

BOMB THREATS

The Board recognizes that bomb threats are a significant concern to the school unit. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

A. Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a “look-alike” bomb on school premises will be considered a threat for the purpose of this policy.

[OPTIONAL: It is also a violation of Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, “toxic or hazardous substance or material” means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.]

B. Definitions

1. A “bomb” means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, “Molotov cocktail” or other destructive device.
2. A “look-alike bomb” means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A “bomb threat” is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.

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4. “School premises” means any school property and any location where any school activities may take place.

C. Development of Bomb Threat Procedures

The Superintendent/designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the school unit’s Crisis Response Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
2. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);
3. Incident “command and control” (who is in charge, and when);
4. Communications contacts and mandatory bomb threat reporting;
5. Parent notification process;
6. Training for staff members; and
7. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent/designee will be responsible for overseeing a review or evaluation of bomb threat procedures prior to the Board’s required annual approval of the school unit’s Crisis Response Plan, or following implementation of the procedure in response to a specific threat.

D. Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building

principal, teacher, the School Resource Officer or other employee in a position of authority.

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An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the school unit's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

The Superintendent shall be responsible for reporting any bomb threat to the Department of Education within two business days of the incident. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

E. Student Disciplinary Consequences

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school.

The administration may suspend and/or recommend for expulsion any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.

In addition, a student who is found after hearing by the Board to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A. § 1001(9-A) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

A student who has been identified through the PET process as having a disability and whose conduct in violation of this policy is related to the disability shall be disciplined as provided in Policy JKF.

F. Aiding Other Students in Making Bomb Threats

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A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

G. Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

H. Staff Disciplinary Consequences

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

I. Civil Liability

The school unit reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

J. Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate (or: practicable) opportunity, as determined by the Board. **[Or: as determined by the Superintendent in consultation with the Board.]** **[Or: as determined by the Superintendent within parameters set by the Board.]**

Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

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[NOTE: The Board and Superintendent should take into consideration the terms of applicable collective bargaining or other employment agreements, potential conflicts with holiday or vacation periods or with planned school events, and school bus schedules in determining an appropriate make-up time.]

K. Notification Through Student Handbook

All student handbooks shall address the school unit's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

[NOTE: Boards should be sure that the school system's Student Code of Conduct identifies the making of bomb threats as unacceptable behavior, describes the disciplinary consequences associated with bomb threats, and provides that students suspected of making bomb threats will be reported to law enforcement authorities.]

Legal References: 18 U.S.C. §§ 921; 8921
17-A M.R.S.A. § 210
20-A M.R.S.A. §§ 263; 1001(9); 1001(9-A); 1001(17); 1001(18)
Ch. 125 § 10.06 (Me. Dept. of Ed. Rules)

Cross References: EBCA – ~~Crisis Response~~ Comprehensive Emergency Mgmt Plan
JKD – Suspension of Students
JKE – Expulsion of Students
JKF – Suspension/Expulsion of Students with Disabilities
JICIA – Weapons, Violence and School Safety
JIC - Student Code of Conduct

Adopted: _____

STUDENTS OF LEGAL AGE

All students of the Cape Elizabeth School Department, including students in regular classes who have reached the age of 18 attending the high school, shall observe all the rules and regulations established by board policy or the school administration for all students unless special exceptions have been made.

The school administration is authorized to make special regulations for adult students in keeping with their greater maturity, providing these regulations do not violate basic board policy.

Cross Reference: JRA - STUDENT RECORDS
 JEA – COMPULSORY SCHOOL ATTENDANCE
 JHB - TRUANCY

ADOPTED: October 9, 1984
REVIEWED AND ACCEPTED: October 11, 1994
RECODED: June 1998
REVISED: September 9, 2008

Questioning and Searches of Students and Students' Locker/Storage Facilities

The School Board seeks to maintain a safe and orderly environment in the schools. School administrators may question and/or search students in accordance with this policy and accompanying administrative procedure.

Students, their personal property, and their vehicles may be searched upon reasonable suspicion that they possess any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of the school.

When special circumstances exist, including but not limited to a suspected ongoing violation of the Board's drug/alcohol or weapons policies, or when a potential threat to safety is identified, school administrators may search groups of students or the entire student body without individualized suspicion.

Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody, and supervision of the school. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent. Canine patrols may be used to conduct searches anywhere on school property.

If a search produces evidence that a student has violated or is violating the law, Board policies and/or school rules, such evidence may be seized and impounded by school administrators and appropriate disciplinary action may be taken. Evidence may be forwarded to law enforcement authorities as required by law or as deemed appropriate by school administrators.

A student who refuses to comply with a search directive may be subject to disciplinary action, including the disciplinary consequences for the suspected violation.

The Superintendent is authorized to develop and implement, with input from legal counsel, administrators, and/or other appropriate persons, any administrative procedures necessary to carry out this policy.

This policy and the accompanying procedure will be included in student/parent handbooks.

Cross Reference: JIH-R - Questioning and Searches of Students Administrative Procedure
 JICH - Drug and Alcohol Use by Students
 JICIA - Weapons, Violence, and School Safety
 JK - Student Discipline

ADOPTED: September 9, 2008

Questioning and Searches of Students and Students' Locker/Storage Facilities

The purpose of this administrative rule is to provide guidelines for the conduct of student questioning and searches by authorized school administrators. These are guidelines only and may be adjusted within reasonable and lawful limits on a case-by-case basis. School administrators have the discretion to request the assistance of law enforcement authorities as they deem necessary and in accordance with Board policy. Law enforcement authorities will not participate in searches except under exceptional circumstances. [NOTE: Administrators should be aware that police generally must have "probable cause" to conduct searches, which is higher standard than "reasonable suspicion", the standard required of school administrators.]

During a search if any illegal item is found that violates Board policies or school rules, or which in the reasonable judgment of school administrators represents a threat to the safety and welfare of the school population shall be seized. Illegal items shall be turned over to law enforcement authorities. Other items shall be stored in a secure location until a determination is made regarding appropriate disposition.

School administrators are required to document all searches and items seized or impounded and inform the Superintendent and the parents of students involved.

A. Questioning by School Administrators

1. School administrators are under no obligation to notify a student's parents/guardians prior to questioning a student regarding alleged violations of Board policies, school rules, and/or federal/state laws.
2. School administrators shall inform the student of the reasons for the questioning and provide an opportunity for the student to respond to any allegations. School administrators shall make a reasonable effort to question the student in a location out of the sight and hearing of other students.
3. If a student fails to cooperate, lies, misleads, or threatens any person during questioning, he/she may be subject to additional disciplinary action.

