

a. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§99.31(a)(1))
b. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
c. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
d. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or to enforce the terms and conditions of the aid. (§99.31(a)(4))
e. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to

effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))

f. To organizations conducting studies for, or on behalf of the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
g. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
h. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
i. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
j. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)
k. Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Eligible Students

Students who, upon reaching the age of 18, wish to limit their parent's or guardian's rights to amend the student's records pursuant to 603 CMR 23.00, must do so in writing by filling out the appropriate form available in the main office. **Please note that parents/guardians have the right to inspect the student records if the student is a dependent for IRS tax purposes** (see "h" above).

Confidentiality Concerning Individual Educational Plans and 504 Accommodation Plans

All documents pertaining to the student are confidential including IEPs and 504 Plans. It is important that this confidentiality is respected as every IEP and 504 includes information relevant to the student's performance and disability. Psychological and related reports may also be included in the file. These documents are written annually and are updated throughout the year as needed.

All discussions and information shared during an IEP or 504 meeting is confidential. All comments and conversations in the student support services department are confidential and should not be discussed with others. Specific concerns regarding a student should not be discussed with anyone outside the school setting who is not directly involved with the student unless the parent has provided a written consent or release of information. Any discussions and/or recommendations regarding a student's IEP/504 Plan should only occur within the context of the Team meeting

Student Records (SC Policy -JRA-R)

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L. c. 71 and 34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth," and under M.G.L. c. 71 and 34F which directs that "the board of education shall adopt regulations relative to the retention, duplication, and storage of records under the control of School Committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975 and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of an access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student's records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

1. These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parents.
2. If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
3. If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following: The parent may continue to exercise the rights until expressly limited by such student. Such a student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parents, except the right to inspect the student record, by making such request in writing to the school principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student's record. Pursuant to M.G.L. C. 71 and 34E, the parent of a student may inspect the student record regardless of the student's age.
4. Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:
Access: shall mean inspection or copying of a student record, in whole or in part.
Authorized school personnel: shall consist of three groups:

1. School administrators, teachers, counselors, and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
2. Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
3. The Evaluation Team that evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L. c. 71B (St. 1972, C. 766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. The term as used in

603 CMR 23.00 shall include a divorced or separated parent, subject to any written agreement between parents or court in order governing the rights of such parents that is brought to the attention of the school principal.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record. School-age Child with Special Needs: shall have the definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School Committee: shall include a School Committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information is in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.
Policy References
Family Educational Rights and Privacy Act of 1974, P.L. 93-380, Amended P.L. 113-382, 1994
M.G.L. 66:10; 71:34A, B, D, E Board of Education Student Record Regulations adopted 2/10/77 and June 1995

XI. General Policies

Local Wellness Policy SC Policy AG-*approved 09.05.2012*

I. Purpose

Based on research conducted by the Center for Disease Control, the Bourne Public School District – School Committee acknowledges the direct correlation between health and academic success. Therefore, we will provide the necessary resources in nutrition, health and physical education, school based activities and food

services to promote healthy lifestyles and maximize student performance. In accordance with Public Law 108-265, Section 204 Child Nutrition and WIC Reauthorization Act 2004, and Public Law 111-296, The Child Nutrition Reauthorization Healthy, Hungry Free Kids Act of 2010, Healthier US Schools Challenge and the Richard B. Russell National School Lunch Act section 9f and 17a, the following guidelines shall be implemented.

II. Policy

The BPSD-SC will create a School Wellness Advisory Committee (SWAC) appointed by the Superintendent. The School Committee will elect a School Committee member to the School Wellness Advisory Council. The SWAC will establish and assess goals for Nutrition Education, Nutrition Promotion, Health and Physical Education, Physical Activity, and other school based activities that promote school wellness in accordance with MGL 223, Chapter 111, 105 CMR
215.00. The SWAC will conduct an assessment of implementation annually and report to the School Committee, public, and all stakeholders within the school community. At the conclusion of each school year, recommendations will be presented to the School Committee for action. Food available on the school campus will follow USDA Regulations and MA School Nutrition Standards for Competitive Foods and Beverages.

