

February 2, 2016

Ms. Kathryn DeCristofaro  
Capital Program Manager  
Massachusetts School Building Authority  
40 Broad Street  
Boston, Massachusetts 02109

**Re: Peebles Elementary School**

**Bourne, Massachusetts**

*District's Responses to the Preliminary Design Program  
Review Comments*

*SMMA No. 15041*

Dear Kathryn:

Please find the District's Responses to the MSBA's Preliminary Design Program Review Comments of January 20, 2016.

Very truly yours,

**SMMA | Symmes Maini & McKee Associates**



Joel G. Seeley  
Principal

cc: James Potter, SBC Chair (MF)

enclosures: District's Responses to the Preliminary Design Program Review Comments of January 20, 2016

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February 02, 2016

District Responses to the Preliminary Design Program Review Comments

**Module 3 Preliminary Design Program Review Comments**

**District: Town of Bourne**

**School: James F. Peebles Elementary School**

**Submittal Due Date: February 11, 2016**

**Submittal Received Date: December 21, 2015**

**Review Date: December 21, 2015 – January 12, 2016**

**Reviewed by: C. Forde, C. Alles, J. Jumpe**

MSBA REVIEW COMMENTS:

**3.1.1 Introduction**

Brief summary of the Facility Deficiencies (and Current S.O.I., located in the Appendix) – *Provided, please see comments below in Section 3.1.8.*

**RESPONSE:** See attached 2014 Statement of Interest (SOI)

Updated Project Schedule – *Provided. The District is targeting the May 25, 2016 MSBA Board of Directors meeting for Preferred Schematic approval; and the September 28, 2016 MSBA Board of Directors meeting for Project Scope and Budget approval. Please incorporate twenty-one (21) days for the MSBA to review submittals, and fourteen (14) days for the District to respond to the MSBA's review comments into the Project Schedule*

**RESPONSE:** See attached updated Project Schedule

**3.1.2 Educational Program**

Summary and description of the existing educational program, and the new or expanded educational vision, specifications, process, teaching philosophy statement, as well as the District's curriculum goals and objectives of the program. Include description of the following:

- *Provide two copies of an updated Educational Program that addresses the items below; one copy that indicates changes made to the original submittal, and a second "clean copy" that documents the Educational Program to inform the feasibility study and design of the proposed project.*

**RESPONSE:** The two requested versions of the updated Educational Program are attached

- *The Educational Program was found to be inadequate in detail. The Educational Program either provided no information or a summary level description of the fields below without providing the necessary depth associated with certain programs, the educational rationale for the programs, or how the educational requirements relate to space needs or to curriculum. Please provide a detailed narrative description of each program for the spaces described in the Educational Program.*

- Grade and school configuration policies – *Provided the current grade configurations for the James F. Peebles Elementary School and the Bournedale Elementary School. Please provide a more detailed narrative regarding the potential grade reconfiguration as part of the Preferred Schematic Report.*  
RESPONSE: As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.
- School scheduling method – *Provided. Please incorporate a more detailed narrative that includes the advantages and disadvantages of the current school scheduling method, and whether or not the District plans to make any changes as part of the Preferred Schematic Report.*  
RESPONSE: As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.
- Teacher planning and professional development – *Please incorporate a more detailed narrative that includes the advantages and disadvantages regarding the teacher planning, and whether or not the District plans to make any changes. In addition provide a narrative on professional development as part of the Preferred Schematic Report.*  
RESPONSE: As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.
- Administrative and academic organization/structure (e.g., academies, departments, houses, grade based cohorts, teams, room assignment policies etc. teams, etc.) – *Please provide additional information regarding administrative and academic organization/structure as part of the Preferred Schematic Report.*  
RESPONSE: As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.
- Student Guidance and Support Services – *Not provided. Please provide a narrative as part of the Preferred Schematic Report.*  
RESPONSE: As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.
- Teaching Methodology – *This section is underdeveloped. Please provide narratives for each item listed below that explains what activities are currently provided and the type of spaces needed in order to better provide for delivery of the curriculum. In addition explain what these specific program areas require and what they might look like in a potential facility. Please note that the academic programming needs to be robust enough to inform the design and development of the potential project.*
  - Grouping Practices – *Not provided, please refer to comment listed above.*
  - Tiered Instruction – *Not provided, please refer to comment listed above.*
  - English Language Arts/Literacy – *Not provided, please refer to comment listed above.*
  - Mathematics – *Not provided, please refer to comment listed above.*

- Science – *Not provided, please refer to comment listed above.*
- Social Studies – *Not provided, please refer to comment listed above.*
- World Languages – *Not provided. Please indicate if foreign language programs are offered, if so please refer to the comment listed above.*
- Academic support programming spaces – *Not provided. Please indicate if academic support areas are needed, if so refer to comment listed above.*
- Visual Arts – *Provided, please refer to comment listed above.*
- Music/Performing Arts – *Provided, please refer to comment listed above.*
- Vocations/Technology – *Provided. This space is identified as the “Innovation Lab”. Please provide more information regarding the daily use and function of this space as it is currently used and how the District intends to use it moving forward.*
- Media Center Library Programming – *Not provided, please refer to comment listed above.*
- Health and Physical Education – *Provided, please refer to comment listed above.*

## RESPONSE: TEACHING METHODOLOGY & STRUCTURE

### Grouping Practices

Bourne children matriculate into kindergarten from our own preschool and a number of private preschool experiences in the immediate geographical area resulting in a diverse mix of school-readiness attributes amongst the students. A key component of both our lottery-based full-day kindergarten, half-day kindergarten programs, and grade one experience is ensuring that the needs of all students are met. This includes regular implementation of a flexible grouping model for English Language Arts based on consistent benchmarking of reading and writing skills (fluency, comprehension, phonemic awareness, etc.); this provides fluidity for students as they meet and exceed grade level expectations in one or more areas. Additionally, we offer an Intensive Learning Center classroom for early childhood and elementary students who most benefit from such an environment. These students are often integrated into the regular education classroom to expand their learning and application of newly acquired skills and knowledge. We are currently considering piloting a grade one classroom of approximately 35-40 students that would be shared by two grade-one teachers. This year we have two grade four classrooms that replicate the teach-teaching model of the middle school. This model allows one teacher to concentrate on the Humanities and another on mathematics as well as science and engineering and holds promise for our students in higher achievement in both ELA and mathematics. It also eases the transition to our grade 5 middle school team-teaching approach. Pending a review of multiple data points, this model may be extended to all grade four classrooms as well as into grade three.

### Tiered Instruction

Our flexible grouping model of instruction occurs in all grades K-4. This allows for an extra dose of instruction for students who need it; teachers also use the ‘learning center’ approach in their classrooms that afford opportunities for them to work in small groups or 1-1 with students who are struggling in both mathematics and

literacy. Additionally, students are assigned to specialized programs such as *Lexia* (independent monitored computerized learning) and *Read Naturally* reading interventions based on progress monitoring results and student work in the classroom. English Language Arts Title One services are in place at Peebles Elementary Schools for students in grades 1-4.

### **Writing**

Writing is a critical component of our English Language Arts curriculum and all students are immersed in acquiring and applying writing skills for a variety of audiences and in the context of exploring literature, social studies and science as articulated in the Massachusetts Curriculum Frameworks. *Handwriting without Tears* is a program used extensively in our early childhood curriculum. Additional strategies and tools used to teach the writing process in grades 1 -4 include *Empowering Writers*, *Six Traits*, and *Self-Regulated Strategy Development*; the latter offers a robust framework for both students and teachers to assess and improve informational, persuasive, and narrative writing. Additionally, all students in grades 1 through 4 experience a weekly writing class entitled “You’re a Writer”. This course draws heavily on the strategies of SRSD and offers students additional opportunities for acquisition and practice of writing in theme-based units that are connected to classroom units of instruction.

### **English Language Arts/Literacy**

As required in the Massachusetts Curriculum Frameworks, our PreK-4 students receive regular instruction and opportunities for application in reading, language, speaking, and listening in addition to writing as noted above. *Project Read* is one of our major literacy resources at the elementary level; students in grades 3 and 4 also gain expertise in reading nonfiction and other genres through a variety of resources including *Reading Street*, student-oriented newspapers, and primary sources. Through project-based learning activities, our students are regularly required to conduct research and present findings using a variety of media and online tools. Building vocabulary within all disciplines (ELA, mathematics, science, social studies) is a focus as students progress through the grades.

### **Mathematics**

The instructional shifts and focus on the Standards of Mathematical Practice required in the Frameworks are a critical component of the *Eureka* mathematics curriculum currently being implemented in grades 1-4. This curriculum builds fluency as well as strong understanding of number sense and algebraic thinking in all elementary students. Students critically think about and solve problems connected to the world and, in the process, gain confidence as budding mathematicians. Differentiation techniques are built into the curriculum so that learning gaps are reduced and all students are able to master grade level content and skills.

### **Science**

We have been preparing for the adoption of the Draft Massachusetts Frameworks and all students have opportunities for inquiry-based learning activities based on the

standards. While much of this hands-on work occurs in our district-wide Innovation Studio, students in PreK-grade 4 apply and enhance their literacy skills through reading and writing about science and engineering concepts. Shifts in our curriculum and instruction are still needed for full alignment to the new frameworks and teachers are actively/collaboratively engaged in rearranging and redesigning science units of instruction accordingly. All elementary students participate in at least one scientific study a month through an outside non-profit provider; additionally, many of our elementary field trips offer extended curricular experiences to students outside of the classroom. Annually, all elementary students participate in our Engineering Design Challenge Day and in projects demonstrated at our Elementary Science and Engineering Expo. Many students are also participating in a weekly after-school Science Club.

### **Social Studies**

As with science, students regularly practice and apply their literacy skills and knowledge within the context of social studies units of instruction and local field trips enhance their in-class learning experiences. All of our full-day kindergarteners benefit from a weekly class that explores community with essential questions like: Who am I? Who works at my school? How do I fit in my school? Where do I live? How can we show others we care? What does responsible mean? This curriculum feeds naturally into our Peace Builders program embraced by our elementary schools. Through the tenets of this program, our students build skills and gain valuable experience in understanding what being good citizens means. Peace Builders builds first-hand knowledge for students as they explore more deeply the concepts of diversity, freedom, progress, and similar topics in the social studies curriculum.

### **Academic support programming spaces**

We currently use a variety of spaces in order to fully and effectively support our students academically. While we do have dedicated classrooms for programs such as Intensive Learning and Title One, most support services operate in shared spaces (some are actually converted closets). Our English Language Learning direct instruction takes place in a classroom shared with special educators. Also sharing spaces are speech, occupational and physical therapists; teachers of the deaf and visually impaired; and those providing emotional/social supports.

### **Visual Arts**

All elementary students participate in art on a weekly basis. Through hands-on activities, students use multiple methods, materials, and techniques to demonstrate their understanding of design elements and principals as well as critically responding to their own and others' artwork. In addition to being displayed in our schools, student work is regularly exhibited in our Central Office and annually at the Jonathan Bourne Library.

### **Music/Performing Arts**

On a weekly basis, our elementary students engage in lessons and activities designed to enrich their understanding and enjoyment of music. Through listening to classical

and other music genres and through visuals, students are able to identify various instruments and gain an understanding of tonal characteristics, tempo, and dynamics. Students also gain basic skills in reading notes and time signatures. All elementary students participate in choral music and perform in choral concerts as well as playing a variety of percussion instruments in the classroom. Additionally, upper level students apply their knowledge of reading music in learning to play the recorder.

### **Vocations/Technology**

The district-wide Innovation Studio is housed in our high school and available to all students K-12. Elementary students visit in order to work on specific projects associated with a project-based learning unit that they are unable to complete in classrooms due to limited access to tools and other resources. The Studio environmental design, with group work tables, computers, and ready access to both high and low-tech materials, promotes creativity and collaboration among the students. Through co-planning and co-teaching, the Innovation Studio Teacher Facilitator expands the knowledge and skills of our elementary teachers in PBL, science, engineering, and technology. The Innovation Studio becomes completely booked very quickly; its popularity continues to grow and we predict the need for a similar space at the elementary level to ensure equity and accommodate demand.

### **Media Center Library Programming**

Our library/media center is critical in providing our students with a variety of engaging reading materials to supplement learning and develop independence in reading and learning; it is available to students throughout the day. Digital resources demand innovative approaches to research and presentation of findings; through our weekly 'computer' class, our elementary students learn how to produce multi-media presentations and the basics of Google documents and sheets in addition to Excel and Word. Students also develop basic understandings of plagiarism and how to critically evaluate online sources.

### **Health and Physical Education**

We recognize the critical importance of effective health and wellness instruction before middle school and have added a health teacher to our elementary staff; this will afford all students in grades 1-4 at least one health class every week in addition to physical education. The curriculum will introduce students to healthy habits and behaviors and encourage application of appropriate and effective resolutions to conflict. Additionally, students will begin building competencies in managing stress and developing strategies to refuse engagement in risky behaviors. Our physical education program includes direct instruction and practice aligned with the National Association of Sport and Physical Education standards. Students in full-day K have physical education once a week, and students in grades 1 through 4 have it twice a week. In addition, students participate in a variety of building-based initiatives including the Health Action Team, *BOKS*, Run or Walk Club, and *Jump Rope for Heart* to name a few.



- Educational Technology instruction policies and program requirements (labs, in-classroom, media center, required infrastructure, etc.) – *Provided. Please include the following information:*
  - *A description of the existing educational technology and a description of how it is managed by the District, including a description of how it is used in the classroom.*
  - *A description of the overall professional support and training offered to staff.*
  - *A description of the proposed educational objectives being pursued as part of the potential project.*
  - *A description of how the updated equipment and systems would be managed and maintained by the District.*
  - *A narrative that provides examples of advantages at Bournedale Elementary School (which has full Wi-Fi) and disadvantages at the James F. Peebles Elementary School.*

RESPONSE: Bourne Public Schools has taken a systems approach to ensure that our student will be provided access to technology therefore maintaining the necessary infrastructure to support hardware used by students and staff every day. Our goal is to ensure every school has a technology infrastructure that is transparent to everyday users and that provides each student and staff member simultaneous access to fast and reliable online resources. The new construction or renovation of Peebles will ensure the aforementioned.

Use and access to technology hardware/software is grounded in a district “Responsible Use Guidelines” for students and staff alike. In addition hardware/software use is expected to be alignment and support the Massachusetts Curriculum Frameworks and the district instructional curricula, while building student/staff capacity that facilitates enhanced student learning.

The Bourne Public Schools belief system is to ensure that every school has the infrastructure and baseline classroom technology hardware which is monitored and maintained through ongoing systems of district-wide technology inventory performed by the technology department. Baseline classroom technology hardware is checked for age, serviceability and compatibility with the established baseline standards of operability. In addition we conducted a preventative maintenance evaluation of all district-wide LCD projectors during the 2014-2015 school year.

During the 2010-2011 school year the Bourne Public School’s technology staff identified over 500 pieces of software used or available to our instructional staff and students. Subsequently, the Bourne Public Schools established practices to weed out obsolete ensure that any software purchased aligns with district instructional/administrative needs. To make this goal possible, instructional products are measured for alignment with the Massachusetts Curriculum Frameworks and the district instructional curricula.

The Bourne Public Schools has established a “Technology Service Request Program” through a single point of contact through our website. A Computer Support Specialist

is responsible for facilitating technology service requests to the proper support specialist. Bourne employees a Technology Educational Support Person who visits each school weekly and has a flex day to address a schools priority of needs. District software support is diversified as key personnel are charges as primary contacts. Individual staff members submit and track trouble tickets and assigned technicians can, in many cases, resolve the problem remotely or travel to the school site or office and work directly on the technology service request.

Lastly, the Bourne Public Schools maintains a student information systems that allow comprehensive access to information, and meet district, state and federal reporting requirements. Additionally, our administrative offices provide and maintain employee information systems that allow comprehensive access to information, and meet district, state and federal reporting requirements.

- Special Education programs (in-house, collaborative, facility restrictions) – *Provided. Please provide specific details about the programs and the space required to deliver these programs.*

RESPONSE: This section has been updated but is submitted in partial fulfillment. A complete update will be provided as part of the Preferred Schematic Design

- *Please review the special education rubric included in Appendix 1 and describe where existing program and spaces align with the rubric, where they do not, and potential changes to remedy in the proposed project.*

RESPONSE: See attached Appendix 1

- *List current special education programs serving students in the proposed project including the number of special education students currently served in each program.*

RESPONSE: Current Special Education Programs serving students and projected

- PreK Integrated (24 IEP/33 Peers)
- PreK Sub Separate (9)
- K-2 Sub Separate (6)
- 3-4 Sub Separate (3)
- K-4 In-class support (BES: 45; PES: 47 )
- K-4 Pull-out support (BES: 57; PES: 54 )
- Grade 5 In-Class Support (23)
- Grade 5 Pull-Out Support (24 )
- Grade 5-8 Sub Separate (Grade 5: 1 student)
- Grade 5-8 Partial Inclusion (Grade 5: 1 student)

- *List deficiencies in the existing program that have been identified locally or through state review.*

RESPONSE:

Related Service Providers:

Scheduled according to students IEPs. When available, informal observations and RTI is provided

- Adapted PE
  - Social Worker: Social Skills Groups
  - Speech
  - Occupational Therapy
  - Adapted Physical Education
  - Physical Therapy
  - Orientation and Mobility
  - Teacher of the Deaf
  - Teacher of the Visually Impaired
  - Social-Emotional
- 
- Most of the above listed therapies need to share their spaces. This is not ideal for servicing students. The current building structure do not allow for use of suspended equipment.

- *List specialized programs and Collaborative spaces/program located in the current school.*

RESPONSE: There are no collaborative spaces/programs located in the current school.

- *List proposed program and any program/service needs that the District hopes to address in the proposed project.*

RESPONSE: The District hopes to provide specific/adequate space to provide focuses related services for our students with the most significant needs accessing the instructional programs and curricular.

- More focused therapies (suspended equipment)
- spaces to service students individually and/or small groups
- individual spaces will increase confidentiality

- *List programs/services that will continue.*

RESPONSE: All programs will continue and the district has no plans to discontinue programs available to all of our students and students with special needs.

- *List programs that will be eliminated.*
  - *List programs that will be added or enhanced as a result of the proposed project.*
  - *List programs or services that will be moved from within the District (from which school they are being moved) as a result of the proposed project.*
  - *Provide the date of the last Coordinated Review Program and list any issues and/or problems identified in that review.*

RESPONSE: Our most recent, 2012-2013 Coordinated Program Review indicated the following:

- Overall cited in 6 areas
  - Specification for why students needed to be removed from general education classroom
  - Students 18 or older consenting to services
  - Appropriate use of waivers and excusal forms at team meetings
  - All required team members being present at IEP meeting
  - Specificity with regards to skills that need to be taught with regards to bullying vulnerability
  - 1 citation pertained to the location of a substantially separate classroom at Bourne Middle School. This citation was removed following a district appeal to DESE
- Results of mid-cycle review during the 2015-2016 school year determined that we have no citations and are currently in compliance in all areas

- *Provide the current status and/or remedy of those issues identified as part of the review.*
- *List specialized programs and Collaborative spaces/program that will continue, be eliminated or added as part of the proposed project.*
- *List Special Education Day School Programs that the District currently provides or participates in, and whether the programs will continue in the proposed project.*
- *Please indicate the design response including desired features and/or layout considerations (please incorporate into the updated Educational Program to be provided with the Preferred Schematic Report.)*

- Lunch programs (number of servings, district kitchen, full service kitchens, warming kitchens, etc.) – *The report indicates that the District currently has four lunches at the James F. Peebles Elementary School and five lunches at the Bournedale Elementary School. The MSBA guidelines are based on two seatings, please indicate how many lunches the District proposes to have moving forward and explain the District's rationale for the proposed number of seatings, how long will lunch be provided and describe how it is coordinated into the overall schedule.*

RESPONSE: While the current square footage of the Peebles cafeteria is adequate, the kitchen, food preparation and serving areas at the Peebles Elementary School is inadequate to provide multiple grades lunch at a given time. Paradoxically, the Bournedale Elementary School's kitchen, food preparation and serving areas are more than adequate for *en masse* service but the square footage of the cafeteria does not meet the same needs.

With that said, it is our belief that new construction of the Peebles Elementary School or a renovation to the Bournedale Elementary School will correct either deficiency and provide more efficient practices of provide lunch for our elementary aged students. It is our plan to serve lunch to two or two and one half grades at one time moving forward.

- Security and visual access requirements – *Please confirm that first responding emergency representatives will be consulted in the planning process and associated requirements will be incorporated into the preferred solution.*  
RESPONSE: First responding emergency representatives will be consulted in the next phase
- Functional and spatial relationships – *Please provide additional context regarding the decisions that have been made with regard to the various functional and spatial relationships.*  
RESPONSE: Through visioning workshops with the Educational Working Group, faculty, and staff, character and nature of space was explored, informing initial adjacency diagrams.
- Neighborhood groupings of classrooms by grade are preferred to a mix of grade levels. Grade clusters maintain localized resources for each grade level, and Team Commons spaces allow collaboration. Spaces arranged in neighborhoods break down overall scale of larger school, creating more personalized environment for younger students and facilitating teacher collaboration.
- Classroom grade level groupings optimize flexible grouping strategies permitting several organizational patterns for instruction. The physical space eliminates proximity questions when grade level teachers are making grouping decisions. Students will be grouped and regrouped according to specific goals, activities, and individual needs.
- Flexible and zoned classrooms will permit varied use of space and areas for smaller group breakout and targeted instruction. Adaptable spaces avoid over-specific design that could limit future use if population changes.
- Visible learning through interior glazing between corridors and educational spaces allows classmates and teachers to see progress of colleagues. Exhibition space instills pride in work and collectively raises expectations / standards among students.
- Administration should be centrally located rather than distributed throughout. Number of administrators is too few to spread throughout building. Centralized location is important to maintain connection with families and remainder of administration and allows a welcoming space for greeting students and parents.