B. Searches of Students, Personal Property in Students' Immediate Possession

1. School administrators are authorized to search students and/or personal property in students' immediate possession, when, in their judgment, there are reasonable grounds to suspect that a student has violated or is violating Board policies, school rules, federal/state laws, or is interfering with the operations, discipline or general welfare of the school.

Questioning and Searches of Students and Students' Locker/Storage Facilities

2. All searches of students and/or their personal property shall be authorized and conducted by a school administrator in the presence of a witness, except where the circumstances render the presence of a witness impractical. A reasonable effort will be made to conduct searches out of the sight and hearing of other students.
3. Searches should be reasonably related to the suspected violation and no more intrusive than necessary to discover the evidence for which the search was instigated. Searches may include pat downs and searches of the student's outer clothes (e.g., pockets, jacket, shoes, hat) and personal belongings (e.g., purse, backpack, gym bag, lunch bag). The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items. If the search produces a reasonable suspicion of the presence of evidence, a broader search may be justified. If a strip search appears to be necessary, law enforcement authorities shall be contacted.
4. Searches which disclose evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

C. Searches of Lockers, Desks, and Other School Storage Facilities

1. School administrators shall consult with the Superintendent prior to conducting random searches. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent.
2. Searches of individual student lockers, desks, or other storage facilities and their contents based upon reasonable suspicion will be conducted in the presence of a witness. If practical under the circumstances of the search, a reasonable effort will be made to conduct searches out of the sight and hearing of other students. If practical, the student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.
3. Any search which discloses evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

D. Patrolling of Parking Lots and Searching Vehicles

Questioning and Searches of Students and Students' Locker/Storage Facilities

1. Students may drive vehicles to school and park in designated areas in accordance with school rules. School administrators retain the authority to patrol parking lots.
2. If school administrators have a reasonable suspicion that a vehicle which a student has parked at school contains evidence that the student has or is violating Board policies or school rules, or federal/state laws, and/or there is a substantial threat to the welfare and safety of the schools, a school administrator will search the vehicle in the presence of a witness, except where the circumstances make the presence of a witness impractical.
3. If practical, the student should be present during the search. A reasonable effort will be made to conduct searches out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.

E. Canine Patrols and Searches

1. The Superintendent may authorize canine patrols to take place anywhere on school property, including in hallways and parking lots, if he/she deems it advisable to maintain a safe and orderly school environment and/or to discourage drugs, weapons and/or other illegal substances or items from being brought onto school grounds.
2. The Superintendent must make requests for canine patrols in writing to the appropriate law enforcement authorities. Only certified dogs and handlers may be used.
3. Whenever possible, canine patrols will be scheduled to minimize disruption of the academic program and risk of contact with students.
4. When canine patrols take place during the school day, teachers will be notified prior to the initiation of a canine patrol to keep students in their classrooms during the patrol. Any students in the parking lot, or anywhere outside of a classroom, prior to a canine patrol will be instructed to report to the school office or appropriate classroom.
5. All student vehicles, lockers, and/or other school storage facilities will be scanned during a canine patrol. Any vehicle, locker or other school storage facility identified by the canine patrol will be noted by the school administrators accompanying the patrol.
6. Immediately following removal of the dogs, each area noted during the canine patrol will be searched. Each search will be conducted by a school administrator in the

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Students and Students' Locker/Storage Facilities**

presence of a witness, except where the circumstances make the presence of a witness impractical.

7. If practical, the student should be present during a search of his/her vehicle, locker or other school storage facility. A reasonable effort may be made to conduct the search out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.

Cross Reference: JIH - Questioning and Searches of Students

ADOPTED: September 9, 2008

SCHOOL-SPONSORED SOCIAL ACTIVITIES/EVENTS

The Board recognizes the value of school-sponsored social activities/events in enhancing the educational experience of Cape Elizabeth students.

“Social activities/events” include dances, proms and other social functions that are held outside of regular school hours. Class outings and other school-sponsored excursions are outside the scope of this policy and are addressed in the Board’s policy IHOA-Field Trips. Participation in school-sponsored activities is a privilege not a right.

Classes (e.g., senior class) and student clubs and organizations may plan social events under the guidance of club or organization advisors or school administrators.

All student social activities/events must be approved in advance by the building principal. Activities/events shall be held in school facilities unless the off-campus venue is approved by the building principal and the Superintendent.

Approval of social activities/events will be contingent upon:

1. Designation of a staff member who shall be responsible for the activity/event and present in a supervisory capacity;
2. Provisions for adequate chaperonage/adult supervision and, if warranted by the circumstances of the activity/event, security or policy protection;
3. Provisions for the safety of students and adults involved;
4. When activities/events are held in school facilities, provisions for cleaning up afterward.

Students and their guests must comply with all Board policies and school rules pertaining to student conduct. Violations, which take place at school-sponsored events, will result in the same disciplinary consequences as would apply to on-campus infractions.

Students may leave the building at any time after arrival but may not return.

Students may engage in fundraising as allowed by Board policy to support social activities/events and reasonable admission fees may be charged to defray the cost.

The Superintendent/designee(s) may develop rules pertaining to the planning and execution of student social activities/events, including those related to supervision, student conduct and safety.

Cross reference: KF-Community Use of Facilities

APPROVED: December 2, 2008

INTERRUPTED STUDY

We support students in seeking cultural and educational experiences in other countries or school settings. Planning for such an experience should begin the year before the proposed study.

Students must write a letter of intent to the school principal to leave the system to study in another location. This letter should clearly explain the student's plan for study away. The student and parents must meet with the respective guidance counselor to develop an academic plan that will insure successful fulfillment of the Cape Elizabeth graduation requirements. A semester of study away may affect the sequence of required courses as most of Cape Elizabeth academic courses are a year long. The families and school should plan the student's experience so that re-integration occurs at the beginning of a semester or year. The Cape Elizabeth School Department does not provide correspondence-type courses for students traveling for extended periods.

Official transcripts with grades to be added into the Cape Elizabeth academic record are required. These grades will be incorporated into student transcripts according to the high school's procedure for transfer of student grades. Each semester course will receive five credits towards high school graduation requirements.

CROSS REFERENCE: Cape Elizabeth High School Guidance Office --
"Procedures for Transfer of Student Grades"

ADOPTED: February 11, 1997
Recoded: June 1998
REVISED: November 4, 2008

**ATHLETIC POLICY
Philosophy & Beliefs**

Philosophy

Athletics offer an important extracurricular extension of the Cape Elizabeth School District's core academic mission. Participation in the athletic program should assist our students in developing the knowledge, skills, behaviors, and attitudes to become successful individuals and citizens.

While students are entitled to a core academic education, athletic participation is a privilege and not a right. In earning and retaining that privilege, student athletes are held to clear and appropriate academic and behavioral expectations.