Physical Restraint

SC Policy: JKAA adopted 9.7.2022

GENERAL INFORMATION (46.01)

Bourne Public Schools shall abide by the provisions of 603 CMR 46.00, which regulates the use of physical restraint on students in publicly funded elementary and secondary education programs. Bourne Public Schools has developed restraint prevention and behavior support procedures, in compliance with 603 CMR 46.04, which shall be annually reviewed, provided to school staff, and made available to parents.

Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

(a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and

(b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

603 C.M.R. 46.01(3)(a) & (b).

Further nothing in 603 C.M.R. 46.00, Bourne Public Schools Physical Restraint Policy and/or Administrative Procedures and Guidelines shall be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, nothing in 603 C.M.R. 46.00, Bourne Public Schools Policy and/or Administrative Procedures and Guidelines precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm. 603C.M.R. 46.01(4).

In addition, each staff member will be trained annually regarding the school's physical restraint policy and accompanying procedures. The Principal or designee will arrange training to occur each school year, or for staff hired after the beginning of the school year, within a month of their employment.

A complete copy of SC Policy JKAA is located at www.bourneps.org

Section 504 School Accommodation Plan

Programs, activities, and services are open to all students, including those with disabilities. When a student requires specific accommodations unique to a disability that substantially impairs a major life function, the principal or principal's designee convenes a team to determine eligibility for a Section 504 Accommodation Plan. Procedures, in accordance with Section 504 of the Rehabilitation Act are followed in these circumstances.

SC Policy ACEA

Adoption Date: 1/29/2013 A Foundations and Commitments

Section 504/ADA Grievance Procedure

I. Policy

It is the policy of the Bourne School District to provide a learning and working environment free from discrimination of any kind. In compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA) the District prohibits discrimination on the basis of disability and retaliation against persons exercising their rights under these laws. The Bourne School District has adopted this internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited bisection 504 and Title II (i.e. failure to implement a 504 plan). Any complaints of harassment of students on the basis of disability should be brought under the Student Anti-Harassment Policy and Grievance Procedure, Policy JIIA. If you disagree with the 504 team's decision regarding the identification, evaluation, or placement of a student, you can contact the Massachusetts Bureau of Special Education Appeals at www.doe.mass.edu/bsea/ or 617.626.7250.

Any student, parent, or third party who believes she/he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for the Bourne School District to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. This procedure does not deny the right of the grievant to file formal complaints with other state and federal agencies or to seek private counsel for complaints alleging discrimination.

The Section 504 and Title regulations may be examined in the office of the Assistant Superintendent Susan Sleasman, 36 Sandwich Road, Bourne, MA 02532 (508.759.0660), who has been designated to coordinate the efforts of the Bourne School District to comply with Section 504/Title II. The Section 504/ADA Coordinator will maintain the files and records of the Bourne School District relating to such grievances.

II. Procedure:

A. Parents, students and/or other interested parties may file a grievance under this policy. Grievances must be submitted in writing to the Section 504/ADA Coordinator at the below listed address within ninety (90) days of the date the person filing the grievance becomes aware of the alleged discriminatory action. Persons seeking assistance in filing a complaint may contact the Section 504/ADA Coordinator prior to filing and assistance will be provided to them. This time limit may be waived as determined by the Section 504/ADA Coordinator on a case by case basis to avoid injustice. It is the policy of the Bourne School District to process all grievances in a fair, expeditious and confidential manner to the extent possible.

B. A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought. The 504/ADA Coordinator will reduce an oral complaint to writing, if necessary.

C. The Bourne School District will make appropriate arrangements to ensure that persons with disabilities are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing digital recordings of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

D. Upon receipt of a grievance, the 504/ADA Coordinator shall make the complainant aware of the availability of interim measures such as counseling, stay away mechanisms, and/or services or accommodations while the grievance is being investigated and decided.

E. Informal Process: If the complainant consents, the 504/ADA Coordinator will transmit the grievance to the appropriate principal or immediate supervisor for possible informal resolution. The informal resolution process may be terminated at any time by either the complainant or the Bourne School District, and the formal complaint process will then be utilized. If no informal resolution is achieved within 14 days of such referral, the complainant will be referred to the formal process.