- Community spaces should be clustered, with acoustical separation from academic wings. A multi-purpose space for large gatherings would be an asset to the community and a hub of elementary education.
- Locating the Computer Lab adjacent to Learning Commons is more appropriate than locating within academic wing. Innovation Lab belongs with Computer Lab and Learning Commons, as use of one space may spark use of another. Access to outdoors from Innovation Lab would permit testing of built projects.
- Dispersed SPED spaces allow for inclusion, minimizing travel time from classroom, while therapy spaces should be centrally located.
- Key programmatic adjacencies – *Please provide additional context regarding the decisions that have been made with regard to the various programmatic adjacencies.*  
RESPONSE: Refer to “Functional and Spatial Relationships” response above for decisions made during the PDP phase regarding various programmatic adjacencies

### 3.1.3 Initial Space Summary

- **Core Academic** – *The MSBA notes that the District is proposing additional classrooms in Options 1 and 4 that propose a school with a utilization rate below 90%. The MSBA also notes that student populations are projected to continue to decline. Prior to the MSBA accepting the proposed variations to the guidelines for options 1 and 4 please provide in your response to these comments an analysis for Option 1 and Option 4 that demonstrates the district could not delivery its curriculum with fewer classrooms through flexible organization of spaces and potential use of one or more of the pre-kindergarten, kindergarten room as a first grade class to substantiate the long term need of the proposed additional classrooms beyond those included in the MSBA guidelines.*

RESPONSE: As a district we have been moving to a full-day kindergarten program as Bourne was the last district on Cape Cod to offer full-day K. Bourne currently has a complex amalgamation of full-day kindergarten and half-day kindergarten. Peebles district families only have access to two full-day kindergarten classrooms and are placed on a waiting list of their is a desire to enrolling the full-day programs but all slots are taken through a lottery system. All of the other Peebles district kindergarten families not enrolled in the limited full-day kindergarten program either send their students to private full-day kindergarten or half-day kindergarten sessions in the Bournedale Elementary School. Option 1 and option 4 provide space availability for this programmatic and community desired curriculum experience for our students. It is important to address that option 1 and option 4 do not have a prekindergarten designated space therefore not providing greater flexibility to address curriculum needs grades kindergarten through grade 4 or through grade 5.

Furthermore, we have a disparity in full-day and half-day kindergarten

experiences. Current full-day students have access to the unified art curriculum with the limited exception of physical education. Our half-day kindergarten students do not have access to unified arts. The additional classroom space in option 1 and option 4 avail our desire to have all full-day kindergarten and access to all unified arts curriculum areas.

Probably the most critical area to be addressed for our students access to the Bourne Public Schools designed curriculum, learning and instructional experiences in all of our classrooms is that the Peebles district school is currently designated as a Title I school and requires very specific in-class and out of class small group interventions. Only the Peebles School and Middle School are designated as Title I schools. Designated as such requires additional instructional space, coordinated class size balances based on student needs. Additionally, Peebles Title I services do not include kindergarten and our goal is to add this instruction intervention layer to our full-day kindergarten program for early intervention purposes.

- ***Art & Music** – The overall proposed square footage for this category is below the MSBA guidelines for each option. Please verify that the proposed square footage is sufficient to deliver the District’s programmatic needs in the Preferred Schematic Report.*

RESPONSE: The proposed square footage satisfies the District’s requirements for Art & Music

### **3.1.5 Site Development Requirements**

- Narrative describing project requirements related to site development to be considered during the preliminary and final evaluation of alternatives – *Provided. The narrative is a summary of site access and circulation; parking and paving; utilities; outdoor play and educational spaces; and site limitations.*
- Existing site plan(s) including the following features:

- Site access and circulation – *Not explicitly shown on plans, please identify existing bus and parent drop-off/pick-up locations as well as vehicular and pedestrian circulation in the Preferred Schematic Report.*

RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.

- Code requirements – *Not specifically indicated. Please provide as part of the Preferred Schematic Report.*

RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.

- Accessibility requirements – *Not explicitly shown on plans. Please identify in the Preferred Schematic Report.*

RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.



- Easements – *None indicated. Please confirm that there are no easements on site.*  
RESPONSE: There are no easements recorded at the Bournedale and Peebles Elementary school sites
- Emergency vehicle access – *Not explicitly shown on plans. Please identify in the Preferred Schematic Report.*  
RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.
- Safety and security requirements  
RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.

### 3.1.6 Preliminary Evaluation of Alternatives

- The Preliminary Evaluation of Alternatives should include a detailed analysis of compliance with District objectives for each of the following:
  - Analysis of school District student school assignment practices and available space in other schools in the District – *Please provide information on available space in other schools in the District. In addition, for each option where a change to the existing grade configuration is proposed, please describe how and when this process will occur and the impact on the evaluation of those options. See comments below in Section 3.1.7.*
  - *Please include an evaluation for the impacts of transportation over the canal as part of the final evaluation of options.*

RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.

### 3.1.7 Local Actions and Approval to include:

- Signed Local Actions and Approvals Certification(s):
  - Grade reconfiguration and/or redistricting approval certificate (if applicable) – *Not provided. Please provide as part of the Preferred Schematic Report.*
- Provide the following to document approval and public notification of school configuration changes associated with the proposed project – *The items listed below have not been incorporated in the submittal. Please provide as part of the Preferred Schematic Report.*
  - *A description of the local process required to authorize a change to the existing grade configuration or redistricting in the District.*
  - *A list of associated public meeting dates, agenda, attendees and description of the presentation materials.*



- *Certified copies of the governing body (e.g. School Building Committee) meeting notes showing specific grade reconfiguration and/or redistricting, vote language, and voting results if required locally.*
- *A certification from the Superintendent stating the District's intent to implement a grade configuration or consolidate schools, as applicable. The certification must be signed by the Chief Executive Officer, Superintendent of Schools, and Chair of the School Committee.*

RESPONSE: As requested, more detail will be provided as part of the Preferred Schematic Report.

## Massachusetts School Building Authority

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### Next Steps to Finalize Submission of your FY 2014 Statement of Interest

Thank you for submitting your FY 2014 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

Each SOI has two Certification pages that must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer\*. Please make sure that **both** certifications contained in the SOI have been signed and dated by each of the specified parties and that the hardcopy SOI is submitted to the MSBA with **original signatures**.

**SIGNATURES: Each SOI has two (2) Certification pages that must be signed by the District.**

In some Districts, two of the required signatures may be that of the same person. If this is the case, please have that person sign in both locations. Please do not leave any of the signature lines blank or submit photocopied signatures, as your SOI will be incomplete.

*\*Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated as the chief executive office under the provisions of a local charter.*

**VOTES: Each SOI must be submitted with the proper vote documentation.** This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
  - For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
  - Regional School Districts do not need to submit a vote of the municipal body.
  - For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

**CLOSED SCHOOLS: Districts must** download the report from the "Closed School" tab, which can be found on the District Main page. Please print this report, which then must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer. A signed report, with original signatures must be included with the District's hard copy SOI submittal. **If a District submits multiple SOIs, only one copy of the Closed School information is required.**

**ADDITIONAL DOCUMENTATION FOR SOI PRIORITIES #1 AND #3:** If a District selects Priority #1 and/or Priority #3, the District is required to submit additional documentation with its SOI.

- If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- If a District selects Priority #3, Prevention of a loss of accreditation, the MSBA requires the full accreditation report(s) and any supporting correspondence between the District and the accrediting entity.

**ADDITIONAL INFORMATION:** In addition to the information required with the SOI hard copy submittal, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact Brian McLaughlin at 617-720-4466 or [Brian.McLaughlin@massschoolbuildings.org](mailto:Brian.McLaughlin@massschoolbuildings.org).

## Massachusetts School Building Authority

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School District   Bourne

District Contact   Edward Donoghue TEL: (508) 759-0660

Name of School   James F Peebles Elem

Submission Date   3/27/2014

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### SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

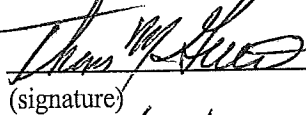
- ☒ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ☒ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ☒ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ☒ The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- ☒ After the district completes and submits this SOI electronically, the district must sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all of the required documentation described under the "Vote" tab, on or before the deadline.
- ☒ The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- ☒ Prior to the submission of the hard copy of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- ☒ On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- ☒ The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- ☒ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation and certification signatures in a format acceptable to the MSBA.

Name of School James F Peebles Elem

**Chief Executive Officer \***

Thomas Guerino

Town Administrator

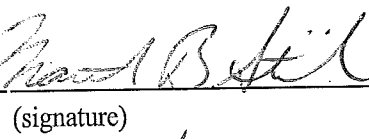


(signature)

Date 4/11/14

**School Committee Chair**

Matthew B. Stuck

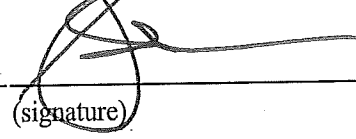


(signature)

Date 4/9/2014

**Superintendent of Schools**

Steven M. Lamarche



(signature)

Date 04.01.2014

\* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

Name of School James F Peebles Elem

## Massachusetts School Building Authority

School District Bourne

District Contact Edward Donoghue TEL: (508) 759-0660

Name of School James F Peebles Elem

Submission Date 3/27/2014

### Note

The following Priorities have been included in the Statement of Interest:

1. ☐ Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. ☐ Elimination of existing severe overcrowding.
3. ☐ Prevention of the loss of accreditation.
4. ☐ Prevention of severe overcrowding expected to result from increased enrollments.
5. ☒ Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. ☐ Short term enrollment growth.
7. ☒ Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. ☐ Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

### SOI Vote Requirement

☒ I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA.

Potential Project Scope: Potential New School

Is this SOI the District Priority SOI? NO

School name of the District Priority SOI: 2014 Bourne High

Is this part of a larger facilities plan? YES

If "YES", please provide the following:

Facilities Plan Date: 3/10/2009

Planning Firm: The Cecil Group, Inc.

Please provide an overview of the plan including as much detail as necessary to describe the plan, its goals and how the school facility that is the subject of this SOI fits into that plan:

The Cecil Group conducted site visits to all town owned facilities to determine the character and condition of Bourne's municipal buildings. The Cecil Group visited each site and toured each building identified by the Capital Outlay Committee, and prepared a Facility Assessment of each building. The facilities were evaluated based on their structural, architectural, mechanical and electrical condition and their location within the context of the Bourne community. These evaluations were used to determine the physical improvements that would be necessary to accommodate continued use, any possible expansion or change in use. Additionally, historical buildings were evaluated with special consideration given to their unique architectural character. No invasive or facility tests were performed during these assessments. The Cecil Group also distributed questionnaires to each municipal department requesting information on how each department's facilities and spaces accommodated the department's needs. These questionnaires were used to help determine the current and future space needs of each department as well as critical relationships between town departments and facilities. The questionnaires provided every municipal department an opportunity to have their specific facility needs and issues incorporated into this facilities plan. In addition to surveying the department needs through the questionnaires, The Cecil Group conducted multiple interviews with various department heads and town representatives. These interviews were used to gain an expanded understanding of space needs, functional requirements, existing facilities constraints, and desired relationship proximities. These interviews were particularly helpful in obtaining feedback and evaluations from the department heads regarding potential facility alternatives. The Cecil Group met with the committee at regular intervals and worked closely with its members as municipal facilities have been evaluated and renovation and relocation options assessed. The Capital Outlay Committee has provided The Cecil Group with the constructive feedback and critical insight throughout the evaluation and alternative analysis process. The information gathered by The Cecil Group, through facilities evaluations, department questionnaires, interviews with department heads, and continuous work with the Capital Outlay Committee, has been analyzed and evaluated. The findings of these assessments clearly demonstrate a need for new, renovated and reorganized space within Bourne's municipal buildings. The Peebles School has significant maintenance requirements, including heating system upgrades, electrical system upgrades, and building envelope repair requirements and ongoing asbestos abatement. Additionally the school has critical space requirements, which have required the use of modular classrooms to handle the current student enrollment. The Peebles School has an excellent civic location and is situated directly adjacent to Bourne's Middle School and the High School.

**Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 21 students per teacher**

**Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 25 students per teacher**

**Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District?** NO

**Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed?** NO

If "NO", please note that:

If, based on the SOI review process, a facility rises to the level of need and urgency and is invited into the Eligibility Period, the District will need to provide to the MSBA a detailed Educational Plan for not only that facility, but all facilities in the District in order to move forward in the MSBA's school building construction process.

**Is there overcrowding at the school facility?** NO

If "YES", please describe in detail, including specific examples of the overcrowding.

**Has the district had any recent teacher layoffs or reductions?** NO

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education,

etc.).

Has the district had any recent staff layoffs or reductions? NO

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

Does Not Apply

Please provide a detailed description of your most recent budget approval process including a description of any budget reductions and the impact of those reductions on the district's school facilities, class sizes, and educational program.

The purpose of the Bourne school budget development process is to estimate the funds required to operate the district's educational and support programs. Budget development begins with the formulation and distribution of individual school and department budget preparation materials and the synthesis of these into the annual Superintendent's recommended budget. The budget incorporates the Bourne School Committee's requests/input and the district's long range plans to provide an excellent education to the children of Bourne. The Superintendent submits the budget documents to the Budget Sub Committee in February/March. The School Committee's Finance Sub-Committee conducts public budget hearings to thoroughly review the document. In late March, the School Committee votes on the budget document. Once approved, the budget is presented to the Town's Finance Committee and Board of Selectman for review and support. For FY14 the budget was \$20,750,000 an increase of only \$290,000 or 1.4%, less than was required to maintain a level service budget. The town finances did not support the budget growth required in the school budget to maintain level services. During a lengthy 2-3 months process of examining all budget line items for potential reduction and integrating many costs savings measures the final school budget for FY14 was delivered. The school district was able to absorb this significant drop in required funding and still maintain all educational programs and have little impact on class sizes. There has been an impact on the FY14 operating budget generated by the unforeseen and unanticipated asbestos abatement costs at Peebles Elementary this fiscal year that could exceed \$60,000.



## General Description

**BRIEF BUILDING HISTORY:** Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

The original building a two story structure built into the earth was constructed in 1953. In 1959 a two story permanent addition was constructed that is connected to the original building by a two story curtain wall corridor.

**TOTAL BUILDING SQUARE FOOTAGE:** Please provide the original building square footage PLUS the square footage of any additions.

55191

**SITE DESCRIPTION:** Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

The Peebles Elementary School is located south of Trowbridge Road on the Cape side of the canal. The school is part of the larger Bourne School campus that includes Bourne High School, Bourne Middle School, a waste water treatment plant that serves all the schools, various athletic facilities and extensive parking facilities for all of the buildings and activities. The entire campus is roughly 80 acres of which the Peebles School, including the adjacent maintenance area, occupies approximately 8.6 acres.

There is suitable land available on this site to construct a new school.

**ADDRESS OF FACILITY:** Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

70 Trowbridge Road, Bourne, MA 02532

**BUILDING ENVELOPE:** Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

A large portion of both existing buildings is brick masonry unit (CMU) backup. The 1953's brick masonry is laid in a running pattern while the 1959 building has a Flemish bond. Evidence exist that a large portion of the brick mortar on the 1953 building was repaired and re-pointed. However, the mortar in the repaired areas was not matched well to the existing. The areas of re-pointing are very obvious and unsightly. There is evidence of efflorescence, exhibited by the white chalky staining on several areas of masonry. This indicates that water infiltration still exists. These problems were not remedied with the masonry repairs. All exterior sealant joints are past their useful life expectancy and should be removed and replaced.

Signs of masonry stress cracks exist and needs to be repaired and/or replaced. Some cracks have developed due to a lack of proper expansion joints at the corners of masonry walls.

There is, however, a much more serious masonry failure occurring on the 1959 building. Severe cracks and spalling have occurred on both sides of the doorway to egress stairway in the 1959 building. These cracks have translated completely through the assembly to the interior, causing water infiltration and efflorescence in the stairway.

**Has there been a Major Repair or Replacement of the EXTERIOR WALLS ? YES**

**Year of Last Major Repair or Replacement:** 1995

**Description of Last Major Repair or Replacement:**

The exterior walls on the south side of 1953 building were separating from the structure and had to be reattached.

**Has there been a Major Repair or Replacement of the ROOF? YES**

**Year of Last Major Repair or Replacement:** 1998

**Type Of ROOF:** Asphalt Shingles

**Description of Last Major Repair or Replacement:**

The roof on the original 1953 building was replaced.

**Has there been a Major Repair or Replacement of the WINDOWS?** NO

**Year of Last Major Repair or Replacement:** 0

**Type Of WINDOWS:**

**Description of Last Major Repair or Replacement:**

**MECHANICAL and ELECTRICAL SYSTEMS:** Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

A feasibility study update report from 2009 reviewed the current condition of the mechanical & electrical systems and highlighted numerous issues.

**Boiler Room**

Boiler #1 is original to the building and in excess of 50 years old, has extensive surface contamination and does appear to have reached its maximum serviceable life.

Slight surface contamination on shells of boiler #2 and on mud drums.

Blown down receiver appears to have been abandoned in place and as it presently exists boilers are not blown down which could prematurely cause failure of #2 boiler.

Combustion air handling unit is extremely antiquated.

Possibly asbestos insulation on breeching.

Must confirm that a liner is in place in masonry chimney.

Steam piping is in excess of 50 years old and has reached its maximum serviceable life.

Many sections of condensate piping and feed water piping in boiler room not insulated.

Trench which circulates throughout the building to house steam and condensate piping has a dirt floor with no vapor barrier and does not appear to be properly ventilated.

Extensive surface contamination on hot water heating pumps serving 1959 addition.

Automatic temperature control system is extremely antiquated and in need of replacement.

**Electrical**

**Electrical Distribution System**

The existing electrical service consists of a 600 AMP, 120/208 volt, 3Ø, 4 wire main disconnect switch manufactured by Square D. The service is fed underground from a utility pole.

The existing 600 AMP service is located in the boiler room. Service consists of main disconnect switch and one (1) distribution fused switch panel board.

Existing lighting and power panels are circuit breaker type and are rated at 120/208 volt, 3Ø, 4 wire. Panel boards are provided throughout the school.

**Interior Lighting System**

Existing classroom, corridor, kitchen, cafeteria and office lighting consists of 1' x 4' surface mounted prismatic fluorescent fixtures. Lighting in the boiler room consists of surface incandescent fixtures. Toilet rooms have incandescent surface mounted fixtures.

Lighting in the gym consists of HID low bay fixtures and 12" square incandescent fixtures. Stage lighting consists of pendant mounted incandescent fixtures.

Computer classroom lighting consists of pendant mounted louvered fluorescent fixtures. Upper media center/library consists of pendant mounted prismatic fluorescent fixtures.

**Has there been a Major Repair or Replacement of the BOILERS?** YES

**Year of Last Major Repair or Replacement:** 1998

**Description of Last Major Repair or Replacement:**

One of the two original boilers was replaced. The original boiler remaining is an H.B. Smith cast iron boiler installed in 1953.

**Has there been a Major Repair or Replacement of the HVAC SYSTEM ?** NO

**Year of Last Major Repair or Replacement:** 0

**Description of Last Major Repair or Replacement:**

**Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM?** NO

**Year of Last Major Repair or Replacement:** 0

**Description of Last Major Repair or Replacement:**

**HEATING FUEL:** Which of the heating fuel types below does your building primarily rely on for heating?

Natural Gas

**BUILDING INTERIOR:** Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

Since the school was constructed in the 1950's an era when asbestos was a common component in many building materials, the building has asbestos containing materials in most areas throughout the building. In order to meet AHERA requirements and maintain a safe environment for our students & staff the district is faced with unpredictable and potentially exorbitant costs for asbestos abatement on an annual basis. The requirement to absorb these costs through the school budget may have a negative impact on the district's ability to provide the best educational programs to the students in Bourne.

A feasibility study update report from 2009 noted numerous interior shortcomings in the building, many are listed below.

- Evidence of cracking in classrooms
- Separation is occurring in several areas where masonry walls are pulling away from columns and beams – this requires immediate attention.
- Peeling paint
- Masonry failure occurring in the egress stair in the 1959 building
- Interior doors and hardware are showing their age (1953 building); veneer ply's are splitting off.
- The doors do not carry any U.L. fire ratings; therefore, all must be replaced that require rated separations. Most corridor doors still have single pan plate glass vision lites and are serious hazard to students if damaged.
- Panic hardware is outdated and does not comply with current codes.
- Typically, all ceilings exhibit some extent of staining, which can be attributed to various roof leaks. The ceiling system in the lower level of the 1953 building is painted plaster. Some areas have been poorly patched and are in need of repair.
- Vinyl Asbestos Tile (VAT) is extremely worn and cracked in many areas. Some areas of intense traffic including doorways and corridors, are worn to the point of failure; exposing the concrete below.
- Some VAT patching has occurred, although the underlying problems, including cracking, continue to translate through the patched floor.
- The toilet rooms in the 1953 building have ceramic tile and are very worn. Areas of the tile appear to be sinking and collecting dirt, while other areas exhibit cracks.
- Soffits over the toilets continue to peel, despite attempts to repair and re-paint.
- New toilet partitions were installed; however, they do not comply with handicap accessibility regulations.
- Although efforts were made, there are no handicapped toilet facilities that comply with current regulations. Also, there are an insufficient number of fixtures to support the occupancy load of the building.
- Toilet room sinks need to be replaced to comply with handicap accessibility code regulations; floor pedal controls are not permitted. In general, all toilet rooms are showing their age and need to be replaced in their entirety.
- New partitions are needed in the 1959 building toilet rooms and modified to allow for handicap accessibility.
- The lights in the 1959 building are original and should be updated with new energy-saving fixtures.
- Extensive wear of the treads and steel stringers will need to be repaired as well as the handrails, as they do not meet MAAB accessibility code. The guardrails at the landings will also need replacement to meet the proper height requirements.