Cape Elizabeth has a very strong tradition of excellence in school athletics. This tradition exists because of the collaborative effort of the student athletes, their families, the schools, the athletic department, booster groups, and the community. By modeling discipline, high expectations, and ethical decision-making, we will nurture and enhance that tradition.

Beliefs

1. We believe that participation in athletics contributes to the physical, mental, emotional, moral, and social well being of an individual.
2. We believe that athletics offer both challenges and opportunities for success for our students. Students should be encouraged to participate in athletics, as their interests lead and as their abilities allow.
3. We believe in an equitable athletic program – one that does not discriminate, one that provides opportunities at several levels, and one in which all members of a team feel welcome and valued.
4. We believe that student athletes, coaches, and fans represent more than themselves and their respective teams. They are also ambassadors of our school district and of our town. As such, we expect all to embrace the principles of good sportsmanship and to show utmost respect for fellow team members, opponents, coaches, fans, officials, equipment, and facilities.
5. We believe that school athletics should take place in a physically and emotionally safe environment where a climate of enthusiasm, high expectation, and mutual respect is fostered. At all levels of competition, athletics should remain fun.
6. We believe in the value of goal setting, as it plays an important role in the success of an athletic program and in the success of the individual student athlete. Success should be measured in terms of progress made on individual, team, and program goals, and not solely on contest wins and championships.

**ATHLETIC POLICY
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7. We believe that the demands that our athletic program places upon our student athletes should be carefully measured and should not place a hardship upon academic achievement.
8. We believe that coaches should be exemplary role models for our youth. We believe that the player-coach relationship is at the heart of a successful athletic program. We recognize the importance of quality coaching in the development of our student athletes. It is our goal to attract, retain, develop, and supervise the best possible coaches for Cape Elizabeth athletes.
9. We believe that booster groups provide valuable support to our athletic program.
10. We believe that athletics is a natural extension of the classroom. It is therefore our goal to effectively teach important lessons in character, teamwork, self-discipline, commitment, loyalty and organization within the framework of each sport.

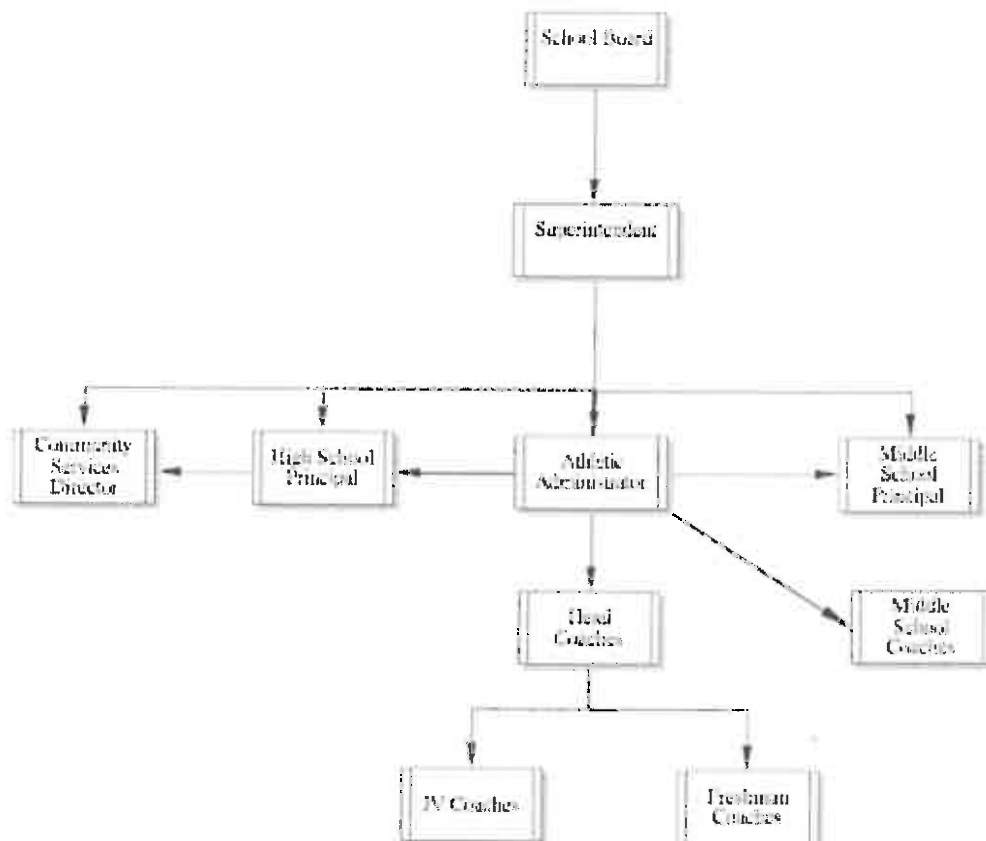
ADOPTED: May 14, 2002

REVISED: September 11, 2007

ATHLETIC GUIDELINES - PHILOSOPHY AND BELIEFS

The Cape Elizabeth School Board believes in the importance of the chain of accountability with regard to all of its programs. The intent should always be to handle conflict and concerns at the source or lowest possible level first. If issues are not resolved, individuals or groups should seek assistance from the next higher level. The flow chart below depicts the organizational structure of the athletic department:

Athletic Department Flow Chart



ATHLETIC GUIDELINES - PHILOSOPHY AND BELIEFS

CAPE ELIZABETH ATHLETICS

LEVELS OF COMPETITION DEFINITIONS

High School Varsity

- high level skill
- dedicated player
- very competitive
- tournament driven
- no entitlement to play
- cuts may be based on numbers, skill level, other attributes
- role model/mentor for younger players

Junior Varsity

- transition from Middle School/Freshman teams
- greater emphasis on skill development, strategy
- may include 9-12 graders, feeder to varsity level
- cut policy dependent on numbers, playing time not equal

Freshmen

- transition to high school expectations
- opportunity to try new sport; may include upperclassmen
- emphasis on athletic skill development and personal growth
- expectation to play, numbers to determine teams in each sport
- no cut policy within parameters of maximum per team

Middle School

- opportunity to represent school and try new sports
- no cut policy within parameters of maximum per team
- all athletes entitled to play according to league and/or team guidelines
- development of athletic skills and personal attributes stressed over competition

ADOPTED: May 14, 2002

REVISED: September 11, 2007

1st Reading:

MSMA SAMPLE POLICY

File: ~~JJIAA~~JJIAB

**PRIVATE SCHOOL STUDENTS—ACCESS TO PUBLIC SCHOOL
COCURRICULAR, INTERSCHOLASTIC AND EXTRACURRICULAR
ACTIVITIES**

The Board recognizes that Maine law sets standards for access to IOR: eligibility for public school cocurricular, interscholastic and extracurricular activities by students enrolled in equivalent instruction programs in private schools.