F. Formal Process: A complainant may pursue the formal complaint process at any time. The Section 504/ADA Coordinator (or her/his designee) shall conduct an investigation of the complaint. Generally, the investigation will take no longer than 14 school days from the date the formal complaint is filed. This investigation will be thorough, affording all interested persons an opportunity to submit evidence and present witnesses to the complaint.

1. The Coordinator will make a determination using the preponderance of the evidence standard. If the Coordinator finds that discrimination occurred, the Coordinator will act promptly to take the actions necessary to end the discrimination, prevent its reoccurrence, and take reasonable steps to remedy the effects of the discrimination and/or harassment on the victims thereof. Such steps can include, but are not limited to, discipline of students and/or employees; counseling for the victim and/or perpetrator; restricting contact between perpetrators and the victims of such conduct, and/or services or accommodations.

2. Upon conclusion of the investigation, the Section 504/ADA Coordinator (or her/his designee) will prepare and issue to both parties a written report of the investigation which shall include the following:
    i. A clear statement of the allegations of the grievance and the remedy sought by the complainant.
    ii. A statement of the facts as found by the Coordinator.
    iii. A list of all witnesses interviewed and documents reviewed during the investigation.
    iv.The Coordinator's conclusion as to whether or not discrimination was found.
    v. If a violation occurred, information about corrective action consistent with applicable confidentiality laws.

3. Appeals: Either party may appeal the decision of the Section 504/ADA Coordinator by writing to the Superintendent of Schools within 10 days of receiving the Section 504

Coordinator's decision. In the appeal, the party must explain why he or she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied *and* how this would change the District's determination in the case.

4. The Superintendent of Schools will issue a response to the appeal no later than 10 days after its filing. A copy of said decision will be mailed to all parties and their representatives, if any, on the date it is issued.

III. Other Options for Complaining Party

At any time during the process, a grievant may file a complaint with either of the following:
Massachusetts Department of Education Program Quality Assurance 350 Main St. Malden, MA 02148-5023
U.S. Department of Education Office of Civil Rights J.W. McCormack Post Office and Courthouse 5 Post Office Square, 8th Floor Boston, MA 02109-4577 617.289.0111

XII. Transportation Procedures

Bourne Public Schools provides transportation for all students who reside in Bourne free of charge. Students are expected to ride their assigned bus. Students are not permitted to ride any other bus. With permission, students may depart at a stop other than their assigned stop.

Arrival and Departure by Car

Parents/caregivers that drive their students to school should drop them off at the designated parent/caregiver drop-off location. In order to maintain the safety of all students entering and leaving school, students should not be dropped off in the middle of parking lots and walk through traffic and buses. Please be aware that parking is allowed only in designated areas. If students are being picked up after school, parents/caregivers must park away from the buses and at the designated parent/caregiver drop-off locations.

Buses

The bus driver has full authority and responsibility to enforce order and maintain discipline by direct command to the students. In the event of a discipline problem with a student, the driver will deliver the student to his/her destination and then notify the administration via Bus Conduct Report.

Bus Code of Conduct

The ride to and from school is essentially an extension of the school itself; therefore all of the information provided under the *Student Code of Conduct* applies to student behavior on the bus. Improper conduct aboard the bus is to be treated as a school offense, subject to disciplinary action. This may well mean a denial of the privilege of transportation. In the interest of safety and well- being of all students being transported, students, parents/caregivers, teachers, administrators, and bus drivers must understand and practice the following additional safety expectations.

1. The student should be on time and waiting for their respective bus. Drivers will not wait for students to exit houses.
2. Students shall stand at the designated place while waiting for the school bus. They shall respect other people's property, and display manners that indicate consideration and safety for others.
3. Students shall never approach a school bus until it has completely stopped and the door is opened. In boarding the bus, they should proceed in an orderly manner, single file.