**PROGRAMS and OPERATIONS:** Please provide a detailed description of the current programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

Peebles houses grades one through four. There is a Special Education Program as well as Title I services. Currently, we are not able to offer kindergarten area students due to the current enrollment in the building. Therefore, all kindergarten classes are held across town at the other elementary school with a morning and afternoon session. Title I services interrupt the use of the one computer lab as we are not able to maintain more than one lab of computers. All grades for Special Education are housed in one room. This can make for difficult conditions as three or four lessons may be occurring simultaneously as there are different grade levels in the room at the same time. Due to the location of the music room, a former girls' locker room off the gymnasium, music instruction is compromised. There is no space for a practice room and the storage area is the former shower stalls. This creates acoustical conditions which are not ideal for any music instruction, vocal or instrumental. The location of the art room, a partitioned room within the cafeteria, creates its own set of problems with the noise level during the 11 AM – 1 PM lunch time. In addition, since the room was not designed as a classroom, the storage area in the room consists of shelving and metal storage closets. There is limited space to store student projects and nearly all materials are stored in the open classroom.

**CORE EDUCATIONAL SPACES:** Please provide a detailed description of the Core Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, and a description of the media center/library (maximum of 5000 characters).

In the original building there are thirteen core classrooms. The eight rooms upstairs are all approximately 865 sq. ft. This consists of four fourth grade classrooms, a special education room, a Title I room, a computer lab, and a room for Title I. In the lower level, there are five classrooms. All five classrooms house our first grade students. Four of the classrooms are approximately 828 sq. ft. The remaining classroom is approximately 759 sq. ft. The addition has two floors. There are five classrooms on each level. All classrooms in the addition are approximately 891 sq. ft. On the first floor, four classrooms house second graders, one classroom is used for our substantially separate population. The OT/PT and School Psychologist share a room on the 2nd floor. The second floor houses four third grade classrooms, the library, and the foreign language room. The original building houses a set of lavatories on each level. In addition, the lower level includes two sets of individual bathrooms used by the first grade classrooms. There are no science labs in the building. The library is currently housed in one of the classrooms listed in the addition. Therefore, it is approximately 891 sq. ft. It was formerly a classroom and as such has limited space for classes. The library is used exclusively for checking books in and out and has no student workstations. Students must sit on the floor to read.

**CAPACITY and UTILIZATION:** Please provide a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

Currently there are 356 enrolled students in 55,191 sq. ft of space. All classrooms are currently in use. Our reasoning for a new building is not related to current space issues with the exception of housing a full day kindergarten. If we were to house kindergarten, our media center, OT/PT services, as well as some Special Education and Title I services would need to be housed in areas that are not suited for educational purposes. Under our current set up, all services are carried out in a classroom setting.

**MAINTENANCE and CAPITAL REPAIR:** Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

The maintenance costs required to sustain Peebles in proper condition to provide the best educational environment possible for its students are becoming exceedingly high and unpredictable. This is almost exclusively attributable to the

asbestos containing materials in the building, the current fiscal year costs related to asbestos abatement may exceed \$60,000. The district expects that these abatement costs will continue and the unpredictability of these costs will continue to present a fiscal challenge.

The district is currently in the process of developing a formalized short-term and long-term maintenance plan for all of our buildings. The past practice has been that the administration will review all capital expenditure requests for each facility on an annual basis. The administration with the review and approval of the school committee would then request funding for the selected projects through the Town's Capital Outlay Committee and the Town Meeting for approval. The most recent capital project funded for Peebles was the conversion of boiler installed in 1998 from oil to natural gas which was completed 2011.

**Priority 5**

***Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.***

A feasibility study update report from 2009 reviewed the current condition of the mechanical & electrical systems and highlighted numerous issues. Boiler Room-Boiler is original to the building and in excess of 50 years old, has extensive surface contamination and does appear to have reached its maximum serviceable life. Blown down receiver appears to have been abandoned in place and as it presently exists boilers are not blown down which could prematurely cause failure of boiler. Combustion air handling unit is extremely antiquated. Possibly asbestos insulation on breeching. Must confirm that a liner is in place in masonry chimney. Steam piping is in excess of 50 years old and has reached its maximum serviceable life. The steam traps are not functioning properly which results in higher fuel consumption. Many sections of condensate piping and feed water piping in boiler room not insulated. Trench which circulates throughout the building to house steam and condensate piping has a dirt floor with no vapor barrier and does not appear to be properly ventilated. Extensive surface contamination on hot water heating pumps serving 1959 addition. Automatic temperature control system is extremely antiquated and in need of replacement. Electrical Service-Electrical distribution system circa 1950's has not been upgraded, only additional service added when required. The existing electrical service consists of a 600 AMP, 120/208 volt, 3Ø, 4 wire main disconnect switch manufactured by Square D. The service is fed underground from a utility pole. The existing 600 AMP service is located in the boiler room. Service consists of main disconnect switch and one (1) distribution fused switch panel board. Existing lighting and power panels are circuit breaker type and are rated at 120/208 volt, 3Ø, 4 wire. Panel boards are provided throughout the school. Interior Lighting System-Existing classroom, corridor, kitchen, cafeteria and office lighting consists of 1' x 4' surface mounted prismatic fluorescent fixtures. Lighting in the boiler room consists of surface incandescent fixtures. Toilet rooms have incandescent surface mounted fixtures. Lighting in the gym consists of HID low bay fixtures and 12" square incandescent fixtures. Stage lighting consists of pendant mounted incandescent fixtures. Computer classroom lighting consists of pendant mounted louvered fluorescent fixtures. Upper media center/library consists of pendant mounted prismatic fluorescent fixtures. The windows throughout the building are original to the building, meaning they are 50+ year old single pane glass windows that offer little to no energy efficiency to the building structure. A recent project was required to encapsulate the original asbestos containing window glazing that was failing and causing a potentially hazardous condition. The district recently engaged the services of an engineering firm to survey and make recommendations regarding the current condition of the school roof. Gale Associates reported that the asphalt shingle roof on the original 1953 building that was replaced in 1998 is in need of replacement within 1-2 years.

**Priority 5**

***Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.***

In 2011 the burner on the newer(1998) boiler was converted to natural gas in an effort reduce energy costs for the school. The maintenance staff regularly services & replaces the filters on the unit ventilators to secure the maximum efficiency possible in the aged equipment. The maintenance staff regularly inspects the building roof and makes repairs required to limit the leaks in the school.

Priority 5

*Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.*

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The outdated electrical system limits the opportunity to implement any state of the art system of instructional technology. The building envelope and specifically the windows are not energy efficient and this creates a teaching and learning environment that is not environmentally safe or healthy for students and staff.



**Priority 5**

***Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.***

A school that is maintained properly, energy efficient and has facility systems that are functioning properly should provide to its students and staff a teaching and learning environment that can focus on curriculum offerings not facility deficiencies.

**Please also provide the following:**

**Have the systems identified above been examined by an engineer or other trained building professional?:** NO

**If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters)::**

n/a

**The date of the inspection::**

**A summary of the findings (maximum of 5000 characters)::**

n/a

## Priority 7

***Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.***

The Peebles Elementary School is in need of replacement to ensure the Bourne Public Schools' mission of connecting students to their success. Due to the limitations of the current building, there are many educational dilemmas which the school has tried to overcome. Library: A problem for the school is that the library is used almost exclusively for signing out books. There is no room for classes to complete research based assignments using computers as the library is housed in a space that was previously a classroom. The technology in this area is severely lacking as well. In addition, there is room for only one class at a time thereby restricting the time for research by whole classes. The music and art programs are compromised due to the limitations of the current building. Music: The music room is currently located in a girls' locker room which is located adjacent to the gym. During inclement weather, classes in the music room are impeded due to the noise created in the gymnasium. There is no direct access to this room forcing students to enter through a copy room or the gymnasium. Art: The art program is housed in a partitioned room located inside the cafeteria. This location creates difficult conditions for the teacher and students during the lunch time hours of 11:00 AM – 1:00 PM. In addition, storage of materials and projects are sometimes compromised as this room was not designed for this purpose. Accessibility: Due to the age and structure of the building, access to all areas of the building are cumbersome at best. In order for a student in a wheelchair to reach the cafeteria, they must navigate a series of two stair lifts and an elevator. In at least one case, it impedes the travel of the other students as the stair lift blocks access to the stairs. This has a negative impact on all children as time on learning is decreased due to the time needed for travel. 21st Century Learning: The overall infrastructure of Peebles limits the accessibility that parents have to their child's teacher as there is no capability for direct phone services such as voicemail for the teachers. As technology changes and advances, it becomes increasingly difficult for staff to adapt and to make the changes. In addition, lighting and heating issues continue to plague the building. Space Limitations: The lack of a quality acoustically designed auditorium with seats limits the students' access to performances and whole school assemblies. Currently, students must walk to the high school to attend school performances. In addition, performance demonstrations are limited. When any type of school performance does take place, it displaces the physical education teacher and depending on weather could force the physical education lesson to take place in a classroom or hallway. The lack of areas designed for flexible and small group space to provide Tier II and III interventions is also a concern. All of these problems have a direct impact on the students currently attending Peebles Elementary School.

**Priority 7**

***Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.***

Currently, the district only maintains a half day program for the kindergarten students. They are divided by their home school for transportation reasons. A goal of the current school committee is to develop a plan to institute full day kindergarten. As for the town's fifth grade population, they have remained at the middle school. This creates its own set of complications due to the age differential of the students. It also creates space issues within the middle school. At this time, there is little that can be done to rectify this situation. Some of the other issues associated with the limitations at Peebles are handled internally by building administration and staff. Using some open areas, cafeteria space, and hallways, they are able to complete Response to Intervention. The lack of an auditorium is sometimes overcome by using the high school auditorium. This can sometimes create a scheduling conflict as the high school auditorium is used as a classroom for the performing arts department. Some students in art and music are better equipped to handle the continuous noise from either the lunchroom or the gym. Both instructors do their best to overcome this restricting environment to make it tolerable for the students.

**Priority 7**

***Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.***

In terms of the district, the limitations of the Peebles Elementary School create distinct district wide concerns. The first is the absence of a full day kindergarten program. Currently, the district houses a half day kindergarten program at the town's other elementary school. The half day program is a direct result of issues related to space and design at Peebles Elementary School. The second problem of district concern is the location of fifth grade students at the Bourne Middle School. By building a new elementary school, both problems could be tackled simultaneously. By changing the current structure of the elementary schools, the future construction of the new Peebles Elementary School would be able to house the upper elementary students allowing the town's second elementary school to maintain a full-time kindergarten. In addition, it would afford the district the opportunity to keep its fifth grade students in an elementary configuration. This would also help to insure that fifth grade students connect to their success.

## REQUIRED FORM OF VOTE TO SUBMIT AN SOI

## REQUIRED VOTES

If a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If a regional school district, a vote in the following form is required from the Regional School Committee only. FORM OF VOTE Please use the text below to prepare your City's, Town's or District's required vote(s).

## FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on \_\_\_\_\_, prior to the closing date, the

\_\_\_\_\_  
[City Council/Board of Aldermen]

Board of Selectmen/Equivalent Governing Body/School Committee] of \_\_\_\_\_ [City/Town], in

accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated \_\_\_\_\_ for the

\_\_\_\_\_ [Name of School] located at \_\_\_\_\_

\_\_\_\_\_ [Address] which

describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

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\_\_\_\_\_ ; [Insert a description of the priority(s) checked off]

on the Statement of Interest Form and a brief description of the deficiency described therein for each priority]; and hereby further

specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

# CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer \*

Thomas Guerino

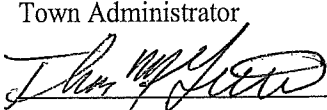
School Committee Chair

Matthew B. Stuck

Superintendent of Schools

Steven M. Lamarche

Town Administrator



(signature)



(signature)



(signature)

Date 4/12/14

Date 4/9/2014

Date 04.01.2014

\* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

## School Committee Mid-Year Vision, Mission & Objectives Review

January 25, 2014

Present: Matt Stuck, Steve Lamarche, Sue Quick, Anne-Marie Siroonian, Laura Scena, Heather DiPaolo, Catherine Walton, Chris Hyldborg (via Skype)

Started at 8:43


1. Review objectives for the day
2. Action on Statements of Interest (SOI) for BHS roof repairs – Motion was made by Laura to accept the attached MSBA Form of Vote as read aloud. Seconded by Heather. Approval of this application by the Mass. School Building Association (MSBA) would allow the town to qualify roof at BHS for a significant portion of reimbursement. Unanimous approval. The SOI will be presented to the Board of Selectmen on 28 January 2014.

SOI for Peebles – The Director of Business Services was able to complete the MSBA application (Bourne's third) to MSBA for the Peebles Elementary School replacement cost sharing and requested that it be added to the agenda. No objection was made and the item was added to the agenda by consent. The motion made as read aloud by Laura and seconded from Catherine. Unanimously approved. This will be presented for vote by the BoS, likely in March/April.

3. Vision and Mission Reflection: What feedback or recommendations do Committee members have regarding the 2013-14 BPS Mission & Vision? BPS is beginning Habits of Mind integration: Start in grade 1 each grade takes on one habit of mind to integrate into daily practice. Given ongoing budget challenges, is it correct to say that the 'Town is enthusiastically committed'? Discussion followed and consensus is that as an elected body, the School Committee is the Town. Overall, the Committee is pleased with the current vision and mission. For the upcoming year, we would like School Councils to have more input when we develop vision and mission; for 2014-2015 invite teachers from School Councils and/or BBTLTs.
4. What successes has BPS had so far this year which support the Vision, Mission & Objectives?: ECEP with CCCC; College 101 free taught by CCCC; Internship program and BICL; PSATs free to all grade 10 and 11 same day as Freshmen orientation (funding?); Aventa online learning; R/D studio to include robotics, wood, materials science, engineering, 'makerspace'; Naviance online career exploration and resume builder; 7/8 Career Day; parent nights at BMS; WIFI BMS and BHS; Partnership with MMA at elementary level; Massachusetts Math and Science Initiative application accepted to advance AP learning (AP for all); Full Day K; transition working groups to support in-district grade 8 to grade 9 transition (also 9/10, 10/11, 11/12); writing curriculum elementary; learning coaches elementary and middle; fostering mentoring of younger students with older students; consistent collaboration of teachers horizontally and vertically; BBTLTs
5. What challenges have we faced so far implementing our Vision Mission and Goals?:

- Continuing work to increase communication, collaboration and trust within the district as we meet our challenges to continue growing the district
- Budget FY15: Should the town approve a level-funded budget, or cuts of up to \$800K, what are the impacts on student learning and our development as a District? Discussion surrounded our next steps to attend BoS and FinComm Meetings for the next 6-8 weeks, reach out to the Town Administrator and Finance Director to meet and review shared costs and other line items in detail, follow-up with a discussion on our priorities at our February meeting. Steve is meeting with the administrative team in the next few weeks.
- Evolution of woodshop into R/D studio requires a significant investment (capital outlay) and planning.

Adjourned at 11:05

Signed:   
Matthew B Stuck: School Committee Chair Person



## **REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST**

**Bourne School Committee Meeting January 25, 2014**

Resolved: Having convened in an open meeting on January 25, 2014, the School Committee of the Town of Bourne, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated January 24, 2014 for the Peebles Elementary School located at 70 Trowbridge Road, Bourne, MA 02532 which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future. Submitted Statement of Interest – Priority 5 & Priority 7- the Peebles School was constructed in 1953, the building structure shows signs of failure along with the HVAC, electrical and plumbing systems. Also, the lack of suitable educational space presents many challenges in delivering the best education possible for the students of Bourne; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

**Board of Selectmen  
Minutes of April 1, 2014  
Bourne Community Building  
Bourne, MA 02532**

2014 APR 11 AM 11 52

TOWN CLERK'S OFFICE  
TA Gierino  
BOURNE, MASS

Earl Baldwin, Chairman  
Linda Zuern, Vice-Chairman  
Peter Meier, Clerk  
Don Pickard  
Don Ellis

Note this meeting is being televised and recorded. If anyone in the audience is recording or videotaping, they need to acknowledge such at this time

**Documents**

- Stan Gibbs statue wording – 1 page dated 4/1/14
- Capital Outlay program requests – dated 4/1/14
- Capital Improvement budget – dated 4/1/14
- Email from Chief Martin Greene – dated 3/28/14

**5:30 – 6:40 (Items 1-4) Call to order**

Chm. Baldwin called the meeting to order at 6:15.

Pickard motioned and seconded by Zuern to go into Executive Session to discuss Town Administrator's contract and reconvene into public session. Roll call – Zuern – yes; Ellis – yes; Pickard – yes; and Baldwin – yes.

**Moment of Silence for our Troops/Salute the Flag**

Meier moved and seconded by Zuern to approve minutes of 3/11/14 as amended. Vote 5-0.

Meier moved and seconded by Zuern to approve minutes of 3/18/14 as amended. Vote 5-0.

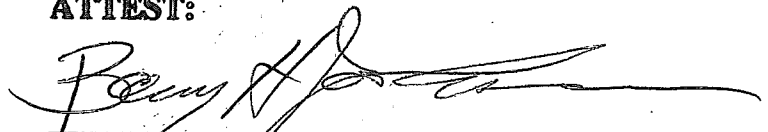
Meier moved and seconded by Zuern to table executive minutes of 3/25/14 as amended. Vote 5-0.

**Public Comment – Non-Agenda Items**

None.

**Correspondence**

**A TRUE COPY:  
ATTEST:**

  
TOWN CLERK

Meier read into record correspondence. Copies are available at the Town Administrator's Office per request.

**Statement of Interest (SOI) – Peebles Elementary School – Vote school**

TA Guerino said there was an SOI previously approved which was for the roof which was approved not long ago. Tonight's SOI is for the building itself.

Mr. Chris Hylberg said this request is routine, detailed and collected by Mr. Donohue. The School Department is interested in working with the State to see if Peebles is a candidate for a new school. Future enrollment is considered for this SOI.

Meier moved and seconded by Zuern to approve the Statement of Interest for the Peebles School as presented. Vote 5-0.

**Licenses/Appointment**

**a. Stan Gibbs Statue Dedication Ceremony**

**1. Request for waiver of fee for use of town park**

Meier moved and seconded by Zuern to waive the fee but require a refundable deposit for the Unveiling on 7/12/14 with a rain date of 7/13/14. Vote 5-0.

**2. Request for permission to have Cape Cod Beer caterer at event**

Meier moved and seconded by Pickard that the Selectmen allow alcohol served on the date of dedication as the bylaw permits and that Cape Cod Beer will be the vendor and to notify the Police Department 48 hours prior to the event. Vote 5-0.

**3. Discussion and possible vote on the naming of the Fisherman Statue**

The wording proposed: "The Fisherman – a tribute to past, present and future striped bass fishermen of the great Cape Cod Canal – inspired by local fishing legend Stan Gibbs."

Discussion was held about including Mr. Gibbs as being a world famous bass fishing lure maker.

Meier moved and seconded by Zuern to approve the naming of the Fisherman Statue as submitted. Vote 5-0.

**Transportation Committee Update and report**

Mr. Wesley Ewell said the committee met several times and came up with a list of a dozen questions that need to be addressed. Mr. Ewell read items into the record. In conclusion, he stated the committee is beyond what a volunteer committee and will need expertise. The committee is requesting technical assistance from the Cape Cod Commission (CCC) staff relative to the Buzzards Bay commuter rail. The State conducted a study in 2007 but some members of the committee questioned the study.

Meier moved and seconded by Pickard to assist the town in this endeavor at no additional cost to the town of Bourne. Vote 5-0.

At this time, Meier asked about Adams Street. Chief Woodside and Mr. Sala are currently working with the Highway Department.

Mr. Ewell said the State will include signs on MacArthur Blvd and striping on rotary will be part of the next phase of MacArthur Boulevard this spring. The sidewalk will be extended from the bridge, in front of the State Police barracks to Veteran's Way and will be built this spring. At this time there is no information about a third bridge to the Cape.

Chief Woodside said he and Mr. Sala have been working with the State and keeping the project cooperative.

**Capital Outlay Committee requests presentation by Mary Jane Mastrangelo**

Ms. Mastrangelo said the Capital Outlay changed their plan to only include the police station for the next five years due to the budget constraints of this fiscal year.

Ms. Mastrangelo said the middle school is 14 years old and a solar project and may have contributed to the issues of the roof.

Pickard suggested the relocation of the Fire Department Headquarters to Sagamore. Mastrangelo said it is a possibility and talked about adding assistant Chief at the Sagamore Fire Station.

Capital projects requesting Community Preservation Committee funding was at \$3.3M originally. The committee approved \$2.6M with \$532,000 coming from Community Preservation Act (CPA) monies.

Ms. Mastrangelo briefly reviewed the departments and their capital items. Police Department includes the police cruisers, cruiser computers and portable radios.

The Fire Department includes Car replacement, laptops, portable radios, equipment grant match, Station 1 phase.

The DNR includes Hen Cove and Dinghy dock renovations. Single ramp or double ramp is to be considered.