For the purpose of this policy, “student enrolled in equivalent instruction program” means a student otherwise eligible to attend school in that school administrative unit, including a student who resides in the unorganized territory, when the student is enrolled in an equivalent instruction program in a private school that: is recognized as an equivalent instruction alternative under 20-A MRSA § 5001-A(3)(1)(b).

- ~~A. Is recognized as an equivalent instruction alternative under 20-A MRSA § 5001-A(3)(1)(a) or (b) (i.e., a private school approved for attendance purposes under 20-A MRSA § 2901 or a private school recognized by the Department of Education as providing equivalent instruction); and~~
- ~~B. Is not a member of an association that promotes, organizes or regulates statewide interscholastic activities in both public and private schools.~~

I. PARTICIPATION IN COCURRICULAR ACTIVITIES

“Cocurricular activities,” for the purpose of this policy, are activities that are sponsored by the school, are directly related to the curriculum and support achievement of the learning standards established by law, Board policy and or administrative action. Examples of such activities include the math club, science fairs and foreign language clubs.

A student enrolled in an equivalent instruction program as defined in this policy is eligible to participate in cocurricular activities sponsored by ~~the Cape Elizabeth~~ School Department unit name provided that: IOR: so long as:

- A. The student or his/her parent/guardian applies in writing to and receives written approval from the school principal/designee; ~~and~~
- B. The student currently meets, and agrees to meet in the future, established behavioral, disciplinary, attendance and other rules applicable to all students.

C. The private school the student attends does not provide the same cocurricular activity.

**PRIVATE SCHOOL STUDENTS—ACCESS TO PUBLIC SCHOOL
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ACTIVITIES**

The principal/designee has reasonable discretion to grant or may withhold approval based on factors including: ~~whether~~ only if the school does not have the capacity to provide the student with the opportunity to participate in the cocurricular activity **OR: if the activity is already filled with enrolled students, additional costs that would be caused by the student's participation, the student's behavioral and academic record provided by the private school, safety, and any other factors that involve the best interests** of the school. ⁴

If approval is withheld, the principal/designee's designee will provide a written explanation to the student or student's parent/guardian stating the reason for the decision shall not be subject to appeal or reconsideration unless it is in violation of the law or a Board policy. to withhold approval.

II. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

“Extracurricular activities,” for the purpose of this policy, are school-sponsored activities for which participants are selected by staff supervising the activities, including those teams, both athletic and academic, that participate in interscholastic competition.

A student enrolled in an equivalent instruction program as defined in this policy is eligible to try out for extracurricular and interscholastic activities sponsored by the Cape Elizabeth School Department provided that OR: so long as the following requirements are met/satisfied:

- A. The student applies for and receives written approval from the principal/designee;
- B. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met.
- C. The student complies with the same physical examination, immunization, insurance, age, and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the school unit.
- D. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.
- E. The student abides by the same transportation policy as regularly enrolled students participating in the activity.

1st Reading:

MSMA SAMPLE POLICY

File: ~~JHAA~~JJIAB

**PRIVATE SCHOOL STUDENTS—ACCESS TO PUBLIC SCHOOL
COCURRICULAR, INTERSCHOLASTIC AND EXTRACURRICULAR
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F. The private school the student attends does not provide the same extracurricular or interscholastic activity

The principal/designee will be responsible for approving or withholding approval of applications to try out for an extracurricular activity. The principal/designee may withhold approval only if the school does not have the capacity to provide the student with the opportunity to participate in the cocurricular activity [OR: if the activity is already filled].

If approval is withheld, the principal/designee will provide a written explanation to the student or the student's parent/guardian stating the reason for the decision. The criteria for selection of participants shall be determined by the staff members (coaches, advisors and their supervisors) responsible for the activities. Tryouts are by nature competitive. Eligibility to try out does not guarantee participation.

Decisions resulting in non-selection of individual students shall not be subject to appeal or reconsideration unless they are in violation of law or Board policy.

VERIFICATION OF ELIGIBILITY

To permit verification that the student has met eligibility requirements under this policy, the student's parent (or the student, if 18 years old) must authorize the private school to provide to the principal all information necessary to determine whether the student meets the requirements.

DELEGATION OF AUTHORITY

In order to maintain an efficient and orderly method for processing applications for participation, the Board authorizes the Superintendent/designee to develop procedures, as appropriate, for the principal/designee's use in determining whether students have met eligibility requirements and for granting or withholding approval of participation.

The Cape Elizabeth School Department has no obligation to notify or provide information concerning eligibility for [OR: access to] [OR: the law regarding access to] participation in school-sponsored cocurricular, interscholastic or extracurricular activities to students enrolled in equivalent instruction in private schools.

APPEALS

Except as otherwise provided in this policy, appeals from administration and application of the Board policy are heard by the Board, whose decision is final and binding. Appeals that question

1st Reading:

MSMA SAMPLE POLICY

File: ~~JJIAA~~JJIAB

**PRIVATE SCHOOL STUDENTS—ACCESS TO PUBLIC SCHOOL
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the Board's policy compliance with legal requirements must be made to the Commissioner, whose decision is final and binding.

Legal Reference: 20-A MRSA §§ 2901, 5001-A, 5021-A(3)

Cross Reference: JJIAB-E1: Application for Participation in cocurriculuars

KE – Public Concerns and Complaints

JJIAB-E2: Application for Participation in extracurriculuars

JJIAB-E3: Verification of Eligibility for Participation in cocurriculuars

JJIAB-E4: Verification of Eligibility for Participation in extracurriculuars

ADOPTED: December 13, 2011

1st Reading:

File: JJIAB-E1

**PRIVATE SCHOOL STUDENT APPLICATION FOR PARTICIPATION IN
CAPE ELIZABETH CO CURRICULAR ACTIVITIES**

The parent (or student if 18 years of age or older) must submit a separate application for each activity in which participation is desired.

STUDENT INFORMATION

Student's Name:

Student's Date of Birth:

Grade in Private School:

Student's Address:

Phone Number:

Parent/Guardian's Name:

Private School Name:

Private School Address:

Private School Phone Number:

Private School Principal/Head's Name:

Student is Applying for Participation in the Following Activity: _____

VERIFICATION OF ELIGIBILITY

I authorize _____ [private school name] to provide to the Cape Elizabeth School Department upon its request all information necessary to verify that my son/daughter, _____ [student's name] meets the eligibility requirements for participation in the co curricular activity that is the subject of this application.