4. Students who must cross the street to board the school bus, are reminded to wait until the bus comes to a complete stop and the driver has turned on the flashing red lights.
5. Students exiting the bus, who must cross the street to proceed home, cross only in front of the bus when the blinking lights are on and the stop sign is extended.
6. Never run beside a bus, chase after a bus or pick up anything that has fallen near the wheel of a bus.
7. Students shall not open windows without permission. STUDENTS SHALL REMAIN SEATED AT ALL TIMES. Do not throw anything out of the window. Do not put your hands, arms or any parts of your body out of the window at any time. Do not open the rear exit emergency door unless there is an emergency or if you are directed by the driver to do so.
8. Students should not distract the bus driver's attention from driving.
9. The driver is in full charge of the bus students therein. He or she shall have the right to assign students to specific seats within the bus and shall accept as his/her responsibility the obligation to report to the administration the names of any students who seriously misbehave.

Bus Passes

Bus transportation routes and bus stops are established from the enrollment at the elementary and middle school and through transportation applications at the high school level. Bus applications for high school students only are processed *each year and require a fee*. The fee for high school bus transportation may be paid online with a check or credit card or at the main office of the high school with cash or a check. Transportation is arranged solely for students to and from home.

Bourne Middle School does not allow social bus passes. Emergency bus passes only may be obtained by contacting the main office of each school. The principal or his /her designee will review all emergency bus pass requests.

Parents/caregivers must communicate, in writing to the main office of their student's respective school, any change or adjustment to your student's assigned bus route.

Bus Related Infractions

Once a student boards the bus, he or she becomes the responsibility of the Bourne Public Schools. Such responsibility shall typically end when the student is delivered to the regular bus stop at the close of the school day. The parent/caregiver is responsible for the behavior and safety of the student between the residence and the designated bus stop and while waiting at the bus stop.
Procedures for Infractions of the Student Code of Conduct on School Buses
The procedure for handling infractions of the Student Code of Conduct on school buses shall be as follows:

a. First Offense -A bus conduct discipline form is completed by the driver and given to the principal of the school for disciplinary action. The principal addresses the issue with the student and decides on a course of action depending upon the offense.
b. Second Offense -A bus conduct discipline form is completed by the driver and given to the principal of the school for disciplinary action. Parents/caregivers may be requested to come to school for a conference or address the issue with the student, signature and comments may be requested and returned to the principal. Bus privileges may be revoked.
c. Third Offense -A bus conduct/discipline form is completed by the driver and given to the principal of the school for disciplinary action. Transportation privileges may be taken away from the student for the remainder of the year, and the parents shall be so notified in writing by the principal of the school the student attends.

Copies of all infractions and administrator responses are forwarded to the Transportation Coordinator. A copy also gets forwarded to the bus company.

Bus Stops

Authorized bus stops will be located at designated areas, accessible to students from within and/or surrounding neighborhoods. Students will be required to walk to a common stop. The maximum walking distance for a bus stop by state law is one mile. Door to door bus service is not provided. Bus routes as a rule do not enter cul-de-sac areas. Bus stops may only change through the authorization of the Director of Business Services.

Notice of use of video/audio cameras on school buses

Digital cameras can record both what is said and done on the bus. The video/audio cameras will be used to monitor student behavior to maintain order on the school buses, specifically to promote and maintain a safe environment. Students and parents/caregivers are hereby notified that the content of the recording may be used in a student disciplinary proceeding. The contents of the recording are confidential student records and will be safeguarded; parents/caregivers and students will not be permitted to see video. Recorded events will be retained, only if necessary, for use in a student disciplinary proceeding or other matters as determined necessary by the administration.

Permanent Alternative Destination Procedure

A parent/caregiver may apply, in writing, to the school for transportation to and/or from a sitter or workplace provided that the request is of a permanent nature and provided that the pickup and drop-off locations are within the town of Bourne. The request must contain the name, address, and telephone number of the responsible person who will receive the student. All such requests must be in writing and sent to the respective school's main office.

Students with Disabilities

Students with identifiable disabilities will be expected to conform to all rules and regulations unless otherwise stated in the student's Individual Education Program. When the total number of days of suspension from bus privileges approaches ten, the student's team will convene to discuss possible modifications to the student's transportation section of the Individualized Educational Program.