The Bourne public schools includes a technology plan, purchase/replace SPED mini bus and asbestos abatement. This is for the Bourne Middle School.

The DPW includes 1 ton pickup truck, recycle truck and dump/sander truck.

The ISWM includes 5 cubic yard Wheel loader, 25 ton hydraulic excavator and Phase IV stage III liner construction.

The Sewer Department includes grinder pumps.

The Shore and Harbor Committee includes dredging/ramp and pier repair and maintenance.

The Facilities Maintenance includes emergency power upgrades, entrance flooring replacement, server room air conditioning and electric/hybrid vehicle.

The Community Building includes removing and replacing 12 support columns, 60 chairs to be replaced and automatic door assemblies.

**Total \$2,306,752 not including the CPC monies.**

No Free Cash is being spent.

Meier asked about the long-term plan for the fuel pump at the gas station. Chief Woodside said the station can always use another fuel tank and that the current one needs maintenance now which will keep in working order. The Police Department has no use for the DPW fuel tank. TA Guerino said the last repair done was when Mr. Ford was Chief.

#### **Town Administrator's Report**

With the summer train, the train gates will be done over at Academy Avenue and is notifying the board around 4/26/14. He wanted to update the board before the work has taken place relative to the traffic.

Mr. Sala said the CCC today mailed the itinerary startup date of 4/26/14 with the last train will be at 8:00 am. From that Saturday at 8:00 am until 6:00 pm and on that Sunday the dirt parking lot will be worked on where MMA parks their cars now. The marina parking lot will be used Academy Drive at the railroad crossing. The road will be shut down from 6:00 pm on 4/27/14 and will reopen on 4/28 at 5:00 pm. Mr. Sala said this is State property and has no problem with the work proposed as far as safety. A detour plan for residents at Taylor Point and is on the plans. He is working with the Police and Fire Departments on all issues.

#### **Selectmen's Business**

##### **a. Budget**

TA Guerino said all of budget changes the Selectmen made and requested and voted have been made. The board will have new sheets to insert into their budget book and will need to vote the budget as well as the warrant. If there are any other budget issues he would request to wrap up tonight.

Pickard received and addressed an email from Chief Greene about cutting the OT. Chief Green indicated to TA Guerino that he wanted to clarify comments of Pickard he read in the paper.

Pickard said he based the \$60,000 savings on nothing. He didn't have anything in mind to make the savings.

Chief Greene said the Jacobs Report cited Centerville/Osterville budget when Pickard stated citing that town is like comparing "apples to oranges". Dennis-Yarmouth is a fair comparison. TA Guerino said the Jacobs Report was amended by Local 1717.

Chief Greene said \$300,000 for OT was unrealistic at best.

Pickard stated he erred when he voted to add eight firefighters with the grant. He felt at the time there was a continuation plan and a good way to reduce OT.

Chief Greene said closing the station is an option and said a Police Department is different from a Fire Department and they should not be compared. The grant has been saving the town money. Under the criteria set last week by the board's vote with regard to the collective bargaining unit, it may create more OT or longer response time. Pickard said the Chief went nine firefighters and the collective bargaining unit says eight.

Chief Greene said the collective bargaining doesn't include emergencies that come up. He said the board's vote of last week ties his hands relative to staffing.

Pickard doesn't believe that. He believes with minimum manning, Chief Greene has been filling one place in Pocasset.

Chief said the collective bargaining unit requires eight minimum. When the department is at eight and for example, two people at Pocasset have to go home as conditions can change at any given notice, under the collective bargaining restriction, that station remains empty until the next shift.

TA Guerino said the board's intent was to follow the contracts. With having five people out long term, the eight additional firefighters/paramedics hired have saved what OT would have been had we had to fill those five slots. He said OT will be more like \$350,000 to \$400,000.

Chief said he would do whatever the board requests. The circumstances would kick in at some point.

Ellis thanked Chief Green for his explanation and would hope this issue gets ironed out when the Chief can run his department and this board can take care of our policy.

A volunteer firefighter addressed the minimum manning of eight. He stated the Fire Department isn't like any other department on the Cape. With Bourne having a lot of increased elderly citizens, emergency medical services increase. He said the Fire Fighters union supports the Chief with the ninth person for manning.

Fire Deputy Joe Carreira said the Fire Chief is conservative with OT and runs a lean department. Calls are increasing but not the manning. Nine people makes a difference everyday. He said the grant was to increase manpower and not to decrease OT.

Meier moved and seconded by Ellis to reconsideration of the board's vote of last week with regard to Departments adhering to collective bargaining units. Vote 4-1 (Pickard opposes).

TA Guerino said the board has three choices: keep the vote as is, rescind or change the vote. He said the board last week was clear relative to positions and how moving around. The board could feel comfortable in rescinding last week's motion. The intension is to not violate any collective bargaining unit.

Pickard said TA Guerino has indicated to us to be able to feel comfortable, but the Fire Chief may then go back to prior practice of filling at nine.

Meier moved and seconded by Zuern to rescind last week's vote to hold Department Heads to collective bargaining units. Vote 3-2 (Pickard, Baldwin in opposition).

**b. Reports**

Pickard requested TA Guerino respond to an email he received relative to the Wings Neck lighthouse cease and desist order. TA Guerino obtaining coy from counsel. Forward email indicating where you are at. Ellis also asked the board be notified.

Chapter 90 to the governor's office. \$300,000 if release the money. Holding back because of the gas tax not being released.

Meeir asked to put on goals last July for next week.

**c. Town Meeting warrant review**

TA Guerino's intent is a brief review of the articles.

**Annual Town Meeting**

Article 1 is the acceptance of monies regularly required authorizations.

Article 2 is salaries and compensation of all elected officials.

Article 3 is regular annual expenses. This will be deferred as the board needs to vote the budget first.

Article 4 is for the Sewer Department.

Article 5 is for the State Aid Highway.

Article 6 is a Reserve Fund.

Article 7 is for ISWM.

Article 8 is Revolving Funds.

Article 9 is Capital improvements and capital projects.

Article 10 is Reports and recommendations of boards and committees.

Article 11 is to close out and transfer available balances..

Article 12 is for CPC projects.

Article 13 is for Administrative and operating expenses.

Article 14 is for Darren Martin exempting age requirement.

Article 15 is for Floodplain Regulations.

Article 16 if for Public Auction of Land.

Article 17 is the Amended the Bourne Home Rule Charter.

Article 18 – is for Chapter 64L, Section 2(a).

Article 19 is for the Town release of the Cape Cod Commission. It will be treated as a resolution per Town Moderator.

Article 20 is for the Open Space Committee.

Article 21 is for the ISWM Host Community Fees.

Article 22 is for Licensing and Control of Dogs.

Article 23 is for Open Space Committee.

Article 24 is for the Hoxie School.

### **Special Town Meeting**

Article 1 is for the DPW Garage.

Article 2 is for the Underground Storage Regulation typo change in the bylaw.

Article 3 is for unpaid bills of prior bills.



Article 4 is for a DPW placeholder in case bids come in lower than expected.

Article 5 is for the balance in CPC Fund and reapportioned. There is another article for CPC which will be the new Article 6.

New Article 7 is for an easement for a underwater pipe to Bassets Island. Selectmen voted to sponsor relative to conservation land. Small presentation may be presented at STM.

New Article 8 is for use of space as the lease expired some time ago.

New Article 9 discussion is deferred.

#### **Adjourn**

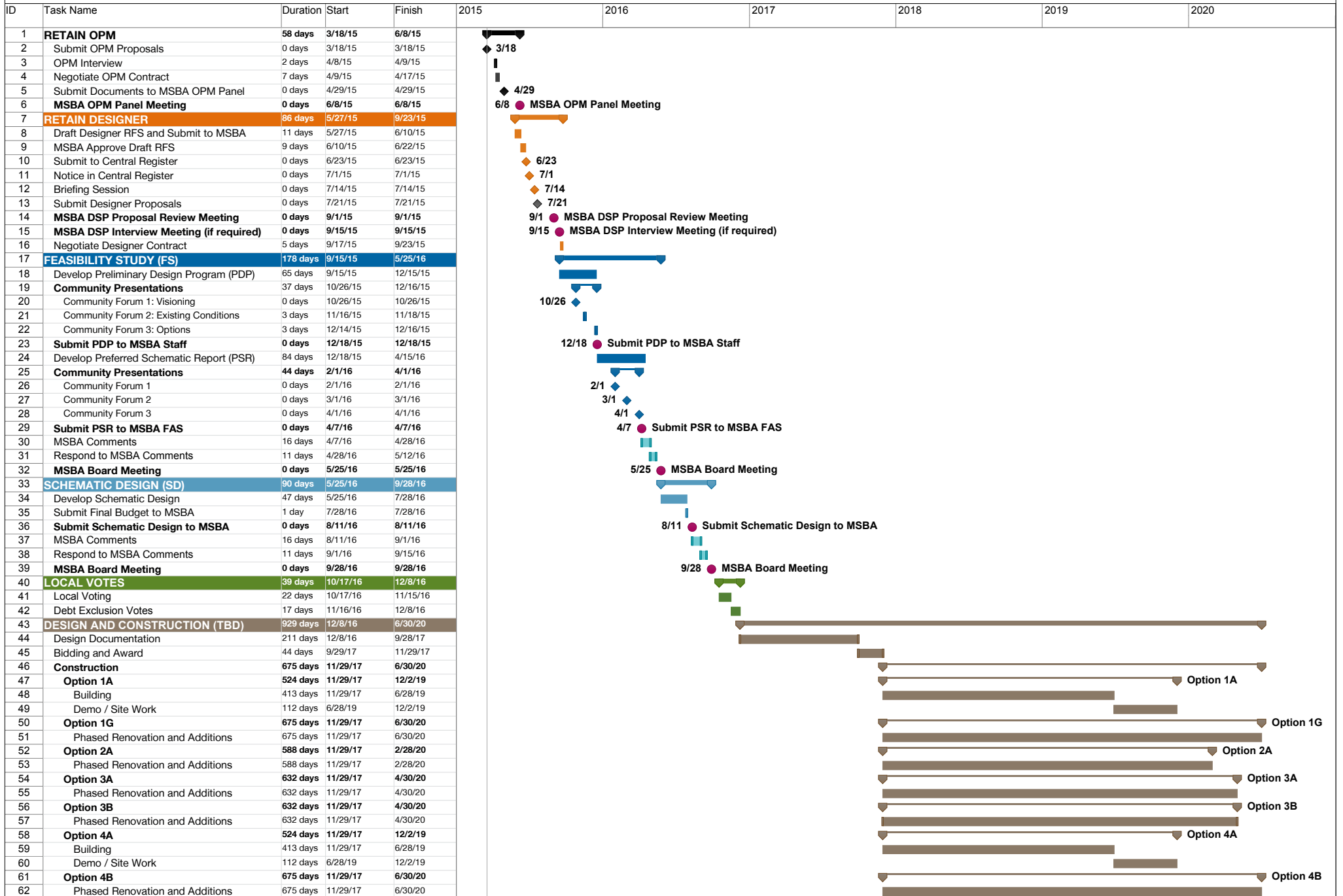
Zuern moved and seconded by Pickard to adjourn. Meeting adjourned at 9:30 pm. Vote 5-0.

Respectfully submitted – Lisa Groezinger, sec.

## **REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST**

**Bourne Board of Selectmen Meeting April 1, 2014**

Resolved: Having convened in an open meeting on April 1, 2014, the Board of Selectmen of the Town of Bourne, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated March 27, 2014 for the Peebles Elementary School located at 70 Trowbridge Road, Bourne, MA 02532 which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future. Submitted Statement of Interest – Priority 5 & Priority 7- the Peebles School was constructed in 1953, the building structure shows signs of failure along with the HVAC, electrical and plumbing systems. Also, the lack of suitable educational space presents many challenges in delivering the best education possible for the students of Bourne; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.



# Appendix 1

## Questions to Ask When Reviewing Facilities for Students on IEPs

Question	Yes/No or Comment
<b>Ensuring Access</b>	
1. Do the facilities and classrooms for eligible students maximize their inclusion into the life of the school?	YES
2. Do all eligible students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP?	YES
3. Are resource rooms and separate classrooms for students with disabilities given the same priority as general education programs for access to and use of instructional and other space in public schools?	YES
4. Is the school providing whatever equipment and making whatever physical adaptations are necessary, including acoustical and lighting treatments to remove physical communication barriers for students who are visually impaired, deaf, or hard of hearing?	YES
<b>Ensuring Equality</b>	
5. Are the facilities and classrooms serving only students with disabilities at least equal in all physical respects to the average standards of general education facilities and classrooms?	YES
<b>Minimizing Stigmatization</b>	
6. Specifically, does the plan place a classroom serving only older students with disabilities in a part of the school building in which all the classrooms are occupied by elementary school students? Vice versa? (if yes, it's a violation)	NO
7. Does the plan place all, or a significant proportion, of special education facilities together in one part of a school building? (if yes, it's a violation)	NO
8. During a school construction project, is the plan to move classrooms of students with disabilities to locations apart from the general education program? (if yes, it's a violation)	NO
9. Is the plan to place a sign saying "special class" or "resource room" on the front of a substantially separate classroom? (if yes, it's a violation)	NO



## 3.1.2 Educational Program

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- A. Grade and School Configuration Policies
- B. Class Size Policies
- C. School Scheduling Method
- D. Teaching Methodology and Structure
- E. Teacher Planning and Room Assignment Policies
- F. Lunch Programs
- G. Technology Instruction Policies and Program Requirements
- H. Art Program
- I. Music/Performing Arts Program
- J. Physical Education
- K. Special Education
- L. Vocational Education
- M. Transportation Policies
- N. Functional and Spatial Relationships and Adjacencies
- O. Security and Visual Access Requirements

original with edits

## GRADE AND SCHOOL CONFIGURATION POLICIES

Bourne is a small rural community that is uniquely known as the access point to and from Cape Cod, MA by crisscrossing the Cape Cod Canal via the Bourne or Sagamore bridges. The Bourne Public Schools (BPS) have over 2,000 students attending Pre-Kindergarten through grade 12. There are two collaborating elementary schools, Peebles Elementary (K-4) and Bournedale Elementary (PreK-4), offering community-based experiences for our youngest students. The Bourne Middle School (5-8) is presented as a middle school philosophy and the Bourne High School (9-12) is rich in tradition with emerging innovative experiences and programs for our oldest students who then enter higher education or the workforce.

Elementary students are assigned to a respective elementary school as determined by the location of the student's residence. Students in grade 1-4 who reside on the north or mainland side of the Cape Cod Canal attend Bournedale Elementary School and students in grade 1-4 who reside on the south or cape side of the Cape Cod Canal attend Peebles Elementary School. This includes members of the armed forces who reside at Joint Base Cape Cod. We have recently opened four sections of full-day kindergarten, 2 at each elementary school and for those selected through our lottery system the aforementioned delineation location is the same. From that point, all integrated pre-kindergarten students and half-day kindergarten students attend the Bournedale Elementary School.

All town students in grades 5-8 attend the Bourne Middle School as is the same for high school students in grades 9-12.

## CLASS SIZE

The Bourne Public Schools continuously monitors class size at all levels. Starting at the middle level through high school, oftentimes student/parent choice or course selection due to the availability of varied studies. Varied studies would include accelerated pathways, music, world languages and elective studies at the high school level.

At the elementary level every effort is made to maintain class size at or around 20 students per classroom teacher. Absent school committee policy and with a complicated formula in our collective bargaining agreement, elementary class size up to and at 24 will engage discussions specific to deeper demographic projections and determining if an additional class section is necessary.

Collective Bargaining Agreement with the Bourne School Committee and the Bourne Educators Association Article XI Working Conditions Section 3. Class Size states the following.

The School Committee and the Association recognize that class size can be an important factor in good education and will strive, subject to educational, administrative, and budgetary considerations under the Committee's direction and control, to maintain classroom pupil/teacher ratios consistent with the parameters established by the Department of Education.

Elementary: Grades 1-8 40 classroom teachers per 1000 students

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Secondary: Grades 9-12 60 classroom teachers per 1000 students

Any teacher who has a class wherein the pupil/teacher ratio exceeds the above parameters with the exception of physical education, home economics, shop, art, and other classes of a special nature shall have the right to discuss the situation with his/her immediate superiors.

Every effort will be made to place all students fairly and equitably across all grades, teams, caseloads, and subjects.

### SCHOOL SCHEDULING METHOD

#### Elementary School Scheduling

Each K (full day and 1/2 day) class has motor group on a rotating schedule; Full Day K has Music (2x/week); Art, Community Connections, Computer (2x/monthly) and You're A Writer! When working on the K master schedule, transition times need to be considered as these are shared positions between BES and PES. This year we changed the schedule to have specialists start at PES because they needed to be able to have the option of motor group with students, which these specialists provide during some 'extra' time. Each of the full day Kindergarten Classes receives the above specials. Both half day and full day are also scheduled for library and computer lab time.

- Each class is scheduled for P.E. and Music Instruction (2x/week), You're A Writer!, Art, and Computer Instruction are specials scheduled for 45 minutes (2x/monthly).
  - Students also receive a 25-minute library block once per week.
  - All specialists have their prep scheduled first block, which allows for all students to enter the building, receive breakfast, [etc.](#) without any interruption or rush to first period special.
  - All specialists also have the same lunch block.
  - Each grade level goes to recess for 20 minutes and then goes to lunch for 20 minutes. This year's schedule allows for at least 5 minutes transition time for the groups in the lunchroom to accommodate for traffic and proper cleaning.
  - Students in grades three and four are scheduled for specials in the morning; grades one and two are scheduled for specials in the afternoon.
  - Grade four teachers who are piloting platooning were scheduled for specials to provide almost an even split of their time in the morning and afternoon to help with switching classes and having the same amount of time with each group
  - On Mondays when there are double PE classes, the attempt was made to schedule to classes together who did not have large numbers or students requiring extra needs (difficulty with too many distractions)
  - Specials are scheduled on opposite days where possible so spaces
  - can be utilized and specials do not have to be taught in the classroom
  - (i.e. You're A Writer in Art room or Music room; PE in café; Community
  - Connections in Media Center, [etc.](#))
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### Bourne Middle School Scheduling

The Bourne Middle School schedule has been organized into seven periods of class each day. Students will experience two rotations in their weekly schedule, a six-day/seven period rotation with a 1/2/3 class rotation. All students will have five classes that meet every day (math, English language arts, science, social studies, and seminar). The sixth class period for students in grades 5-7 will be a Unified Arts class. Unified Arts classes meet every day for a quarter and include Art, Digital Literacy, Coding, and Engineering Technology. Students in grade 8 will be scheduled for either a World Language (French or Spanish) or Literature for their sixth class period. The seventh class period for all students will be Health/Music/Physical Education, meeting every third day.

### Bourne High School Scheduling

1. Each year every student is required to take a minimum six subjects per semester. Of these six required subjects a minimum of three must be academic courses. An academic course is defined as any subject taken in the following departments: ENGLISH, MATHEMATICS, SCIENCE, SOCIAL STUDIES, and WORLD LANGUAGES

2. Fees may be charged for independent study programs and courses in the fine arts. Fees will depend on the projects chosen. Fees will not be refundable if the course is not completed.

3. Students are required to take English, mathematics, and physical education all four years.

Students may not take two required English courses in one year. Exceptions may be granted for extenuating circumstances, and require prior administrative approval. In order for a student to be promoted to the next grade, they must successfully complete the appropriate level English class. It is highly recommended that students planning to attend a four-year college, take the following number of high school courses in each subject at the academic, honors and/or AP levels:

4 Credits of English

4 Credits of Math

4 Credits of Social Studies

4 Credits of World Language

Students are encouraged to work with their guidance counselors to select the most appropriate and challenging academic level suited for them. Below are a number of elective offerings at Bourne High School.

2-D/3-D Design

Advanced Mathematical Decision Making

Anatomy and Physiology

AP Biology

AP European History

AP Physics

AP Psychology/Psychology

AP Statistics

AP Studio Art

Art I, II, III, IV

Astronomy

Band

Broadcast Journalism

Chorus

Civil Law

Coastal Studies



Creative Mixed Media  
Criminal Law  
Drawing  
Economics  
Engineering Technology  
Environmental Science  
Film & Digital Photography  
First Aid & CPR  
Forensic Science  
French  
Graphics I & II  
Guitar I & II  
Healthy Lifestyles  
International Studies  
Introduction to Dance and Movement  
Meteorology & Global Climate Change  
Music Theory  
Oceanography  
Peer Leadership  
Personal Finance  
Physics  
Piano Keyboarding  
Print Journalism  
Robotics I & II  
Spanish  
Statistics  
Theater Arts  
United Nations I & II  
Web Design Using HTML and Java  
Script  
Web Design using WordPress  
Wellness

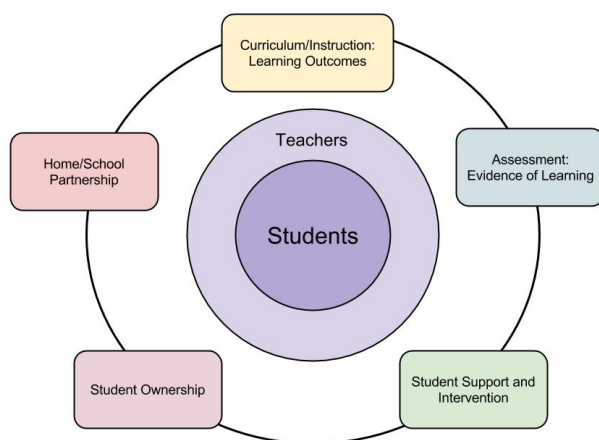
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## TEACHING METHODOLOGY & STRUCTURE

Instruction in the Bourne Public Schools is based on the practices of backwards design as explained by Wiggins and McTighe in their *Understanding by Design* research and teaching/learning paradigm. Units of instruction based on the Massachusetts State Frameworks in all disciplines are mapped PreK-12 and a variety of learning experiences and assessments (formative and summative) are based on what students should know, understand, be able to do, and transfer as indicated in the maps. Various student-centered instructional strategies are used to meet the needs of all learners, most notably flexible grouping and problem-based learning. We have deliberately infused the principles of engineering design and inquiry-based learning into many of our learning activities to ensure engagement and relevance for 21<sup>st</sup> century learners. Included in learning activities are opportunities for our students to learn and apply the habits of mind and skills needed for working in teams, persisting, and becoming self-reflective life-long learners.