Parent's Signature (or Student's, if 18 or older)

Date

STUDENT PARTICIPATION AGREEMENT

I agree to comply with all Cape Elizabeth School Department policies, administrative procedures, and behavioral, disciplinary, attendance and other rules that apply to Cape Elizabeth students participating in the co curricular activity that is the subject of this application.

Student's Signature

Date

Adopted: December 13, 2011

CAPE ELIZABETH SCHOOL DEPARTMENT

**PRIVATE SCHOOL STUDENT APPLICATION FOR PARTICIPATION IN
CAPE ELIZABETH EXTRACURRICULAR ACTIVITIES**

The parent (or student if 18 years of age or older) must submit a separate application for each activity in which participation is desired. The Cape Elizabeth School Department will verify eligibility before the student is allowed to try out for the requested activity.

STUDENT INFORMATION

Student's Name:

Student's Date of Birth:

Grade in Private School:

Student's Address:

Phone Number:

Parent/Guardian's Name:

Private School Name:

Private School Address:

Private School Phone Number:

Private School Principal/Head's Name:

Student is Applying for Participation in the Following Activity: _____

**THE FOLLOWING DOCUMENTATION WILL BE REQUIRED FOR VERIFICATION
OF ELIGIBILITY TO TRY OUT FOR PARTICIPATION:**

Evidence that the student currently meets the same behavioral, disciplinary, attendance and other eligibility applicable to all students in Cape Elizabeth Schools;

Student's written agreement to comply with the same behavioral, disciplinary, attendance and other eligibility applicable to all students in Cape Elizabeth Schools;

Documentation of sports physical (if applicable) and clearance to play;

Documentation of immunization presented;

Evidence of insurance;

**PRIVATE SCHOOL STUDENT APPLICATION FOR PARTICIPATION IN
CAPE ELIZABETH EXTRACURRICULAR ACTIVITIES**

Documentation of age eligibility;

Documentation of academic standing (grades or other evidence that academic eligibility standards have been met); and

Student's written agreement to abide by the same transportation rules that apply to regularly enrolled students.

VERIFICATION OF ELIGIBILITY

I authorize _____ [private school name] to provide to the Cape Elizabeth School Department upon its request all information necessary to verify that my son/daughter, _____ [student's name] meets the eligibility requirements for participation in the extracurricular activity that is the subject of this application.

I agree to provide to the Cape Elizabeth School Department documentation of immunization, insurance and sports physical and clearance to play (if applicable) if such information is not maintained at _____ [private school name].

Parent's Signature (or Student's, if 18 or older)

Date

STUDENT PARTICIPATION AGREEMENT

I agree to comply with all Cape Elizabeth School Department policies, administrative procedures, and behavioral, disciplinary, attendance and other rules that apply to Cape Elizabeth students participating in the extracurricular activity that is the subject of this application.

I also agree to abide by the same transportation rules that apply to all Cape Elizabeth participants in this activity.

Student's Signature

Date

Adopted: December 13, 2011

VERIFICATION OF PRIVATE SCHOOL STUDENT ELIGIBILITY FOR PARTICIPATION IN CAPE ELIZABETH COCURRICULAR ACTIVITIES

A separate application must be received for each activity in which participation is desired. This form is used to verify eligibility and to approve/deny participation.

STUDENT INFORMATION

Student's Name:

Student's Date of Birth:

Grade in Private School:

Student's Address:

Phone Number:

Parent/Guardian's Name:

Private School Name:

Private School Address:

Private School Phone Number:

Private School Principal/Head's Name:

Student is Applying for Participation in the Following Activity: _____

FOR COCURRICULAR ACTIVITIES

_____ Written application received _____ [Date]

_____ Student's written agreement to comply with behavioral, disciplinary, attendance and other rules applicable to all students in Cape Elizabeth Schools

Student participation in the desired activity is _____ approved _____ not approved

Decision by: _____ [Name and Title] Date: _____

Student/parent notified of decision: Date: _____ Method: _____

VERIFICATION OF PRIVATE SCHOOL STUDENT ELIGIBILITY FOR PARTICIPATION IN CAPE ELIZABETH EXTRACURRICULAR ACTIVITIES

A separate application must be received for each activity in which participation is desired. This form is used to verify eligibility and to approve/deny participation.

STUDENT INFORMATION

Student's Name:

Student's Date of Birth:

Grade in Private School:

Student's Address:

Phone Number:

Parent/Guardian's Name:

Private School Name:

Private School Address:

Private School Phone Number:

Private School Principal/Head's Name:

Student is Applying for Participation in the Following Activity: _____

FOR EXTRACURRICULAR ACTIVITIES

_____ Written application received _____ [Date]

_____ Student's written agreement to comply with behavioral, disciplinary, attendance and other rules applicable to all students in Cape Elizabeth Schools

_____ Sports physical (if applicable) performed on _____ [Date];
Cleared to play? Yes / No

_____ Documentation of immunization presented

_____ Documentation of insurance

_____ Documentation of age eligibility

VERIFICATION OF PRIVATE SCHOOL STUDENT ELIGIBILITY FOR PARTICIPATION IN CAPE ELIZABETH EXTRACURRICULAR ACTIVITIES

_____ Documentation of academic standing (principals may ask to see grades or other evidence that academic eligibility has been met)

_____ Student's written agreement to abide by same transportation as regularly enrolled students

_____ Student has completed tryout

_____ Student has been selected/not selected for the activity (circle one)

Decision by: _____ [Name and Title] Date: _____

Student/parent notified of decision: Date: _____ Method: _____

Adopted: December 13, 2011

SPORTSMANSHIP

The Board believes that athletic competition should be a healthful, positive and safe experience for everyone involved, conducted in an environment that teaches values and ethics, strengthens the community, promotes competition without conflict and enriches the lives of athletes. Players should learn to handle success with grace and losing with dignity. In order to promote core values such as discipline, fairness, responsibility, trustworthiness and citizenship, everyone associated with athletics, including players, coaches, parents and spectators, is expected to exhibit good sportsmanship during athletic competitions.

A. PARTICIPANTS

In exhibiting sportsmanship, student-athletes are expected to:

1. Understand and follow the rules of the sport;
2. Recognize skilled performance of others, regardless of the player's team;
3. Display respect for teammates, opponents, coaches and officials;
4. Respect the judgment of officials and accept their decisions;
5. Refrain from antics, taunting opponents and using insulting language or swearing;
6. Be modest when successful and gracious in defeat; and
7. Recognize that their conduct reflects on their school.

B. COACHES

In exhibiting sportsmanship, coaches are expected to:

1. Recognize that they are role models for students and set a good example for athletes and fans to follow;
2. Abide by the rules of the sport, in letter and in spirit;
3. Treat all participants with respect;
4. Behave with dignity and self-control;
5. Respect the judgment of officials and accept their decisions;
6. Take corrective action toward any player who intimidates or shows disrespect toward an official or displays unsportsmanlike behavior; and
7. Be modest when successful and gracious in defeat.

C. SPECTATORS, INCLUDING PARENTS, STUDENTS AND COMMUNITY MEMBERS

Spectators attending athletic events are expected to:

1. Realize that the main purpose of the competition is the play of the game and that the role of the spectator is one of support;
2. Show positive support to the teams and players for outstanding performances;
3. Show concern for injured players, regardless of which team they are on;
4. Refrain from angry or abusive language or actions toward any player, official, coach or other spectators;
5. Refrain from endangering participants or spectators by throwing objects;
6. Refrain from heckling, taunting or berating players, officials, coaches or other

SPORTSMANSHIP

spectators; and

7. Follow all Board policies and rules pertaining to conduct on school property, including but not limited to those pertaining to tobacco, alcohol, drugs and weapons.

School athletic events are school activities that are part of the educational program. An athletic event is not a public forum. The public is invited to attend athletic events for the purpose of supporting the participants on both teams and the schools they represent. Appropriate behavior by spectators, especially adults, provides a positive model for students and contributes to the value and educational purposes of athletic activities. Negative comments and behavior by spectators are inconsistent with the purposes of athletic activities. School administrators and officials have the authority and discretion to remove any spectators who do not comply with rules of sportsmanship.

D. PENALTIES FOR INAPPROPRIATE BEHAVIOR

Student athletes who engage in unsportsmanlike behavior will be subject to penalties described in the Athletic Code or, if the conduct constitutes a violation of Board policy, school rules or the Student Code of Conduct and/or Student Handbook, to appropriate disciplinary consequences.

Student spectators whose behavior constitutes a violation of Board policy, school rules or the Student Code of Conduct will be subject to appropriate disciplinary consequences.

Adult spectators who engage in unsportsmanlike behavior or conduct that violates Board policy may be asked to leave the premises and may be excluded from future events. The administrator in charge of the event may seek the assistance of law enforcement authorities if necessary to ensure the safety of participants, coaches, officials or other spectators or to prevent damage to school property.

E. NOTICE OF RULES

A school administrator will be responsible for communicating spectator rules and posting, as appropriate.

Cross Reference: JJI – Philosophy of Athletics
 JJIB – Sponsorship and Evaluation of Athletic Programs
 JJIBA – Hiring and Evaluation of Coaches
 JJIBC – Relations with Booster Groups (or alternative code KJA)

ADOPTED: September 9, 2008

RELATIONS WITH BOOSTER ORGANIZATIONS

Booster Organizations:

Cape Elizabeth School Department recognizes the role of the booster organizations in assisting school in enriching athletic and other extracurricular activities and enabling more students to participate in such activities. For the purpose of this policy, a “booster organization” is a group of parents and/or community members that supports a school extracurricular activity financially and/or by other means. Participation is completely voluntary.

Only those booster organizations that have been approved by the Board may use the name and or logo of the Cape Elizabeth School Department. The Superintendent may make recommendations to the Board concerning the approval of groups seeking booster status.

Booster Organization Coordinating Committee: The Superintendent shall organize an Extra Curricular Booster Organization Coordinating Committee. The committee may consist of the Athletic Administrator, High School Principal, a Middle School Administrator, a representative of each Booster Organization and a coach representative. The committee shall meet at least once, but no more than three times per year to assure compliance with School Board Policy.

In order to be approved as a booster organization, the group must meet the following criteria:

1. The organization must be comprised of adults rather than students;
2. The organization must provide details of the structure of the organization including its purpose and goals, the intended use of funds generated, and the names of its officers;
3. Use of school facilities by the organization will comply with all policies and regulations established by the Board and, as applicable, the Maine Principals Association;
4. No monies collected by the booster organization fund raising activities will be deposited directly to student athletic/activity accounts;
5. No fundraising activities will be conducted within the school by the organization during school hours;
6. All funds raised by the organization must be used to achieve the stated purposes of the organization;
7. The organization must maintain bank accounts and financial status separate from the school. The organization will provide to the Board annually, or upon request a complete set of financial records or detailed treasurer’s report;
8. Booster Organizations may not lawfully use the school’s sales tax exemption for purchases or sales;

RELATIONS WITH BOOSTER ORGANIZATIONS

9. Booster Organizations gifts should enhance activities for both boys and girls. The Board will consider gender equity and budget implications before accepting booster donations;
10. Any booster organization plan or project that would require expansion, renovation or construction of school facilities or would increase maintenance costs for facilities shall require Board approval;
11. Booster Organizations will not directly pay coaches or officials. Funds raised by Booster Organizations for the purpose of paying for coaches or officials shall be paid to the school department as reimbursement for coach or official stipends paid by the school department. Transportation costs paid by Booster Organizations will be billed by the Transportation Department and;
12. Booster organizations will not select coaches, assistant coaches or activity advisors or influence the selection of coaches, assistant coaches or activity advisors.

Annual Statement of Revenues and Expenditures: Each Extra Curricular Booster Organization shall present to the Superintendent by July 1 of each year a simple statement of the source and amount of revenues raised in the prior year and of the expenditures made by the group in support of the athletic program. The Business Manager shall prepare a form to be completed for this purpose.

The role of the booster organization in the sanctioning process is defined in policy JJIF – Sanctioning of Extra Curricular Activities.

The Board reserves the right to revoke the approval of any booster organization if it is found that the group’s operations and purposes are inconsistent with Board policies.

Cross Reference: DF - Fundraising
 EFE – Foods Sold in Competition with the Food Service Program
 JJI – Athletic Philosophy and Beliefs
 _____ – Sanctioning of Sports

ADOPTED: May 14, 2002

REVISED: May 8, 2007

ATHLETIC POLICY Sanctioning of Sports

Definitions. “Sanctioning” refers to the process whereby the school district adopts an athletic program as a school extracurricular activity and accepts some level of responsibility for coordinating and supporting the activity. There are three levels of sanctioning:

- *Club sport.* This is the first level of sanctioning. The school district arranges scheduling (practice and interscholastic), transportation, fields and liability insurance coverage. The school district also approves and evaluates coaches. The club itself or an affiliated booster organization is responsible for all costs of the program except the cost of insurance.
- *School sport.* This is the second level of sanctioning. The school district assumes the responsibilities listed above for a club sport. In addition, it hires and evaluates coaches and pays for varsity and junior varsity (if any) coaches, transportation, and fields (except ice hockey, where the costs for ice time may be shared between the district and the affiliated booster organization). The school district may also pay for the costs of officials.
- *School-sponsored sport.* This is the final level of sanctioning. The school district assumes all the responsibilities listed above for a school sport. In addition, the school district pays for some or all of the activity’s uniforms and equipment. The level of responsibility for uniforms and equipment may vary from activity to activity depending on the costs involved and the individual agreement between the school district and any affiliated booster organization that shares costs for the activity. The school district does not normally pay costs (except coaches and insurance costs) associated with teams other than varsity and junior varsity teams.