Research show that embedded professional development has a significant impact on student growth and achievement. Bourne Public Schools is committed to ensuring all teachers have adequate time for meaningful collaboration linked to curriculum and learning targets, and for self-reflection to continually improve their practice. Additionally, on site instructional coaches at all schools facilitate collaborative professional learning in the classrooms, laboratories, and innovative learning environments such as our iStudio, Aquaponics Lab, and [the](#) emerging Learning Commons areas.

Our Model of Instruction is depicted below:



### Grouping Practices

[Bourne children matriculate into kindergarten from our own preschool and a number of private preschool experiences in the immediate geographical area resulting in a diverse mix of school-readiness attributes amongst the students. A key component of both our lottery-based full-day](#)

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kindergarten, half-day kindergarten programs, and grade one experience is ensuring that the needs of all students are met. This includes regular implementation of a flexible grouping model for English Language Arts based on consistent benchmarking of reading and writing skills (fluency, comprehension, phonemic awareness, etc.); this provides fluidity for students as they meet and exceed grade level expectations in one or more areas. Additionally, we offer an Intensive Learning Center classroom for early childhood and elementary students who most benefit from such an environment. These students are often integrated into the regular education classroom to expand their learning and application of newly acquired skills and knowledge. We are currently considering piloting a grade one classroom of approximately 35-40 students that would be shared by two grade-one teachers. This year we have two grade four classrooms that replicate the teach-teaching model of the middle school. This model allows one teacher to concentrate on the Humanities and another on mathematics as well as science and engineering and holds promise for our students in higher achievement in both ELA and mathematics. It also eases the transition to our grade 5 middle school team-teaching approach. Pending a review of multiple data points, this model may be extended to all grade four classrooms as well as into grade three.

#### **Tiered Instruction**

Our flexible grouping model of instruction occurs in all grades K-4. This allows for an extra dose of instruction for students who need it; teachers also use the 'learning center' approach in their classrooms that afford opportunities for them to work in small groups or 1-1 with students who are struggling in both mathematics and literacy. Additionally, students are assigned to specialized programs such as *Lexia* (independent monitored computerized learning) and *Read Naturally* reading interventions based on progress monitoring results and student work in the classroom. English Language Arts Title One services are in place at Peebles Elementary Schools for students in grades 1-4.

#### **Writing**

Writing is a critical component of our English Language Arts curriculum and all students are immersed in acquiring and applying writing skills for a variety of audiences and in the context of exploring literature, social studies and science as articulated in the Massachusetts Curriculum Frameworks. *Handwriting without Tears* is a program used extensively in our early childhood curriculum. Additional strategies and tools used to teach the writing process in grades 1 -4 include *Empowering Writers*, *Six Traits*, and *Self-Regulated Strategy Development*; the latter offers a robust framework for both students and teachers to assess and improve informational, persuasive, and narrative writing. Additionally, all students in grades 1 through 4 experience a weekly writing class entitled "You're a Writer". This course draws heavily on the strategies of SRSD and offers students additional opportunities for acquisition and practice of writing in theme-based units that are connected to classroom units of instruction.

#### **English Language Arts/Literacy**

As required in the Massachusetts Curriculum Frameworks, our PreK-4 students receive regular instruction and opportunities for application in reading, language, speaking, and listening in

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addition to writing as noted above. *Project Read* is one of our major literacy resources at the elementary level; students in grades 3 and 4 also gain expertise in reading nonfiction and other genres through a variety of resources including *Reading Street*, student-oriented newspapers, and primary sources. Through project-based learning activities, our students are regularly required to conduct research and present findings using a variety of media and online tools. Building vocabulary within all disciplines (ELA, mathematics, science, social studies) is a focus as students progress through the grades.

### **Mathematics**

The instructional shifts and focus on the Standards of Mathematical Practice required in the Frameworks are a critical component of the *Eureka* mathematics curriculum currently being implemented in grades 1-4. This curriculum builds fluency as well as strong understanding of number sense and algebraic thinking in all elementary students. Students critically think about and solve problems connected to the world and, in the process, gain confidence as budding mathematicians. Differentiation techniques are built into the curriculum so that learning gaps are reduced and all students are able to master grade level content and skills.

### **Science**

We have been preparing for the adoption of the Draft Massachusetts Frameworks and all students have opportunities for inquiry-based learning activities based on the standards. While much of this hands-on work occurs in our district-wide Innovation Studio, students in PreK-grade 4 apply and enhance their literacy skills through reading and writing about science and engineering concepts. Shifts in our curriculum and instruction are still needed for full alignment to the new frameworks and teachers are actively/collaboratively engaged in rearranging and redesigning science units of instruction accordingly. All elementary students participate in at least one scientific study a month through an outside non-profit provider; additionally, many of our elementary field trips offer extended curricular experiences to students outside of the classroom. Annually, all elementary students participate in our Engineering Design Challenge Day and in projects demonstrated at our Elementary Science and Engineering Expo. Many students are also participating in a weekly after-school Science Club.

### **Social Studies**

As with science, students regularly practice and apply their literacy skills and knowledge within the context of social studies units of instruction and local field trips enhance their in-class learning experiences. All of our full-day kindergarteners benefit from a weekly class that explores community with essential questions like: Who am I? Who works at my school? How do I fit in my school? Where do I live? How can we show others we care? What does responsible mean? This curriculum feeds naturally into our Peace Builders program embraced by our elementary schools. Through the tenets of this program, our students build skills and gain valuable experience in understanding what being good citizens means. Peace Builders builds first-hand knowledge for students as they explore more deeply the concepts of diversity, freedom, progress, and similar topics in the social studies curriculum.

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**Academic support programming spaces**

We currently use a variety of spaces in order to fully and effectively support our students academically. While we do have dedicated classrooms for programs such as Intensive Learning and Title One, most support services operate in shared spaces (some are actually converted closets). Our English Language Learning direct instruction takes place in a classroom shared with special educators. Also sharing spaces are speech, occupational and physical therapists; teachers of the deaf and visually impaired; and those providing emotional/social supports.

**Visual Arts**

All elementary students participate in art on a weekly basis. Through hands-on activities, students use multiple methods, materials, and techniques to demonstrate their understanding of design elements and principals as well as critically responding to their own and others' artwork. In addition to being displayed in our schools, student work is regularly exhibited in our Central Office and annually at the Jonathan Bourne Library.

**Music/Performing Arts**

On a weekly basis, our elementary students engage in lessons and activities designed to enrich their understanding and enjoyment of music. Through listening to classical and other music genres and through visuals, students are able to identify various instruments and gain an understanding of tonal characteristics, tempo, and dynamics. Students also gain basic skills in reading notes and time signatures. All elementary students participate in choral music and perform in choral concerts as well as playing a variety of percussion instruments in the classroom. Additionally, upper level students apply their knowledge of reading music in learning to play the recorder.

**Vocations/Technology**

The district-wide Innovation Studio is housed in our high school and available to all students K-12. Elementary students visit in order to work on specific projects associated with a project-based learning unit that they are unable to complete in classrooms due to limited access to tools and other resources. The Studio environmental design, with group work tables, computers, and ready access to both high and low-tech materials, promotes creativity and collaboration among the students. Through co-planning and co-teaching, the Innovation Studio Teacher Facilitator expands the knowledge and skills of our elementary teachers in PBL, science, engineering, and technology. The Innovation Studio becomes completely booked very quickly; its popularity continues to grow and we predict the need for a similar space at the elementary level to ensure equity and accommodate demand.

**Media Center Library Programming**

Our library/media center is critical in providing our students with a variety of engaging reading materials to supplement learning and develop independence in reading and learning; it is available to students throughout the day. Digital resources demand innovative approaches to research and presentation of findings; through our weekly 'computer' class, our elementary students learn how to produce multi-media presentations and the basics of Google documents

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[and sheets in addition to Excel and Word. Students also develop basic understandings of plagiarism and how to critically evaluate online sources.](#)

### **[Health and Physical Education](#)**

[We recognize the critical importance of effective health and wellness instruction before middle school and have added a health teacher to our elementary staff; this will afford all students in grades 1-4 at least one health class every week in addition to physical education. The curriculum will introduce students to healthy habits and behaviors and encourage application of appropriate and effective resolutions to conflict. Additionally, students will begin building competencies in managing stress and developing strategies to refuse engagement in risky behaviors. Our physical education program includes direct instruction and practice aligned with the National Association of Sport and Physical Education standards. Students in full-day K have physical education once a week, and students in grades 1 through 4 have it twice a week. In addition, students participate in a variety of building-based initiatives including the Health Action Team, BOKS, Run or Walk Club, and Jump Rope for Heart to name a few.](#)

## **TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES**

Elementary Pre-kindergarten through Middle school have grade clusters for classroom assignments. As you are aware each facility is not able to create perfect clustering, therefore there are outliers, i.e.; around a corner or ground floor vs. second floor. Grade level clusters change in section size with the ebb and flow of school age demographics.

High School grades 9-12 room assignments are specific to disciplines with the exception of special areas like drama, music physical education and more recently lab learning environments. A traditional woodshop was converted to a Project Based Learning Innovation Studio. A general education classroom is being converted to an aquaponics lab through a grant from BioGen. A general education classroom was converted to a music keyboarding lab for our fine arts students. Lastly, a double classroom environment was reconstructed as a robotics lab.

In addition, through prior and most recent school construction at Bournedale Elementary (2007/09) and Bourne Middle School (1999/00) unique spaces and adjacencies were constructed for special studies, i.e.; art, music, library/media centers, computer laboratories, family and consumer science, large teacher workrooms, and to provide students with disabilities related services as well as intensive services. We received a grant from Extron Electronics to assist us with plans to convert some of the Bourne Middle School Library/Media Center into a learning commons as a wireless collaboration gateway through a digital sources control system.

Bourne Middle School (1999/00) was constructed with foresight to meet middle school philosophy with grade clusters/teaming on the second floor, but special areas and adjacencies are all on the first floor. Additionally, limited, equitable instructional space for students with special needs was constructed on the second floor related services environments often require corrective action planning and/or a subsequent waiver from the Department of Elementary Quality Program Review process to meet the needs of middle level students.

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Every attempt is made for all classroom teachers to have an assigned classroom. Currently at the elementary level in the Bournedale Elementary School and Peebles Elementary School our applications extension course teachers for all students grade 1-4 (Writing Class) do not have a classroom and instruct in various unscheduled/open classrooms.

Throughout the ebb and flow of middle school demographics classroom teachers have been placed on itinerary carts traveling from room to room for classroom instruction. In more recent years, teachers have been assigned to unique repurposed spaces for instruction. For example, a constructed large team room with a partitioned wall has become the permanent home of two instructional health classes. An art room was converted to a pre-engineering room due to the room size and amenable to project-based/engineering design process with collaborative work stations water utilities [sinks] and area for student exhibitions.

Most teachers are able to prepare and provision for instruction in their assigned classroom. We do have itinerary teachers at the elementary level that share space outside of the classroom for said purpose.

#### **ADMINISTRATIVE AND ACADEMIC ORGANIZATIONS/STRUCTURES**

As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.

#### **STUDENT GUIDANCE AND SUPPORT SERVICES**

As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.

#### **LUNCH PROGRAMS**

All Bourne Public Schools are part of the National School Lunch Program and offer breakfast and lunch. Peebles and Bournedale Elementary schools offer Breakfast in the Classroom (bag breakfasts that are taken to the classroom to eat in the first 10 minutes of school). All schools follow an Offer vs Serve policy whereby all 5 meal components are offered and students have the option of choosing 3 (one of which must be a fruit or vegetable). A 3 component meal is reimbursable. If a student does not take 3 components, it is not a reimbursable meal and they are charged ala carte. All schools have a daily, self-serve “fruit and vegetable bar” at breakfast and lunch that offers a variety of fresh fruits, vegetables, legumes, salads and canned/frozen fruits.

Breakfast at all Bourne Schools offer daily:

1 hot entree (all whole grain pancakes, waffles, French toast, and breakfast sandwiches) and “continental breakfast” items (all whole grain muffins, bagel, cereals, string cheese, yogurt, juice). Also the fruit bar and 2 types of milk.

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Peebles & Bournedale Elementary Schools offer daily: 1 hot entrée/main meal, 2 alternate sandwiches/salads (turkey, ham, chicken Caesar salad, PB &J). Ala carte items sold include: bottled water, fresh baked cookies and baked/reduced fat chips. All ala carte items are on the Massachusetts “A List” of approved ala carte items put out by the John Stalker Institute. Ala carte items are not reimbursable.

Bourne Middle School offer daily: hot entrée/main meal, grab & go grill sandwiches, entrée salads and wraps that are packaged “to go” and 3 types of pizza. Ala carte items include: bottled water, bottled seltzer water, fresh baked cookies, baked/reduced fat chips, crackers, yogurts and parfaits. All ala carte items are on the Massachusetts “A List” of approved ala carte items put out by the John Stalker Institute. Ala carte items are not reimbursable.

Bourne High School: hot entrée/main meal, “grab & go” premium meals, 3 types of pizza, deli bar and salad bar. Ala Carte items include: bottled water, bottled seltzer water, fresh baked cookies, baked/reduced fat chips, crackers, yogurts and parfaits. All ala carte items are on the Massachusetts “A List” of approved ala carte items put out by the John Stalker Institute. Ala carte items are not reimbursable.

Elementary students attend lunch in the following manner;

At Bournedale Elementary School there are five lunches that run 20 minutes each.  
At Peebles Elementary School there are four lunches that run 20 minutes each.

At Bourne Middle School we run four lunches. Lunch periods run 30 minutes for grades 7 & 8 and 20 minutes for grades 5 & 6 who have an additional 20 minutes for recess.

At Bourne High School we run two lunch periods. Lunch periods run 30 minutes with students from grade 9-12 attending either or.

While the current square footage of the Peebles cafeteria is adequate, the kitchen, food preparation and serving areas at the Peebles Elementary School is inadequate to provide multiple grades lunch at a given time. Paradoxically, the Bournedale Elementary School’s kitchen, food preparation and serving areas are more than adequate for *en masse* service but the square footage of the cafeteria does not meet the same needs.

With that said, it is our belief that new construction of the Peebles Elementary School or a renovation to the Bournedale Elementary School will correct either deficiency and provide more efficient practices of provide lunch for our elementary aged students. It is our plan to serve lunch to two or two and one half grades at one time moving forward.

## TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS

The Bourne Public Schools has been overhauling established belief systems and systematic

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practices for the use and support of instructional technology. At the heart of our efforts are three guiding principles, 1. Increase automation without adding staff, 2. Eliminate ineffective/feckless redundancies, and 3. Identify proven technologies with no or limited recurring costs. The Bourne Public Schools has established the following priorities; 1. Infrastructure 2.

Bandwidth/accessibility, 3. Coalesce instructional technology with all instruction, [not something unique] 4. Instructional equity to hardware, 5. Pilot/experiment, 6. Share best practices, and 7. Move to the cloud.

All of our schools have district owned fiber LAN and WAN providing high speed internet access with a coax backup. Bourne High School, Bourne Middle School and Bournedale Elementary school are full Wi-Fi environments. Peebles Elementary School is a pocket and portability Wi-Fi environment. Classroom teachers at all schools and across all levels have [baseline hardware such as](#) LCD projectors, document cameras, desktop computers, and access to portable personal devices such as Chromebooks or iPads.

[Bourne Public Schools has taken a systems approach to ensure that our student will be provided access to technology therefore maintaining the necessary infrastructure to support hardware used by students and staff every day. Our goal is to ensure every school has a technology infrastructure that is transparent to everyday users and that provides each student and staff member simultaneous access to fast and reliable online resources. The new construction or renovation of Peebles will ensure the aforementioned.](#)

[Use and access to technology hardware/software is grounded in a district “Responsible Use Guidelines” for students and staff alike. In addition hardware/software use is expected to be alignment and support the Massachusetts Curriculum Frameworks and the district instructional curricula, while building student/staff capacity that facilitates enhanced student learning.](#)

[The Bourne Public Schools belief system is to ensure that every school has the infrastructure and baseline classroom technology hardware which is monitored and maintained through ongoing systems of district-wide technology inventory performed by the technology department. Baseline classroom technology hardware is checked for age, serviceability and compatibility with the established baseline standards of operability. In addition we conducted a preventative maintenance evaluation of all district-wide LCD projectors during the 2014-2015 school year.](#)

[During the 2010-2011 school year the Bourne Public School’s technology staff identified over 500 pieces of software used or available to our instructional staff and students. Subsequently, the Bourne Public Schools established practices to weed out obsolete ensure that any software purchased aligns with district instructional/administrative needs. To make this goal possible, instructional products are measured for alignment with the Massachusetts Curriculum Frameworks and the district instructional curricula.](#)

[The Bourne Public Schools has established a “Technology Service Request Program” through a single point of contact through our website. A Computer Support Specialist is responsible for facilitating technology service requests to the proper support specialist. Bourne employees a Technology Educational Support Person who visits each school weekly and has a flex day to address a schools priority of needs. District software support is diversified as key personnel are](#)

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[charges as primary contacts. Individual staff members submit and track trouble tickets and assigned technicians can, in many cases, resolve the problem remotely or travel to the school site or office and work directly on the technology service request.](#)

[Lastly, the Bourne Public Schools maintains a student information systems that allow comprehensive access to information, and meet district, state and federal reporting requirements. Additionally, our administrative offices provide and maintain employee information systems that allow comprehensive access to information, and meet district, state and federal reporting requirements.](#)

### **SPECIAL EDUCATION (Specialized Instruction)**

The Department of Student and Special Education Services facilitates full access to the general education curriculum and the school/community learning environment for every student based on student potential and identified special needs. The district's goal is to provide support services in the least restrictive environment which, for the majority of students, is the regular education classroom. Eligibility is reevaluated every three years and a review of current services is conducted annually. Teachers, special education providers, and parents/guardians are integral members of the team process. Placement in special education is based on the Individualized Education Program (IEP) as written for each student identified as eligible within the IEP team process. The goal of the Special Education Department at Bourne Public School is that all students are educated in classrooms that meet their diverse learning needs, styles, and abilities. Inclusion Program

#### **PreK:**

Our preschool program offers a safe and nurturing environment based on developmentally appropriate practices. It is an environment that encourages social development and teaches our children to be respectful. Our integrated setting offers children a chance to learn things from each other, no matter what challenges students may face. We teach children to be self-reliant and self-confident, sensitive to others, and respectful of all children and adults. We strive to challenge all children to improve in the areas of communication skills, manipulation of objects, conceptualization and representation of ideas, movement skills, and to think of learning as fun! We hope that our children leave our preschool well prepared for kindergarten and their community, the ability to act positively with others, and a desire to be lifelong learners.

The preschool is a four day program which runs Monday-Thursday. There are three classrooms, two are half-day programs and one is a full-day program. The half day programs are designed to offer an integrated preschool setting for children with and without Individual Education Plans. The half-day programs have two sessions. Morning sessions are from 9:00-11:30. Afternoon sessions are from 12:30-3:00. The full-day program is a substantially separate program for children on Individual Education Plans and runs from 9:00-3:00.

[Current Special Education Programs serving students and projected](#)

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- [1.\) PreK Integrated \(24 IEP/33 Peers\)](#)
- [2.\) PreK Sub Separate \(9\)](#)
- [3.\) K-2 Sub Separate \(6\)](#)
- [4.\) 3-4 Sub Separate \(3\)](#)
- [5.\) K-4 In-class support \(BES: 45; PES: 47 \)](#)
- [6.\) K-4 Pull-out support \(BES: 57; PES: 54 \)](#)
- [7.\) Grade 5 In-Class Support \(23\)](#)
- [8.\) Grade 5 Pull-Out Support \(24 \)](#)
- [9.\) Grade 5-8 Sub Separate \(Grade 5: 1 student\)](#)
- [10.\) Grade 5-8 Partial Inclusion \(Grade 5: 1 student\)](#)

[Collaborative spaces/programs located in the current school](#)

[There are no collaborative spaces/programs located in the current school.](#)

Related Service Providers:

Scheduled according to students IEPs. When available, informal observations and RTI is provided

- [Adapted PE](#)
- [Social Worker: Social Skills Groups](#)
- [Speech](#)
- [Occupational Therapy](#)
- [Adapted Physical Education](#)
- [Physical Therapy](#)
- [Orientation and Mobility](#)
- [Teacher of the Deaf](#)
- [Teacher of the Visually Impaired](#)
- [Social-Emotional](#)

- [Most of the above listed therapies need to share their spaces. This is not ideal for servicing students. The current building structure do not allow for use of suspended equipment.](#)

[The District hopes to provide specific/adequate space to provide focuses related services for our students with the most significant needs accessing the instructional programs and curricular.](#)

- [More focused therapies \(suspended equipment\)](#)
- [spaces to service students individually and/or small groups](#)
- [individual spaces will increase confidentiality](#)

[All programs will continue and the district has no plans to discontinue programs available to all of our students and students with special needs.](#)

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[Our most recent, 2012-2013 Coordinated Program Review indicated the following:](#)

- [Overall cited in 6 areas](#)
  - [Specification for why students needed to be removed from general education classroom](#)
  - [Students 18 or older consenting to services](#)
  - [Appropriate use of waivers and excusal forms at team meetings](#)
  - [All required team members being present at IEP meeting](#)
  - [Specificity with regards to skills that need to be taught with regards to bullying vulnerability](#)
  - [1 citation pertained to the location of a substantially separate classroom at Bourne Middle School. This citation was removed following a district appeal to DESE](#)
- [Results of mid-cycle review during the 2015-2016 school year determined that we have no citations and are currently in compliance in all areas](#)

Progression of Students in our Intensive Learning Center (ILC) Programs:

Students who begin in the PreK ILC are in an integrated setting where peers come into their classroom. Modeling is done in a familiar space throughout the morning with our students with intensive needs. In the afternoon, the peers attend a half-day session of PreK in another classroom while students in the ILC receive discrete trials to best fit their individual academic and behavioral needs.

In Kindergarten, students who are able to work in a kindergarten classroom attend a morning half day program with typically developing peers. In the afternoon, the students go to the ILC classroom to receive discrete trials and smaller group instruction, again based on their academic and behavioral needs.

In first through fourth grade, students who are able to be mainstreamed into general education classroom are placed there, with any supports deemed necessary by the IEP team to make the students successful. However, if a student is not ready, or is only able to integrate during certain times of the day, these arrangements are made as well. Each year the program evolves and changes because it is always based on the needs of the students at Bournedale. At any time with students who are in the ILC, data is taken and students have successfully mainstreamed into general education classrooms, which is the ultimate goal.

This program serves students (grades 5-8) with identified disabilities whose formal and informal assessments show discrepancies in achievement as determined by the IEP team. These students are provided academic skills reinforcement, organization, and study skill strategies in the general education classroom and during seminar. The goal of this program is to ensure the greatest

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possible acquisition of age-appropriate academic skills; to internalize strategies that reduce the impact of the disability on learning and to foster emotional, social, and academic independence.

#### Seminar

During Seminar, the basic skills instruction will address students' IEP goals that are conducted outside the general education setting.

#### Intensive Learning Center

This program is designed for students (grade 5-8) who demonstrate deficits in the moderate to severe range of intellectual abilities. These students require highly specialized instruction in order to access the curriculum at their instructional level.

Curriculum is designed to meet the needs of each individual student's current academic performance level and emphasizes academic content, communication skills, behavioral strategies, social skills and activities of daily living. Students and staff work to develop the skills necessary to foster ongoing academic growth and promote school-specific social awareness. Student services (including occupational therapy, physical therapy, adapted physical education, and speech/language services) are determined by the IEP team and may include services in the general education classroom as well as in a special education setting.

#### Alternative Learning Center

This program serves students (grades 5-8) and focuses interventions on the social, emotional, and behavioral needs of students with qualifying disabilities while providing instruction to support students' participation and progress in the general curriculum. Individualized behavior intervention plans are developed and maintained to meet the needs of each student. Students are integrated into the general education classrooms whenever possible while working towards mastery of general content standards as measured by state assessments. Social Skills instruction is used to develop and improve students' social and behavioral skills.

#### Title One

##### Title 1 Reading

The BMS reading curriculum is designed to address the five critical reading skill areas (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension) which are identified by the National Reading Panel (2007). Specific areas of targeted reading instruction are determined for students on an individual basis through analysis of individual student performance on school-wide standardized reading assessments (GRADE assessment, SRI assessment, and English Language Arts assessment–PARCC). First preference will be given to students who either fall within Level 1 or Level 2 on the PARCC assessment, and who earned a stanine of 0-4 on the GRADE assessment.

Students in this reading program will be taught life-long learning strategies to facilitate reading comprehension and language organization. Special emphasis will be placed upon the development of active reading strategies that can be applied to both narrative and expository text. Students learn to apply these strategies directly to their content area materials [and texts](#).

##### Title 1 Math

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The Title 1 math program provides extended learning opportunities, individualized support, and alternative instructional strategies in math for students in grades [5-8](#). This program will review and reteach concepts and skills based on grade level and student ability. Title 1 will challenge students to make connections with prior knowledge and to real world situations. It will assist learners to create and use multiple problem solving pathways, and engage them in mathematical tasks that reflect grade-level and cognitive demand. Students will work in groups, partners, and independently based on class size and activities.

#### Summer School:

- Data is taken on students throughout the year in all grades to determine eligibility for summer school programs. Regression during school vacations is often one of the indicators.
- BES currently houses the [special education](#) Summer programs and most of the summer tutoring PreK-12
  - Many benefits of all students in building with interaction of staff and students
  - In 2015 it was determined the summer session needed to be extended by 2 weeks so students did not have too long of a lapse in services prior to school starting in September
  - Sessions run from 8:30-11:00am
- Slide Into Learning is a community-run academic program also housed at BES
  - Students receiving special education services work in conjunction with this program to also receive the peer interactions

### VOCATIONAL AND TECHNICAL PROGRAMS

The Bourne Public Schools is a member town of the independent LEA Chapter 74 Upper Cape Cod Technical High School located in the community of Bourne. Other member towns include Sandwich, Marion, Falmouth and Wareham. There are no plans to create or duplicate Chapter 74 programs in the Bourne Public Schools.

As the 2014-2015 school year commenced we opened our district Innovation Studio at Bourne High School. The Studio is an educational environment that provides opportunities for students to engage in hands-on, interdisciplinary learning experiences. Students in all grades, kindergarten through high school, utilize the studio to explore and create across all subject areas. By designing solutions to problems linked to their courses of study, students develop, grow, and acquire 21st century skills that are essential for today's high school graduates.



The Innovation Studio contains elements of computer science, textiles, crafts, electronics, robotics, art, music, science and woodworking. The Studio is designed to facilitate collaboration and provide opportunities for students to explore, create, analyze and problem-solve using a wide variety of resources. These resources spark student curiosity and creativity, allow students to connect to their individual interests, and inspire all students to be active learners.

Work in the Innovation Studio integrates the Engineering Design Process across the curriculum. Inherent components of the Design Process are: conceptualizing and communicating ideas, planning and creating a solution, risk-taking, reflection and analysis, and learning from mistakes by repeating and revising design. Each component of the design process engages students to reflect on their own learning.

#### HOW IS THE INNOVATION STUDIO UTILIZED?

- Content-integrated project based learning: K-12
- Independent and capstone projects: high school
- Introductory design challenges: elementary/middle school

Teacher professional development K-12:

- Curriculum-embedded co-planning and teaching
- Professional development workshops
- Student expositions and displays of student work
- Student, staff, and community project exhibits

As the 2013-2014 School year commenced, Bourne Public Schools established [an](#) Early College Experience Program (ECEP) in partnership with Cape Cod Community College.



The Early College Experience Program (ECEP) to motivated students who would like to get a jump start on college. The goal of ECEP is to provide high school juniors the opportunity to earn their high school diploma and an Associate degree while completing their junior and senior year at CCCC. Admission into this program is a competitive process. Students will take all courses at CCCC. The primary goals of this initiative are:

- To address the needs of motivated students who would like to enroll in college courses prior to high school graduation.
- To graduate students with a high school diploma and an Associate degree.
- To allow students the opportunity to fulfill their educational dreams.

Students will fulfill all state and educational requirements to meet high school diploma and Associate degree requirements, which also includes passing the MCAS. All ECEP students will be considered Cape Cod Community College students and will have access to CCCC services including counseling, advising, career services, fitness center, and leadership activities offered by Student Life.

#### Financial Obligation

The ECEP program covers the cost of course tuition and fees for enrolled students. Students are responsible for their books and school supplies. Current high school students are ineligible to receive Federal financial aid. Financial assistance may be provided by the Bourne Public Schools, please Bourne High School Principal, Ms. Amy Cetner at 508.759.0670.



### Eligibility

Students must reside in Massachusetts, possess a minimum high school GPA of 3.0 (cumulative, based on a 4.0 scale), be at least 16 years old and entering Grade 11 by the start of the fall semester, be recommended by the Sending school and complete the ECEP application process. Students who have not passed the MCAS will be scheduled to take the appropriate test at Bourne High School. Students must be willing to enroll in classes during all available CCCC semesters, including [fall](#), Intersession, [spring](#), and [summer](#) sessions, in order to complete diploma and Associate degree requirements.

### School to Career Program (Internships)

As the 2013-2014 School Year commenced, we reestablished a School to Career Internship program through a grant from the Grace Swift Nye Foundation. The program is a structured and supervised hands-on learning experience providing local students with practical career field experience. We sought motivated students who desire to learn new skills while expanding their knowledge of a chosen career.

For students seeking an internship, a BHS Guidance Counselor will guide them towards the best career exposure to meet their interest. Students submit a completed application with attached resume and personal essay prior to course registration. Students are then required to outline a planned internship based upon the criteria identified in the application. Once students complete the application, a School to Career Internship placement will be established by meeting with the Internship Coordinator and the students Guidance Counselor.

Internships are beneficial to employers, students, schools and communities as a whole, therefore helping Cape Cod retain an educated and skilled workforce. An internship is jointly evaluated by school and worksite staff and concludes in a final project or presentation.

An overview of this district program is below;

- Open to Juniors and Seniors
  - Students earn one elective credit and internships can be paid or unpaid
  - Duration is typically a semester; however, extensions are possible
  - Internships are approximately 8 hours per week plus a weekly seminar
  - Students must have their own transportation to and from placement: carpooling is not permitted
  - A student's commitment, academic progress, attendance, and discipline records are considered for participation: application and permission forms must be received in time for course registration
  - Students follow the school calendar
  - Internship site supervisors communicate with school staff through an initial and an end-of-semester meeting, telephone calls, emails and mid-semester meetings, as needed - note that a CORI form is required as part of the initial orientation of supervisors
  - Students submit weekly time sheets signed by their site supervisor to document their attendance and receive course credit
  - Students work with the Internship Coordinator and site supervisor to establish intentional learning goals and specific project goals that benefit the organization and the student
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- A Massachusetts Work-Based Learning Plan, provided by the Massachusetts Department of Elementary & Secondary Education, is used to assess student learning
- Students attend weekly class seminars and complete weekly journal prompts designed for the student to ask reflective and practical business questions of their supervisor
- Students present a final project and/or PowerPoint presentation at the end of their internship to advisor and classmates

#### Application Process

Applications accepted are based on the best fit for this academically demanding program. In order to be eligible for the program, applicants must attend an information session and complete all application materials including essays.

#### Transportation

Students are responsible for their own transportation. Cape Cod Community College is located at 2240 Iyannough Road, West Barnstable, MA 02668

#### Students with Disabilities

Students who have a disability or may require accommodations to participate fully in program activities should contact Matthew Cormier, Director of Admissions at 508-362-2131, ext 4466

### TRANSPORTATION POLICIES

For our in district transportation we use a 3 tier system (HS, MS and Elementary) consisting of 18 buses. We have half day Kindergarten with full day as an option for a fee. We charge a fee (\$150 per student/\$300 cap per family) for our HS (9-12) transportation. We transport all our in district special needs students (PreK -12) with our 5 mini buses.

The district uses a computer generated route optimization software package to assist in developing a safe, efficient and cost effective plan for bus routing. In computing the distance for transportation eligibility the most direct route used by the school bus shall be used by the district's computer software. Modifications to the bus assignments, routes and bus stops may change from year to year based on enrollment.

#### Student Transportation Services Policy # EEA

FILE: EEA

### STUDENT TRANSPORTATION SERVICES

The major purpose of the school system's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The school system will contract for transportation services. Contracts will be awarded on a competitive bid basis by the School Committee. Bus contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulation, including but not limited to:

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1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

Policy References:

M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5; 71B:8, 74:8A; 76:1; 76:12Bi; 76:14

#### School Bus Scheduling and Routing Policy # EEAB

FILE: EEAB

##### SCHOOL BUS SCHEDULING AND ROUTING

Routes and time schedules shall be determined by the transportation Coordinator or Superintendent's designee and any change shall be in accordance with the attached guidelines. Every reasonable effort shall be made to locate bus stops at points where pupils can be loaded and discharged with a reasonable degree of safety and convenience with consideration for the age of the pupil.

A parent or guardian who feels that the safety of their child is unreasonably endangered and who cannot reach an accord with the Transportation Coordinator will have the right to file a written appeal to the Business Manager of the Bourne Public Schools and the Transportation Issues Committee, and subsequently, to the Superintendent whose determination will be final.

#### School Bus Scheduling and Routing Regulations Policy # EEAB-R

FILE: EEAB-R

##### SCHOOL BUS SCHEDULING AND ROUTING REGULATIONS

1. The Transportation Coordinator or Superintendent's designee shall be responsible for designating bus route and stops that are consistent with Bourne School Committee policy.
  2. Where pupils live within a reasonable distance of each other, they may be required to go to certain designated bus stops at intervals along the route.
  3. In congested or high traffic areas, routes should be designed, within reasonable limits, to prevent students crossing those roads unnecessarily.
  4. Stops should be planned away from busy intersections whenever possible to avoid a distracted motorist from passing a bus while it is loading or discharging passengers.
  5. When [unavoidable](#) obstacles or dangers exist, the Transportation Coordinator must make an effort to have them removed.
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6. The recommended distance that stops may be established from the students' homes are as follows:

Kindergarten through grade 4	up to $\frac{1}{2}$ mile
Grades 5 through 8	up to $\frac{3}{4}$ mile
Grades 9 through 12	up to $1\frac{1}{2}$ miles

Routes and stops shall be published prior to the first day of school in a newspaper with local circulation to include notice to the parents or guardians that they have the responsibility to see that their child gets to the published stop safely and on time.

7. When such dangers are unavoidable, as determined by the Transportation Coordinator and the Police Department, stops may be extended but should be located at the closest reasonable location, and parents shall be responsible to see that their child gets to that stop safely and on time.
8. The parent or guardian of a student residing on private or unimproved ways, or on ways that present hazards that the Transportation Coordinator cannot reasonably overcome, is required to see that their child gets to the designated stop safely and on time

Bus Driver Examination and Training  
Policy # EEAEA

FILE: EEAE

#### BUS DRIVER EXAMINATION AND TRAINING

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate and proof of freedom from tuberculosis.
3. No person under 18 years and only persons of high character will be allowed to operate school buses.
4. Only persons who are properly licensed by the state and have completed the driver training program will be permitted to drive school buses.
5. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.
6. In case of any permanent change of bus drivers, the contractor will notify school officials as soon as possible.
7. Each driver will be required to comply with the Department of Transportation regulations for drug and alcohol testing.

Policy References:

Highway Safety Program Standard No. 17  
M.G.L. 90:7B; 90:8A; 90:8A  $\frac{1}{2}$

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**FUNCTIONAL AND SPATIAL RELATIONSHIPS AND ADJACENCIES**

Through visioning workshops with the Educational Working Group, faculty, and staff, character and nature of space was explored, informing initial adjacency diagrams.

- Neighborhood groupings of classrooms by grade are preferred to a mix of grade levels. Grade clusters maintain localized resources for each grade level, and Team Commons spaces allow collaboration. Spaces arranged in neighborhoods break down overall scale of larger school, creating more personalized environment for younger students and facilitating teacher collaboration.
  - Classroom grade level groupings optimize flexible grouping strategies permitting several organizational patterns for instruction. The physical space eliminates proximity questions when grade level teachers are making grouping decisions. Students will be grouped and regrouped according to specific goals, activities, and individual needs.
  - Flexible and zoned classrooms will permit varied use of space and areas for smaller group breakout and targeted instruction. Adaptable spaces avoid over-specific design that could limit future use if population changes.
  - Visible learning through interior glazing between corridors and educational spaces allows classmates and teachers to see progress of colleagues. Exhibition space instills pride in work and collectively raises expectations / standards among students.
  - Administration should be centrally located rather than distributed throughout. Number of administrators is too few to spread throughout building. Centralized location is important to maintain connection with families and remainder of administration and allows a welcoming space for greeting students and parents.
  - Community spaces should be clustered, with acoustical separation from academic wings. A multi-purpose space for large gatherings would be an asset to the community and a hub of elementary education.
  - Locating the Computer Lab adjacent to Learning Commons is more appropriate than locating within academic wing. Innovation Lab belongs with Computer Lab and Learning Commons, as use of one space may spark use of another. Access to outdoors from Innovation Lab would permit testing of built projects.
  - Dispersed SPED spaces allow for inclusion, minimizing travel time from classroom, while therapy spaces should be centrally located.
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**SECURITY AND VISUAL ACCESS REQUIREMENTS**

The Bourne Public Schools has established practices that ensure the highest level of safety and security for students and staff during the school day and for community use of the facility after school hours.

All doors are locked upon the commencement of school. Visitors must come to the front door of each school, buzz and are monitored via closed video systems. If awareness is heightened due to a number of causes, individuals must verbally identify themselves and state their business.

With the exception of the Peebles Elementary School all schools have visibility of individuals who enter the school after being permitted entrance via aforementioned processes. At the Peebles Elementary School an entering part must turn down an adjacent hallway to engage with office personnel.

After hours community access at Bourne High School and Bourne Middle School can be and is limited to the area utilized. Access is restricted to hallways that lead to classrooms. At the Bournedale Elementary School access is limited to individual classrooms on the first floor and stairwell access to the second floor. There is access to hallways on the first floor.

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## 3.1.2 Educational Program

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- A. Grade and School Configuration Policies
- B. Class Size Policies
- C. School Scheduling Method
- D. Teaching Methodology and Structure
- E. Teacher Planning and Room Assignment Policies
- F. Lunch Programs
- G. Technology Instruction Policies and Program Requirements
- H. Art Program
- I. Music/Performing Arts Program
- J. Physical Education
- K. Special Education
- L. Vocational Education
- M. Transportation Policies
- N. Functional and Spatial Relationships and Adjacencies
- O. Security and Visual Access Requirements

## GRADE AND SCHOOL CONFIGURATION POLICIES

Bourne is a small rural community that is uniquely known as the access point to and from Cape Cod, MA by crisscrossing the Cape Cod Canal via the Bourne or Sagamore bridges. The Bourne Public Schools (BPS) have over 2,000 students attending Pre-Kindergarten through grade 12. There are two collaborating elementary schools, Peebles Elementary (K-4) and Bournedale Elementary (PreK-4), offering community-based experiences for our youngest students. The Bourne Middle School (5-8) is presented as a middle school philosophy and the Bourne High School (9-12) is rich in tradition with emerging innovative experiences and programs for our oldest students who then enter higher education or the workforce.

Elementary students are assigned to a respective elementary school as determined by the location of the student's residence. Students in grade 1-4 who reside on the north or mainland side of the Cape Cod Canal attend Bournedale Elementary School and students in grade 1-4 who reside on the south or cape side of the Cape Cod Canal attend Peebles Elementary School. This includes members of the armed forces who reside at Joint Base Cape Cod. We have recently opened four sections of full-day kindergarten, 2 at each elementary school and for those selected through our lottery system the aforementioned delineation location is the same. From that point, all integrated pre-kindergarten students and half-day kindergarten students attend the Bournedale Elementary School.

All town students in grades 5-8 attend the Bourne Middle School as is the same for high school students in grades 9-12.

## CLASS SIZE

The Bourne Public Schools continuously monitors class size at all levels. Starting at the middle level through high school, oftentimes student/parent choice or course selection due to the availability of varied studies. Varied studies would include accelerated pathways, music, world languages and elective studies at the high school level.

At the elementary level every effort is made to maintain class size at or around 20 students per classroom teacher. Absent school committee policy and with a complicated formula in our collective bargaining agreement, elementary class size up to and at 24 will engage discussions specific to deeper demographic projections and determining if an additional class section is necessary.

Collective Bargaining Agreement with the Bourne School Committee and the Bourne Educators Association Article XI Working Conditions Section 3. Class Size states the following.

The School Committee and the Association recognize that class size can be an important factor in good education and will strive, subject to educational, administrative, and budgetary considerations under the Committee's direction and control, to maintain classroom pupil/teacher ratios consistent with the parameters established by the Department of Education.

Elementary: Grades 1-8 40 classroom teachers per 1000 students

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Secondary: Grades 9-12 60 classroom teachers per 1000 students

Any teacher who has a class wherein the pupil/teacher ratio exceeds the above parameters with the exception of physical education, home economics, shop, art, and other classes of a special nature shall have the right to discuss the situation with his/her immediate superiors.

Every effort will be made to place all students fairly and equitably across all grades, teams, caseloads, and subjects.

### **SCHOOL SCHEDULING METHOD**

#### **Elementary School Scheduling**

Each K (full day and 1/2 day) class has motor group on a rotating schedule; Full Day K has Music (2x/week); Art, Community Connections, Computer (2x/monthly) and You're A Writer! When working on the K master schedule, transition times need to be considered as these are shared positions between BES and PES. This year we changed the schedule to have specialists start at PES because they needed to be able to have the option of motor group with students, which these specialists provide during some 'extra' time. Each of the full day Kindergarten Classes receives the above specials. Both half day and full day are also scheduled for library and computer lab time.