The Decision Process and the Athletic Steering Committee. Decisions on sanctioning are made by the School Board based on the advice of the Athletic Director. In all cases, the Athletic Director consults with the Athletic Steering Committee before making a recommendation to the Board.

Factors in Making Decisions. In making sanctioning decisions, the Athletic Director and the School Board shall consider the following factors on a case-by-case basis:

- Is there a gender equity issue that would be addressed by the addition of a new activity?
- Is there a feeder system at lower grade levels indicative of community, family, and athlete support of the activity?
- Is the activity sponsored by the Maine Principals Association?

**ATHLETIC POLICY
Sanctioning of Sports**

- How many students would likely participate in the sport?
- Are there qualified coaches able and willing to coach?
- Are there facilities for practicing and playing that can be used without undue hardship to existing teams?
- What is the particular level of logistical and financial support expected from the school? In particular, what would the total cost to the district be per student projected to participate in the program?
- Are there other athletic or non-athletic activities that are awaiting sanctioning?

Decisions About Sanctioning. Decisions about sanctioning are case-by-case decisions guided by the factors listed above. In every case, agreements with affiliated booster organizations must be memorialized in written agreements spelling out the respective responsibilities of the booster group and the school district.

ADOPTED: May 14, 2002

**ATHLETIC POLICY
Evaluation of Coaches**

All head coaches shall be evaluated by the Athletic Administrator and/or the Superintendent's designated evaluator. The procedure for evaluation is as follows:

- A. Head Coaches (Varsity Level):
 - 1. A pre-season meeting between the Athletic Administrator and/or designated evaluator and the head coach at which time written goals and objectives will be stated, discussed, and acknowledged.
 - 2. A post-season meeting at which time the Athletic Administrator and/or designated evaluator will give the head coach a written evaluation to be reviewed, discussed and acknowledged.
 - 3. Evaluations of head coaches shall be performed on an annual basis and shall be completed no later than eight weeks after the end of a season (four weeks in the case of a coach of a spring sport). The evaluation instrument shall indicate whether the Athletic Administrator and/or designated evaluator will recommend that the Head Coach return for another year.
 - 4. Appeal of evaluations shall be, first, to the Principal; second, the Superintendent.
 - 5. The decision of the superintendent is final.

- B. Assistant Coaches (Junior Varsity, Freshman, Middle School):
 - 1. The head coach or designated evaluator will evaluate each assistant coach on an annual basis. The head coach will present to the assistant coach a written evaluation to be reviewed and discussed.
 - 2. The head coach or designated evaluator will submit the assistant coach's evaluation to the Athletic Administrator within four weeks of the close of a season (two weeks in the case of a spring sport).
 - 3. Appeals of Assistant Coach evaluation shall be to the Athletic Administrator.

- C. Designated evaluators will be recommended by the appropriate principal and Athletic Administrator to be approved by the Superintendent.

- D. All final evaluation documents will be placed in the personnel file of the coach located at the Central Office.

ADOPTED: May 14, 2002
REVISED: June 10, 2003

STUDENT DISCIPLINE

It is essential for schools to maintain a safe and orderly environment which supports student learning and achievement. Good discipline allows the schools to discharge their primary responsibilities to educate students and promote good citizenship. All students are expected to conduct themselves with respect for others and in accordance with School Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school.

The Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures:

- A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
- B. Expectations for student behavior should be clear and communicated to school staff, students and parents.
- C. Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced. Administrators shall have the discretion to tailor discipline to the facts and circumstances of the particular case.
- D. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

Physical force and corporal punishment shall not be used as disciplinary methods. State law provides that “a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to a) control the disturbing behavior; or b) remove the person from the scene of the disturbance.” Any restraint or seclusion of students shall comply with applicable regulations and Board policy.

Teachers are authorized to make and enforce rules for effective classroom management and to foster appropriate student behavior, subject to the direction and approval by the Principal.

School-wide rules shall be developed by the building principal with appropriate input from school staff, students and parents and subject to approval by the Superintendent. Principals and the Board shall provide for the suspension of or other serious disciplinary action against students in accordance with Board policies, administrative procedures and Maine law.

Students with disabilities shall be disciplined in accordance with applicable federal and state law/regulations.

STUDENT DISCIPLINE

Legal Reference: 17-A MRS § 106
20-A MRS §§ 1001(15A); 4009

Cross Reference: AC – Nondiscrimination/Equal Opportunity and Affirmative Action
ACAA – Student Harassment and Sexual Harassment
JIC – Student Code of Conduct
JICIA – Weapons, Violence, Bullying and School Safety
~~JICK – Bullying and Cyberbullying~~
JKAA – Use of Physical Restraint and Seclusion
JKD – Student Suspension
JKE – Expulsion of Students
JKF – Suspension/Expulsion of Students with

Disabilities

ADOPTED: October 9, 1984
RECODED: June 1998
REVISED: August 25, 1992
May 13, 2003
November 4, 2008
December 11, 2012

SUSPENSION OF STUDENTS

The School Board delegates to the principals the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days. Suspensions longer than 10 days may be imposed by the Board.

Prior to the suspension, except as hereinafter provided:

- A. The student shall be given oral or written notice of the charge(s) against him/her;
- B. The student shall be given an explanation of the evidence forming the basis for the charge(s); and
- C. The student shall be given an opportunity to present his/her version of the incident.

However, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the instructional process may be immediately removed from school. In such cases, the notice of charges, explanation of evidence and the student's opportunity to present his/her version of the incident shall be arranged as soon as practicable after removal of the student from school.

The student's parents/guardians shall be notified of any in-school or out-of-school suspension as soon as practicable by telephone (if possible) and by written notice sent by mail. A copy of the notice shall also be sent to the Superintendent.

Students are not allowed on school property or to participate in any school-related activities during any out-of-school suspension except with the prior authorization of the principal or Superintendent.

The parents/guardians and the student shall be required to attend a conference with the building administrator/designee within the suspension period and prior to re-admittance to school.

Students shall be responsible for any schoolwork missed during their suspension. After readmittance, they shall be permitted to take tests, quizzes or any other form of evaluation affecting their grades.