- Each class is scheduled for P.E. and Music Instruction (2x/week), You're A Writer!, Art, and Computer Instruction are specials scheduled for 45 minutes (2x/monthly).
  - Students also receive a 25-minute library block once per week.
  - All specialists have their prep scheduled first block, which allows for all students to enter the building, receive breakfast, etc. without any interruption or rush to first period special.
  - All specialists also have the same lunch block.
  - Each grade level goes to recess for 20 minutes and then goes to lunch for 20 minutes. This year's schedule allows for at least 5 minutes transition time for the groups in the lunchroom to accommodate for traffic and proper cleaning.
  - Students in grades three and four are scheduled for specials in the morning; grades one and two are scheduled for specials in the afternoon.
  - Grade four teachers who are piloting platooning were scheduled for specials to provide almost an even split of their time in the morning and afternoon to help with switching classes and having the same amount of time with each group
  - On Mondays when there are double PE classes, the attempt was made to schedule to classes together who did not have large numbers or students requiring extra needs (difficulty with too many distractions)
  - Specials are scheduled on opposite days where possible so spaces
  - can be utilized and specials do not have to be taught in the classroom
  - (i.e. You're A Writer in Art room or Music room; PE in café; Community
  - Connections in Media Center, etc.)
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### Bourne Middle School Scheduling

The Bourne Middle School schedule has been organized into seven periods of class each day. Students will experience two rotations in their weekly schedule, a six-day/seven period rotation with a 1/2/3 class rotation. All students will have five classes that meet every day (math, English language arts, science, social studies, and seminar). The sixth class period for students in grades 5-7 will be a Unified Arts class. Unified Arts classes meet every day for a quarter and include Art, Digital Literacy, Coding, and Engineering Technology. Students in grade 8 will be scheduled for either a World Language (French or Spanish) or Literature for their sixth class period. The seventh class period for all students will be Health/Music/Physical Education, meeting every third day.

### Bourne High School Scheduling

1. Each year every student is required to take a minimum six subjects per semester. Of these six required subjects a minimum of three must be academic courses. An academic course is defined as any subject taken in the following departments: ENGLISH, MATHEMATICS, SCIENCE, SOCIAL STUDIES, and WORLD LANGUAGES

2. Fees may be charged for independent study programs and courses in the fine arts. Fees will depend on the projects chosen. Fees will not be refundable if the course is not completed.

3. Students are required to take English, mathematics, and physical education all four years.

Students may not take two required English courses in one year. Exceptions may be granted for extenuating circumstances, and require prior administrative approval. In order for a student to be promoted to the next grade, they must successfully complete the appropriate level English class. It is highly recommended that students planning to attend a four-year college, take the following number of high school courses in each subject at the academic, honors and/or AP levels:

4 Credits of English

4 Credits of Math

4 Credits of Social Studies

4 Credits of World Language

Students are encouraged to work with their guidance counselors to select the most appropriate and challenging academic level suited for them. Below are a number of elective offerings at Bourne High School.

2-D/3-D Design

Advanced Mathematical Decision Making

Anatomy and Physiology

AP Biology

AP European History

AP Physics

AP Psychology/Psychology

AP Statistics

AP Studio Art

Art I, II, III, IV

Astronomy

Band

Broadcast Journalism

Chorus

Civil Law

Coastal Studies

Creative Mixed Media  
Criminal Law  
Drawing  
Economics  
Engineering Technology  
Environmental Science  
Film & Digital Photography  
First Aid & CPR  
Forensic Science  
French  
Graphics I & II  
Guitar I & II  
Healthy Lifestyles  
International Studies  
Introduction to Dance and Movement  
Meteorology & Global Climate Change  
Music Theory  
Oceanography  
Peer Leadership  
Personal Finance  
Physics  
Piano Keyboarding  
Print Journalism  
Robotics I & II  
Spanish  
Statistics  
Theater Arts  
United Nations I & II  
Web Design Using HTML and Java  
Script  
Web Design using WordPress  
Wellness

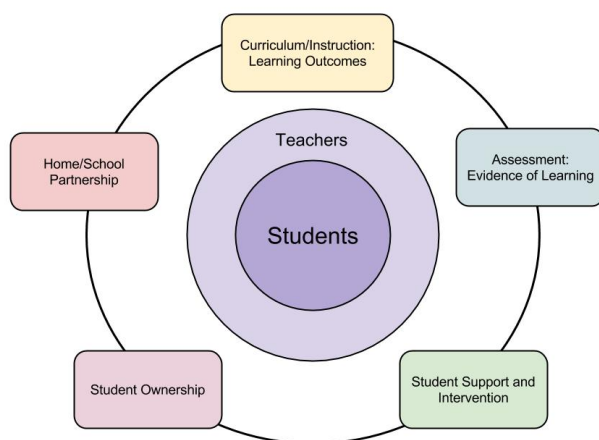
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## TEACHING METHODOLOGY & STRUCTURE

Instruction in the Bourne Public Schools is based on the practices of backwards design as explained by Wiggins and McTighe in their *Understanding by Design* research and teaching/learning paradigm. Units of instruction based on the Massachusetts State Frameworks in all disciplines are mapped PreK-12 and a variety of learning experiences and assessments (formative and summative) are based on what students should know, understand, be able to do, and transfer as indicated in the maps. Various student-centered instructional strategies are used to meet the needs of all learners, most notably flexible grouping and problem-based learning. We have deliberately infused the principles of engineering design and inquiry-based learning into many of our learning activities to ensure engagement and relevance for 21<sup>st</sup> century learners. Included in learning activities are opportunities for our students to learn and apply the habits of mind and skills needed for working in teams, persisting, and becoming self-reflective life-long learners.

Research show that embedded professional development has a significant impact on student growth and achievement. Bourne Public Schools is committed to ensuring all teachers have adequate time for meaningful collaboration linked to curriculum and learning targets, and for self-reflection to continually improve their practice. Additionally, on site instructional coaches at all schools facilitate collaborative professional learning in the classrooms, laboratories, and innovative learning environments such as our iStudio, Aquaponics Lab, and the emerging Learning Commons areas.

Our Model of Instruction is depicted below:



### Grouping Practices

Bourne children matriculate into kindergarten from our own preschool and a number of private preschool experiences in the immediate geographical area resulting in a diverse mix of school-readiness attributes amongst the students. A key component of both our lottery-based full-day

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kindergarten, half-day kindergarten programs, and grade one experience is ensuring that the needs of all students are met. This includes regular implementation of a flexible grouping model for English Language Arts based on consistent benchmarking of reading and writing skills (fluency, comprehension, phonemic awareness, etc.); this provides fluidity for students as they meet and exceed grade level expectations in one or more areas. Additionally, we offer an Intensive Learning Center classroom for early childhood and elementary students who most benefit from such an environment. These students are often integrated into the regular education classroom to expand their learning and application of newly acquired skills and knowledge. We are currently considering piloting a grade one classroom of approximately 35-40 students that would be shared by two grade-one teachers. This year we have two grade four classrooms that replicate the teach-teaching model of the middle school. This model allows one teacher to concentrate on the Humanities and another on mathematics as well as science and engineering and holds promise for our students in higher achievement in both ELA and mathematics. It also eases the transition to our grade 5 middle school team-teaching approach. Pending a review of multiple data points, this model may be extended to all grade four classrooms as well as into grade three.

### **Tiered Instruction**

Our flexible grouping model of instruction occurs in all grades K-4. This allows for an extra dose of instruction for students who need it; teachers also use the 'learning center' approach in their classrooms that afford opportunities for them to work in small groups or 1-1 with students who are struggling in both mathematics and literacy. Additionally, students are assigned to specialized programs such as *Lexia* (independent monitored computerized learning) and *Read Naturally* reading interventions based on progress monitoring results and student work in the classroom. English Language Arts Title One services are in place at Peebles Elementary Schools for students in grades 1-4.

### **Writing**

Writing is a critical component of our English Language Arts curriculum and all students are immersed in acquiring and applying writing skills for a variety of audiences and in the context of exploring literature, social studies and science as articulated in the Massachusetts Curriculum Frameworks. *Handwriting without Tears* is a program used extensively in our early childhood curriculum. Additional strategies and tools used to teach the writing process in grades 1 -4 include *Empowering Writers*, *Six Traits*, and *Self-Regulated Strategy Development*; the latter offers a robust framework for both students and teachers to assess and improve informational, persuasive, and narrative writing. Additionally, all students in grades 1 through 4 experience a weekly writing class entitled "You're a Writer". This course draws heavily on the strategies of SRSD and offers students additional opportunities for acquisition and practice of writing in theme-based units that are connected to classroom units of instruction.

### **English Language Arts/Literacy**

As required in the Massachusetts Curriculum Frameworks, our PreK-4 students receive regular instruction and opportunities for application in reading, language, speaking, and listening in

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addition to writing as noted above. *Project Read* is one of our major literacy resources at the elementary level; students in grades 3 and 4 also gain expertise in reading nonfiction and other genres through a variety of resources including *Reading Street*, student-oriented newspapers, and primary sources. Through project-based learning activities, our students are regularly required to conduct research and present findings using a variety of media and online tools. Building vocabulary within all disciplines (ELA, mathematics, science, social studies) is a focus as students progress through the grades.

### **Mathematics**

The instructional shifts and focus on the Standards of Mathematical Practice required in the Frameworks are a critical component of the *Eureka* mathematics curriculum currently being implemented in grades 1-4. This curriculum builds fluency as well as strong understanding of number sense and algebraic thinking in all elementary students. Students critically think about and solve problems connected to the world and, in the process, gain confidence as budding mathematicians. Differentiation techniques are built into the curriculum so that learning gaps are reduced and all students are able to master grade level content and skills.

### **Science**

We have been preparing for the adoption of the Draft Massachusetts Frameworks and all students have opportunities for inquiry-based learning activities based on the standards. While much of this hands-on work occurs in our district-wide Innovation Studio, students in PreK-grade 4 apply and enhance their literacy skills through reading and writing about science and engineering concepts. Shifts in our curriculum and instruction are still needed for full alignment to the new frameworks and teachers are actively/collaboratively engaged in rearranging and redesigning science units of instruction accordingly. All elementary students participate in at least one scientific study a month through an outside non-profit provider; additionally, many of our elementary field trips offer extended curricular experiences to students outside of the classroom. Annually, all elementary students participate in our Engineering Design Challenge Day and in projects demonstrated at our Elementary Science and Engineering Expo. Many students are also participating in a weekly after-school Science Club.

### **Social Studies**

As with science, students regularly practice and apply their literacy skills and knowledge within the context of social studies units of instruction and local field trips enhance their in-class learning experiences. All of our full-day kindergarteners benefit from a weekly class that explores community with essential questions like: Who am I? Who works at my school? How do I fit in my school? Where do I live? How can we show others we care? What does responsible mean? This curriculum feeds naturally into our Peace Builders program embraced by our elementary schools. Through the tenets of this program, our students build skills and gain valuable experience in understanding what being good citizens means. Peace Builders builds first-hand knowledge for students as they explore more deeply the concepts of diversity, freedom, progress, and similar topics in the social studies curriculum.

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**Academic support programming spaces**

We currently use a variety of spaces in order to fully and effectively support our students academically. While we do have dedicated classrooms for programs such as Intensive Learning and Title One, most support services operate in shared spaces (some are actually converted closets). Our English Language Learning direct instruction takes place in a classroom shared with special educators. Also sharing spaces are speech, occupational and physical therapists; teachers of the deaf and visually impaired; and those providing emotional/social supports.

**Visual Arts**

All elementary students participate in art on a weekly basis. Through hands-on activities, students use multiple methods, materials, and techniques to demonstrate their understanding of design elements and principals as well as critically responding to their own and others' artwork. In addition to being displayed in our schools, student work is regularly exhibited in our Central Office and annually at the Jonathan Bourne Library.

**Music/Performing Arts**

On a weekly basis, our elementary students engage in lessons and activities designed to enrich their understanding and enjoyment of music. Through listening to classical and other music genres and through visuals, students are able to identify various instruments and gain an understanding of tonal characteristics, tempo, and dynamics. Students also gain basic skills in reading notes and time signatures. All elementary students participate in choral music and perform in choral concerts as well as playing a variety of percussion instruments in the classroom. Additionally, upper level students apply their knowledge of reading music in learning to play the recorder.

**Vocations/Technology**

The district-wide Innovation Studio is housed in our high school and available to all students K-12. Elementary students visit in order to work on specific projects associated with a project-based learning unit that they are unable to complete in classrooms due to limited access to tools and other resources. The Studio environmental design, with group work tables, computers, and ready access to both high and low-tech materials, promotes creativity and collaboration among the students. Through co-planning and co-teaching, the Innovation Studio Teacher Facilitator expands the knowledge and skills of our elementary teachers in PBL, science, engineering, and technology. The Innovation Studio becomes completely booked very quickly; its popularity continues to grow and we predict the need for a similar space at the elementary level to ensure equity and accommodate demand.

**Media Center Library Programming**

Our library/media center is critical in providing our students with a variety of engaging reading materials to supplement learning and develop independence in reading and learning; it is available to students throughout the day. Digital resources demand innovative approaches to research and presentation of findings; through our weekly 'computer' class, our elementary students learn how to produce multi-media presentations and the basics of Google documents

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and sheets in addition to Excel and Word. Students also develop basic understandings of plagiarism and how to critically evaluate online sources.

### **Health and Physical Education**

We recognize the critical importance of effective health and wellness instruction before middle school and have added a health teacher to our elementary staff; this will afford all students in grades 1-4 at least one health class every week in addition to physical education. The curriculum will introduce students to healthy habits and behaviors and encourage application of appropriate and effective resolutions to conflict. Additionally, students will begin building competencies in managing stress and developing strategies to refuse engagement in risky behaviors. Our physical education program includes direct instruction and practice aligned with the National Association of Sport and Physical Education standards. Students in full-day K have physical education once a week, and students in grades 1 through 4 have it twice a week. In addition, students participate in a variety of building-based initiatives including the Health Action Team, *BOKS*, Run or Walk Club, and *Jump Rope for Heart* to name a few.

## **TEACHER PLANNING AND ROOM ASSIGNMENT POLICIES**

Elementary Pre-kindergarten through Middle school have grade clusters for classroom assignments. As you are aware each facility is not able to create perfect clustering, therefore there are outliers, i.e.; around a corner or ground floor vs. second floor. Grade level clusters change in section size with the ebb and flow of school age demographics.

High School grades 9-12 room assignments are specific to disciplines with the exception of special areas like drama, music physical education and more recently lab learning environments. A traditional woodshop was converted to a Project Based Learning Innovation Studio. A general education classroom is being converted to an aquaponics lab through a grant from BioGen. A general education classroom was converted to a music keyboarding lab for our fine arts students. Lastly, a double classroom environment was reconstructed as a robotics lab.

In addition, through prior and most recent school construction at Bournedale Elementary (2007/09) and Bourne Middle School (1999/00) unique spaces and adjacencies were constructed for special studies, i.e.; art, music, library/media centers, computer laboratories, family and consumer science, large teacher workrooms, and to provide students with disabilities related services as well as intensive services. We received a grant from Extron Electronics to assist us with plans to convert some of the Bourne Middle School Library/Media Center into a learning commons as a wireless collaboration gateway through a digital sources control system.

Bourne Middle School (1999/00) was constructed with foresight to meet middle school philosophy with grade clusters/teaming on the second floor, but special areas and adjacencies are all on the first floor. Additionally, limited, equitable instructional space for students with special needs was constructed on the second floor related services environments often require corrective action planning and/or a subsequent waiver from the Department of Elementary Quality Program Review process to meet the needs of middle level students.

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Every attempt is made for all classroom teachers to have an assigned classroom. Currently at the elementary level in the Bournedale Elementary School and Peebles Elementary School our applications extension course teachers for all students grade 1-4 (Writing Class) do not have a classroom and instruct in various unscheduled/open classrooms.

Throughout the ebb and flow of middle school demographics classroom teachers have been placed on itinerary carts traveling from room to room for classroom instruction. In more recent years, teachers have been assigned to unique repurposed spaces for instruction. For example, a constructed large team room with a partitioned wall has become the permanent home of two instructional health classes. An art room was converted to a pre-engineering room due to the room size and amenable to project-based/engineering design process with collaborative work stations water utilities [sinks] and area for student exhibitions.

Most teachers are able to prepare and provision for instruction in their assigned classroom. We do have itinerary teachers at the elementary level that share space outside of the classroom for said purpose.

### **ADMINISTRATIVE AND ACADEMIC ORGANIZATIONS/STRUCTURES**

As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.

### **STUDENT GUIDANCE AND SUPPORT SERVICES**

As requested, a more detailed narrative regarding potential grade reconfiguration will be provided as part of the Preferred Schematic Report.

### **LUNCH PROGRAMS**

All Bourne Public Schools are part of the National School Lunch Program and offer breakfast and lunch. Peebles and Bournedale Elementary schools offer Breakfast in the Classroom (bag breakfasts that are taken to the classroom to eat in the first 10 minutes of school). All schools follow an Offer vs Serve policy whereby all 5 meal components are offered and students have the option of choosing 3 (one of which must be a fruit or vegetable). A 3 component meal is reimbursable. If a student does not take 3 components, it is not a reimbursable meal and they are charged ala carte. All schools have a daily, self-serve “fruit and vegetable bar” at breakfast and lunch that offers a variety of fresh fruits, vegetables, legumes, salads and canned/frozen fruits.

Breakfast at all Bourne Schools offer daily:

1 hot entree (all whole grain pancakes, waffles, French toast, and breakfast sandwiches) and “continental breakfast” items (all whole grain muffins, bagel, cereals, string cheese, yogurt, juice). Also the fruit bar and 2 types of milk.

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Peebles & Bournedale Elementary Schools offer daily: 1 hot entrée/main meal, 2 alternate sandwiches/salads (turkey, ham, chicken Caesar salad, PB &J). Ala carte items sold include: bottled water, fresh baked cookies and baked/reduced fat chips. All ala carte items are on the Massachusetts “A List” of approved ala carte items put out by the John Stalker Institute. Ala carte items are not reimbursable.

Bourne Middle School offer daily: hot entrée/main meal, grab & go grill sandwiches, entrée salads and wraps that are packaged “to go” and 3 types of pizza. Ala carte items include: bottled water, bottled seltzer water, fresh baked cookies, baked/reduced fat chips, crackers, yogurts and parfaits. All ala carte items are on the Massachusetts “A List” of approved ala carte items put out by the John Stalker Institute. Ala carte items are not reimbursable.

Bourne High School: hot entrée/main meal, “grab & go” premium meals, 3 types of pizza, deli bar and salad bar. Ala Carte items include: bottled water, bottled seltzer water, fresh baked cookies, baked/reduced fat chips, crackers, yogurts and parfaits. All ala carte items are on the Massachusetts “A List” of approved ala carte items put out by the John Stalker Institute. Ala carte items are not reimbursable.

Elementary students attend lunch in the following manner;

At Bournedale Elementary School there are five lunches that run 20 minutes each.  
At Peebles Elementary School there are four lunches that run 20 minutes each.

At Bourne Middle School we run four lunches. Lunch periods run 30 minutes for grades 7 & 8 and 20 minutes for grades 5 & 6 who have an additional 20 minutes for recess.

At Bourne High School we run two lunch periods. Lunch periods run 30 minutes with students from grade 9-12 attending either or.

While the current square footage of the Peebles cafeteria is adequate, the kitchen, food preparation and serving areas at the Peebles Elementary School is inadequate to provide multiple grades lunch at a given time. Paradoxically, the Bournedale Elementary School’s kitchen, food preparation and serving areas are more than adequate for *en masse* service but the square footage of the cafeteria does not meet the same needs.

With that said, it is our belief that new construction of the Peebles Elementary School or a renovation to the Bournedale Elementary School will correct either deficiency and provide more efficient practices of provide lunch for our elementary aged students. It is our plan to serve lunch to two or two and one half grades at one time moving forward.

## **TECHNOLOGY INSTRUCTION POLICIES AND PROGRAM REQUIREMENTS**

The Bourne Public Schools has been overhauling established belief systems and systematic

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practices for the use and support of instructional technology. At the heart of our efforts are three guiding principles, 1. Increase automation without adding staff, 2. Eliminate ineffective/feckless redundancies, and 3. Identify proven technologies with no or limited recurring costs. The Bourne Public Schools has established the following priorities; 1. Infrastructure 2. Bandwidth/accessibility, 3. Coalesce instructional technology with all instruction, [not something unique] 4. Instructional equity to hardware, 5. Pilot/experiment, 6. Share best practices, and 7. Move to the cloud.

All of our schools have district owned fiber LAN and WAN providing high speed internet access with a coax backup. Bourne High School, Bourne Middle School and Bournedale Elementary school are full Wi-Fi environments. Peebles Elementary School is a pocket and portability Wi-Fi environment. Classroom teachers at all schools and across all levels have baseline hardware such as LCD projectors, document cameras, desktop computers, and access to portable personal devices such as Chromebooks or iPads.

Bourne Public Schools has taken a systems approach to ensure that our student will be provided access to technology therefore maintaining the necessary infrastructure to support hardware used by students and staff every day. Our goal is to ensure every school has a technology infrastructure that is transparent to everyday users and that provides each student and staff member simultaneous access to fast and reliable online resources. The new construction or renovation of Peebles will ensure the aforementioned.

Use and access to technology hardware/software is grounded in a district “Responsible Use Guidelines” for students and staff alike. In addition hardware/software use is expected to be alignment and support the Massachusetts Curriculum Frameworks and the district instructional curricula, while building student/staff capacity that facilitates enhanced student learning.

The Bourne Public Schools belief system is to ensure that every school has the infrastructure and baseline classroom technology hardware which is monitored and maintained through ongoing systems of district-wide technology inventory performed by the technology department. Baseline classroom technology hardware is checked for age, serviceability and compatibility with the established baseline standards of operability. In addition we conducted a preventative maintenance evaluation of all district-wide LCD projectors during the 2014-2015 school year.

During the 2010-2011 school year the Bourne Public School’s technology staff identified over 500 pieces of software used or available to our instructional staff and students. Subsequently, the Bourne Public Schools established practices to weed out obsolete ensure that any software purchased aligns with district instructional/administrative needs. To make this goal possible, instructional products are measured for alignment with the Massachusetts Curriculum Frameworks and the district instructional curricula.

The Bourne Public Schools has established a “Technology Service Request Program” through a single point of contact through our website. A Computer Support Specialist is responsible for facilitating technology service requests to the proper support specialist. Bourne employees a Technology Educational Support Person who visits each school weekly and has a flex day to address a schools priority of needs. District software support is diversified as key personnel are

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charges as primary contacts. Individual staff members submit and track trouble tickets and assigned technicians can, in many cases, resolve the problem remotely or travel to the school site or office and work directly on the technology service request.

Lastly, the Bourne Public Schools maintains a student information systems that allow comprehensive access to information, and meet district, state and federal reporting requirements. Additionally, our administrative offices provide and maintain employee information systems that allow comprehensive access to information, and meet district, state and federal reporting requirements.

### **SPECIAL EDUCATION (Specialized Instruction)**

The Department of Student and Special Education Services facilitates full access to the general education curriculum and the school/community learning environment for every student based on student potential and identified special needs. The district's goal is to provide support services in the least restrictive environment which, for the majority of students, is the regular education classroom. Eligibility is reevaluated every three years and a review of current services is conducted annually. Teachers, special education providers, and parents/guardians are integral members of the team process. Placement in special education is based on the Individualized Education Program (IEP) as written for each student identified as eligible within the IEP team process. The goal of the Special Education Department at Bourne Public School is that all students are educated in classrooms that meet their diverse learning needs, styles, and abilities. Inclusion Program

#### **PreK:**

Our preschool program offers a safe and nurturing environment based on developmentally appropriate practices. It is an environment that encourages social development and teaches our children to be respectful. Our integrated setting offers children a chance to learn things from each other, no matter what challenges students may face. We teach children to be self-reliant and self-confident, sensitive to others, and respectful of all children and adults. We strive to challenge all children to improve in the areas of communication skills, manipulation of objects, conceptualization and representation of ideas, movement skills, and to think of learning as fun! We hope that our children leave our preschool well prepared for kindergarten and their community, the ability to act positively with others, and a desire to be lifelong learners.

The preschool is a four day program which runs Monday-Thursday. There are three classrooms, two are half-day programs and one is a full-day program. The half day programs are designed to offer an integrated preschool setting for children with and without Individual Education Plans. The half-day programs have two sessions. Morning sessions are from 9:00-11:30. Afternoon sessions are from 12:30-3:00. The full-day program is a substantially separate program for children on Individual Education Plans and runs from 9:00-3:00.

Current Special Education Programs serving students and projected

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- 1.) PreK Integrated (24 IEP/33 Peers)
- 2.) PreK Sub Separate (9)
- 3.) K-2 Sub Separate (6)
- 4.) 3-4 Sub Separate (3)
- 5.) K-4 In-class support (BES: 45; PES: 47 )
- 6.) K-4 Pull-out support (BES: 57; PES: 54 )
- 7.) Grade 5 In-Class Support (23)
- 8.) Grade 5 Pull-Out Support (24 )
- 9.) Grade 5-8 Sub Separate (Grade 5: 1 student)
- 10.) Grade 5-8 Partial Inclusion (Grade 5: 1 student)

Collaborative spaces/programs located in the current school

There are no collaborative spaces/programs located in the current school.

Related Service Providers:

Scheduled according to students IEPs. When available, informal observations and RTI is provided

- Adapted PE
- Social Worker: Social Skills Groups
- Speech
- Occupational Therapy
- Adapted Physical Education
- Physical Therapy
- Orientation and Mobility
- Teacher of the Deaf
- Teacher of the Visually Impaired
- Social-Emotional
  
- Most of the above listed therapies need to share their spaces. This is not ideal for servicing students. The current building structure do not allow for use of suspended equipment.

The District hopes to provide specific/adequate space to provide focuses related services for our students with the most significant needs accessing the instructional programs and curricular.

- More focused therapies (suspended equipment)
- spaces to service students individually and/or small groups
- individual spaces will increase confidentiality

All programs will continue and the district has no plans to discontinue programs available to all of our students and students with special needs.

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Our most recent, 2012-2013 Coordinated Program Review indicated the following:

- Overall cited in 6 areas
  - Specification for why students needed to be removed from general education classroom
  - Students 18 or older consenting to services
  - Appropriate use of waivers and excusal forms at team meetings
  - All required team members being present at IEP meeting
  - Specificity with regards to skills that need to be taught with regards to bullying vulnerability
  - 1 citation pertained to the location of a substantially separate classroom at Bourne Middle School. This citation was removed following a district appeal to DESE
- Results of mid-cycle review during the 2015-2016 school year determined that we have no citations and are currently in compliance in all areas

Progression of Students in our Intensive Learning Center (ILC) Programs:

Students who begin in the PreK ILC are in an integrated setting where peers come into their classroom. Modeling is done in a familiar space throughout the morning with our students with intensive needs. In the afternoon, the peers attend a half-day session of PreK in another classroom while students in the ILC receive discrete trials to best fit their individual academic and behavioral needs.

In Kindergarten, students who are able to work in a kindergarten classroom attend a morning half day program with typically developing peers. In the afternoon, the students go to the ILC classroom to receive discrete trials and smaller group instruction, again based on their academic and behavioral needs.

In first through fourth grade, students who are able to be mainstreamed into general education classroom are placed there, with any supports deemed necessary by the IEP team to make the students successful. However, if a student is not ready, or is only able to integrate during certain times of the day, these arrangements are made as well. Each year the program evolves and changes because it is always based on the needs of the students at Bournedale. At any time with students who are in the ILC, data is taken and students have successfully mainstreamed into general education classrooms, which is the ultimate goal.

This program serves students (grades 5-8) with identified disabilities whose formal and informal assessments show discrepancies in achievement as determined by the IEP team. These students are provided academic skills reinforcement, organization, and study skill strategies in the general education classroom and during seminar. The goal of this program is to ensure the greatest

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possible acquisition of age-appropriate academic skills; to internalize strategies that reduce the impact of the disability on learning and to foster emotional, social, and academic independence.

#### Seminar

During Seminar, the basic skills instruction will address students' IEP goals that are conducted outside the general education setting.

#### Intensive Learning Center

This program is designed for students (grade 5-8) who demonstrate deficits in the moderate to severe range of intellectual abilities. These students require highly specialized instruction in order to access the curriculum at their instructional level.

Curriculum is designed to meet the needs of each individual student's current academic performance level and emphasizes academic content, communication skills, behavioral strategies, social skills and activities of daily living. Students and staff work to develop the skills necessary to foster ongoing academic growth and promote school-specific social awareness. Student services (including occupational therapy, physical therapy, adapted physical education, and speech/language services) are determined by the IEP team and may include services in the general education classroom as well as in a special education setting.

#### Alternative Learning Center

This program serves students (grades 5-8) and focuses interventions on the social, emotional, and behavioral needs of students with qualifying disabilities while providing instruction to support students' participation and progress in the general curriculum. Individualized behavior intervention plans are developed and maintained to meet the needs of each student. Students are integrated into the general education classrooms whenever possible while working towards mastery of general content standards as measured by state assessments. Social Skills instruction is used to develop and improve students' social and behavioral skills.

#### Title One

##### Title 1 Reading

The BMS reading curriculum is designed to address the five critical reading skill areas (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension) which are identified by the National Reading Panel (2007). Specific areas of targeted reading instruction are determined for students on an individual basis through analysis of individual student performance on school-wide standardized reading assessments (GRADE assessment, SRI assessment, and English Language Arts assessment–PARCC). First preference will be given to students who either fall within Level 1 or Level 2 on the PARCC assessment, and who earned a stanine of 0-4 on the GRADE assessment.

Students in this reading program will be taught life-long learning strategies to facilitate reading comprehension and language organization. Special emphasis will be placed upon the development of active reading strategies that can be applied to both narrative and expository text. Students learn to apply these strategies directly to their content area materials and texts.

##### Title 1 Math

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The Title 1 math program provides extended learning opportunities, individualized support, and alternative instructional strategies in math for students in grades 5-8. This program will review and reteach concepts and skills based on grade level and student ability. Title 1 will challenge students to make connections with prior knowledge and to real world situations. It will assist learners to create and use multiple problem solving pathways, and engage them in mathematical tasks that reflect grade-level and cognitive demand. Students will work in groups, partners, and independently based on class size and activities.

#### Summer School:

- Data is taken on students throughout the year in all grades to determine eligibility for summer school programs. Regression during school vacations is often one of the indicators.
- BES currently houses the special education Summer programs and most of the summer tutoring PreK-12
  - Many benefits of all students in building with interaction of staff and students
  - In 2015 it was determined the summer session needed to be extended by 2 weeks so students did not have too long of a lapse in services prior to school starting in September
  - Sessions run from 8:30-11:00am
- Slide Into Learning is a community-run academic program also housed at BES
  - Students receiving special education services work in conjunction with this program to also receive the peer interactions

### VOCATIONAL AND TECHNICAL PROGRAMS

#### WHAT IS THE INNOVATION STUDIO?

The Bourne Public Schools is a member town of the independent LEA Chapter 74 Upper Cape Cod Technical High School located in the community of Bourne. Other member towns include Sandwich, Marion, Falmouth and Wareham. There are no plans to create or duplicate Chapter 74 programs in the Bourne Public Schools.

As the 2014-2015 school year commenced we opened our district Innovation Studio at Bourne High School. The Studio is an educational environment that provides opportunities for students to engage in hands-on, interdisciplinary learning experiences. Students in all grades, kindergarten through high school, utilize the studio to explore and create across all subject areas. By designing solutions to problems linked to their courses of study, students develop, grow, and acquire 21st century skills that are essential for today's high school graduates.



The Innovation Studio contains elements of computer science, textiles, crafts, electronics, robotics, art, music, science and woodworking. The Studio is designed to facilitate collaboration and provide opportunities for students to explore, create, analyze and problem-solve using a wide variety of resources. These resources spark student curiosity and creativity, allow students to connect to their individual interests, and inspire all students to be active learners.



Work in the Innovation Studio integrates the Engineering Design Process across the curriculum. Inherent components of the Design Process are: conceptualizing and communicating ideas, planning and creating a solution, risk-taking, reflection and analysis, and learning from mistakes by repeating and revising design. Each component of the design process engages students to reflect on their own learning.

#### HOW IS THE INNOVATION STUDIO UTILIZED?

- Content-integrated project based learning: K-12
- Independent and capstone projects: high school
- Introductory design challenges: elementary/middle school

Teacher professional development K-12:

- Curriculum-embedded co-planning and teaching
- Professional development workshops
- Student expositions and displays of student work
- Student, staff, and community project exhibits

As the 2013-2014 School year commenced, Bourne Public Schools established an Early College Experience Program (ECEP) in partnership with Cape Cod Community College.



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The Early College Experience Program (ECEP) to motivated students who would like to get a jump start on college. The goal of ECEP is to provide high school juniors the opportunity to earn their high school diploma and an Associate degree while completing their junior and senior year at CCCC. Admission into this program is a competitive process. Students will take all courses at CCCC. The primary goals of this initiative are:

- To address the needs of motivated students who would like to enroll in college courses prior to high school graduation.
- To graduate students with a high school diploma and an Associate degree.
- To allow students the opportunity to fulfill their educational dreams.

Students will fulfill all state and educational requirements to meet high school diploma and Associate degree requirements, which also includes passing the MCAS. All ECEP students will be considered Cape Cod Community College students and will have access to CCCC services including counseling, advising, career services, fitness center, and leadership activities offered by Student Life.

#### Financial Obligation

The ECEP program covers the cost of course tuition and fees for enrolled students. Students are responsible for their books and school supplies. Current high school students are ineligible to receive Federal financial aid. Financial assistance may be provided by the Bourne Public Schools, please Bourne High School Principal, Ms. Amy Cetner at 508.759.0670.



### Eligibility

Students must reside in Massachusetts, possess a minimum high school GPA of 3.0 (cumulative, based on a 4.0 scale), be at least 16 years old and entering Grade 11 by the start of the fall semester, be recommended by the Sending school and complete the ECEP application process. Students who have not passed the MCAS will be scheduled to take the appropriate test at Bourne High School. Students must be willing to enroll in classes during all available CCCC semesters, including fall, Intersession, spring, and summer sessions, in order to complete diploma and Associate degree requirements.

### School to Career Program (Internships)

As the 2013-2014 School Year commenced, we reestablished a School to Career Internship program through a grant from the Grace Swift Nye Foundation. The program is a structured and supervised hands-on learning experience providing local students with practical career field experience. We sought motivated students who desire to learn new skills while expanding their knowledge of a chosen career.

For students seeking an internship, a BHS Guidance Counselor will guide them towards the best career exposure to meet their interest. Students submit a completed application with attached resume and personal essay prior to course registration. Students are then required to outline a planned internship based upon the criteria identified in the application. Once students complete the application, a School to Career Internship placement will be established by meeting with the Internship Coordinator and the students Guidance Counselor.

Internships are beneficial to employers, students, schools and communities as a whole, therefore helping Cape Cod retain an educated and skilled workforce. An internship is jointly evaluated by school and worksite staff and concludes in a final project or presentation.

An overview of this district program is below;

- Open to Juniors and Seniors
  - Students earn one elective credit and internships can be paid or unpaid
  - Duration is typically a semester; however, extensions are possible
  - Internships are approximately 8 hours per week plus a weekly seminar
  - Students must have their own transportation to and from placement: carpooling is not permitted
  - A student's commitment, academic progress, attendance, and discipline records are considered for participation: application and permission forms must be received in time for course registration
  - Students follow the school calendar
  - Internship site supervisors communicate with school staff through an initial and an end-of-semester meeting, telephone calls, emails and mid-semester meetings, as needed - note that a CORI form is required as part of the initial orientation of supervisors
  - Students submit weekly time sheets signed by their site supervisor to document their attendance and receive course credit
  - Students work with the Internship Coordinator and site supervisor to establish intentional learning goals and specific project goals that benefit the organization and the student
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- A Massachusetts Work-Based Learning Plan, provided by the Massachusetts Department of Elementary & Secondary Education, is used to assess student learning
- Students attend weekly class seminars and complete weekly journal prompts designed for the student to ask reflective and practical business questions of their supervisor
- Students present a final project and/or PowerPoint presentation at the end of their internship to advisor and classmates

#### Application Process

Applications accepted are based on the best fit for this academically demanding program. In order to be eligible for the program, applicants must attend an information session and complete all application materials including essays.

#### Transportation

Students are responsible for their own transportation. Cape Cod Community College is located at 2240 Iyannough Road, West Barnstable, MA 02668

#### Students with Disabilities

Students who have a disability or may require accommodations to participate fully in program activities should contact Matthew Cormier, Director of Admissions at 508-362-2131, ext 4466

### TRANSPORTATION POLICIES

For our in district transportation we use a 3 tier system (HS, MS and Elementary) consisting of 18 buses. We have half day Kindergarten with full day as an option for a fee. We charge a fee (\$150 per student/\$300 cap per family) for our HS (9-12) transportation. We transport all our in district special needs students (PreK -12) with our 5 mini buses.

The district uses a computer generated route optimization software package to assist in developing a safe, efficient and cost effective plan for bus routing. In computing the distance for transportation eligibility the most direct route used by the school bus shall be used by the district's computer software. Modifications to the bus assignments, routes and bus stops may change from year to year based on enrollment.

#### Student Transportation Services Policy # EEA

FILE: EEA

### STUDENT TRANSPORTATION SERVICES

The major purpose of the school system's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner.

The school system will contract for transportation services. Contracts will be awarded on a competitive bid basis by the School Committee. Bus contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulation, including but not limited to:

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1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

Policy References:

M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5; 71B:8, 74:8A; 76:1; 76:12Bi; 76:14

#### School Bus Scheduling and Routing Policy # EEAB

FILE: EEAB

##### SCHOOL BUS SCHEDULING AND ROUTING

Routes and time schedules shall be determined by the transportation Coordinator or Superintendent's designee and any change shall be in accordance with the attached guidelines. Every reasonable effort shall be made to locate bus stops at points where pupils can be loaded and discharged with a reasonable degree of safety and convenience with consideration for the age of the pupil.

A parent or guardian who feels that the safety of their child is unreasonably endangered and who cannot reach an accord with the Transportation Coordinator will have the right to file a written appeal to the Business Manager of the Bourne Public Schools and the Transportation Issues Committee, and subsequently, to the Superintendent whose determination will be final.

#### School Bus Scheduling and Routing Regulations Policy # EEAB-R

FILE: EEAB-R

##### SCHOOL BUS SCHEDULING AND ROUTING REGULATIONS

1. The Transportation Coordinator or Superintendent's designee shall be responsible for designating bus route and stops that are consistent with Bourne School Committee policy.
  2. Where pupils live within a reasonable distance of each other, they may be required to go to certain designated bus stops at intervals along the route.
  3. In congested or high traffic areas, routes should be designed, within reasonable limits, to prevent students crossing those roads unnecessarily.
  4. Stops should be planned away from busy intersections whenever possible to avoid a distracted motorist from passing a bus while it is loading or discharging passengers.
  5. When unavoidable obstacles or dangers exist, the Transportation Coordinator must make an effort to have them removed.
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6. The recommended distance that stops may be established from the students' homes are as follows:

Kindergarten through grade 4	up to ½ mile
Grades 5 through 8	up to ¾ mile
Grades 9 through 12	up to 1½ miles

Routes and stops shall be published prior to the first day of school in a newspaper with local circulation to include notice to the parents or guardians that they have the responsibility to see that their child gets to the published stop safely and on time.

7. When such dangers are unavoidable, as determined by the Transportation Coordinator and the Police Department, stops may be extended but should be located at the closest reasonable location, and parents shall be responsible to see that their child gets to that stop safely and on time.
8. The parent or guardian of a student residing on private or unimproved ways, or on ways that present hazards that the Transportation Coordinator cannot reasonably overcome, is required to see that their child gets to the designated stop safely and on time

Bus Driver Examination and Training  
Policy # EEAEA

FILE: EEAE

#### BUS DRIVER EXAMINATION AND TRAINING

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate and proof of freedom from tuberculosis.
3. No person under 18 years and only persons of high character will be allowed to operate school buses.
4. Only persons who are properly licensed by the state and have completed the driver training program will be permitted to drive school buses.
5. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.
6. In case of any permanent change of bus drivers, the contractor will notify school officials as soon as possible.
7. Each driver will be required to comply with the Department of Transportation regulations for drug and alcohol testing.

Policy References:

Highway Safety Program Standard No. 17  
M.G.L. 90:7B; 90:8A; 90:8A ½

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**FUNCTIONAL AND SPATIAL RELATIONSHIPS AND ADJACENCIES**

Through visioning workshops with the Educational Working Group, faculty, and staff, character and nature of space was explored, informing initial adjacency diagrams.

- Neighborhood groupings of classrooms by grade are preferred to a mix of grade levels. Grade clusters maintain localized resources for each grade level, and Team Commons spaces allow collaboration. Spaces arranged in neighborhoods break down overall scale of larger school, creating more personalized environment for younger students and facilitating teacher collaboration.
  - Classroom grade level groupings optimize flexible grouping strategies permitting several organizational patterns for instruction. The physical space eliminates proximity questions when grade level teachers are making grouping decisions. Students will be grouped and regrouped according to specific goals, activities, and individual needs.
  - Flexible and zoned classrooms will permit varied use of space and areas for smaller group breakout and targeted instruction. Adaptable spaces avoid over-specific design that could limit future use if population changes.
  - Visible learning through interior glazing between corridors and educational spaces allows classmates and teachers to see progress of colleagues. Exhibition space instills pride in work and collectively raises expectations / standards among students.
  - Administration should be centrally located rather than distributed throughout. Number of administrators is too few to spread throughout building. Centralized location is important to maintain connection with families and remainder of administration and allows a welcoming space for greeting students and parents.
  - Community spaces should be clustered, with acoustical separation from academic wings. A multi-purpose space for large gatherings would be an asset to the community and a hub of elementary education.
  - Locating the Computer Lab adjacent to Learning Commons is more appropriate than locating within academic wing. Innovation Lab belongs with Computer Lab and Learning Commons, as use of one space may spark use of another. Access to outdoors from Innovation Lab would permit testing of built projects.
  - Dispersed SPED spaces allow for inclusion, minimizing travel time from classroom, while therapy spaces should be centrally located.
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**SECURITY AND VISUAL ACCESS REQUIREMENTS**

The Bourne Public Schools has established practices that ensure the highest level of safety and security for students and staff during the school day and for community use of the facility after school hours.

All doors are locked upon the commencement of school. Visitors must come to the front door of each school, buzz and are monitored via closed video systems. If awareness is heightened due to a number of causes, individuals must verbally identify themselves and state their business.

With the exception of the Peebles Elementary School all schools have visibility of individuals who enter the school after being permitted entrance via aforementioned processes. At the Peebles Elementary School an entering part must turn down an adjacent hallway to engage with office personnel.

After hours community access at Bourne High School and Bourne Middle School can be and is limited to the area utilized. Access is restricted to hallways that lead to classrooms. At the Bournedale Elementary School access is limited to individual classrooms on the first floor and stairwell access to the second floor. There is access to hallways on the first floor.

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