Legal Reference: 20-A MRS §§ 1001(9); (15-A)(D)

Cross Reference: JIC – Student Code of Conduct
JICIA – Weapons, Violence, Bullying and School Safety
JK – Student Discipline
JKE – Expulsion of Students
JKF – Suspension/Expulsion of Students with Disabilities

1st Reading:

File: JKD

SUSPENSION OF STUDENTS

ADOPTED: May 13, 2003

REPLACES: JKD/JKE-Student Suspension and Expulsion

REVISED: November 4, 2008

December 11, 2012

EXPULSION OF STUDENTS

No student shall be expelled from school except by action of the Board. Following a proper investigation, the Board shall expel a student, if found necessary for the peace and usefulness of the school, as provided in 20-A M.R.S. § 1001(9) and (9A).

The Board also has the authority to readmit an expelled student upon satisfactory evidence that the behavior which caused the student to be expelled will not likely recur.

Notice of Expulsion Hearing

Before an expulsion hearing, the Superintendent shall:

1. Provide a written notice to the parents/legal guardian and the student, by certified and regular mail, that:
 - a. Informs them of the date, time and location of the hearing;
 - b. Provides a description of the incident(s) that resulted in the expulsion hearing;
 - c. Informs them of their right to review the school's records prior to the hearing;
 - d. Includes a copy of the Board's expulsion guidelines; and
 - e. Informs them that the student has the right to an attorney or other representation, and the right to present and cross-examine witnesses.
2. Invite the parents/legal guardians and the student to a meeting prior to the expulsion hearing to discuss the hearing.

Expulsion Hearing and Reentry Guidelines

The expulsion hearing shall be held in a properly called executive session and may be attended by persons designated by the Superintendent to present information in the case.

The Board has adopted guidelines that outline the hearing process and the procedure for developing and implementing a reentry plan (if applicable).

Legal Reference: 20-A MRS §§ 1001 (8A); (9); (9A); (9C)
1 MRS § 405(6)(B)

Cross Reference: JKE-R – Expulsion Hearing and Reentry Guidelines
JIC – Student Code of Conduct
JICIA – Weapons, Violence, Bullying and School Safety
JK – Student Discipline
JKD – Suspension of Students
JKF – Suspension/Expulsion of Students with Disabilities

Adopted: May 12, 2003

REPLACES: JKD/JKE-Suspension/Expulsion of Students

REVIEWED: November 4, 2008

Revised: December 11, 2012

EXPULSION HEARING AND REENTRY – GUIDELINES

I. Expulsion Hearing Guidelines

The following steps constitute general guidelines for the conduct of an expulsion hearing. The guidelines may be adjusted to meet the flexible requirements of due process on a case-by-case basis, consistent with applicable laws

A. Procedure for Conduct of Board Hearing to Expel

- a. Any discussion, consideration or hearing by the School Board of suspension or expulsion of a student shall be in executive session.
- b. The Board shall be in a public meeting and vote to enter executive session. Executive session requires a 3/5 affirmative vote of the members present and voting, and the vote must be recorded.
- c. The parents/legal guardians, the student and legal counsel or other representative (if any) must be present for the hearing, except that the hearing may go forward if the parents/guardians and student have been provided prior written notice and failed to appear for the hearing.

B. Executive Session

1. GENERAL RULES OF CONDUCT

- a. The hearing officer (Board Chair/designee or Board attorney) will conduct the hearing.
- b. Witnesses shall be sequestered in response to a request by either party.
- c. The hearing officer will state “no irrelevant or repetitious evidence will be allowed and no debate between the parties will be allowed.”
- d. The hearing officer will state that “all parties are expected to maintain the confidentiality of the proceeding.”
- e. The School Board and student (at his/her own expense) may be represented by legal counsel through each stage of the process.

2. PROCEDURES

- a. The hearing officer will state for the record:
 - Date of this hearing;
 - Place of hearing;

EXPULSION HEARING AND REENTRY – GUIDELINES

- Time of hearing;
 - Name of student;
 - Those in attendance for the administration;
 - Those in attendance for the student; and
 - Those in attendance for the School Board.
- b. The hearing officer will request from the Superintendent a copy of the hearing notice, read the hearing notice to the School Board and include the notice in the record. If no person appears at the hearing on behalf of the parents/legal guardians or student, the hearing officer will request that the Superintendent confirm that the parents/guardians and student were provided notice of the hearing.
- c. The Superintendent/designee, hereafter called “the administration,” will make an opening statement that includes an overview of the evidence, his/her recommendation, the reason(s) for the recommendation, and the legal basis for the recommended expulsion.
- d. The hearing officer will inform the student and parents/legal guardians of their rights:
- To hear the evidence;
 - To cross examine witnesses; and
 - To present witnesses and offer other relevant evidence.
- e. The hearing officer will ask if any member of the Board finds him/herself in a possible conflict of interest situation because he/she knows the student or parents/guardians to such an extent, or has knowledge of the facts to such an extent, that he/she could not impartially hear the facts and decide the issue on its merits.
- f. All witnesses shall be sworn in by the hearing officer. Each witness raises his/her right hand and is asked, “Do you solemnly affirm to tell the truth, the whole truth and nothing but the truth?”
- g. The administration calls its witnesses.
- h. After each witness has answered all questions put by the administration, then the student/designee (hereinafter, the student) may cross-examine. This should be limited to questions and not arguments with the witness.

EXPULSION HEARING AND REENTRY – GUIDELINES

- i. The administration may ask rebuttal questions after the student finishes questioning.
 - j. Members of the Board may ask questions at the conclusion of the rebuttal.
 - k. The student may then call his/her own witnesses to testify, and the student may testify. All witnesses will be sworn. The administration may cross-examine witnesses. The student may ask rebuttal questions. After the rebuttal questions, the Board may ask questions.
 - l. When all the student's witnesses have completed testimony (including the student), the administration may call additional rebuttal witnesses who may be cross-examined.
 - m. At the end of the testimony, the administration shall make a statement which should include its recommendations. The same may then be done by/for the student.
 - n. The Board should then deliberate in executive session. The Superintendent, Board attorney, administration, the student charged, his/her parents/legal guardians, and the student's legal counsel may remain for deliberations. If the student and representatives elect not to be present during deliberations, the administration will also be excluded from deliberations, except that the Superintendent may remain to provide guidance to the Board if he/she was not directly involved in the investigation/presentation of evidence.
 - o. The Board shall discuss whether the charges are more likely than not supported by the evidence presented. The Board may discuss and/or draft proposed finding of fact(s) concerning the charges prior to leaving the executive session.
 - p. If the charges are more likely than not supported, the Board shall discuss whether an expulsion shall be for a specified period of time, not to exceed the total number of days in the school year, or for an indefinite period.
 - q. The Board shall then leave executive session.
3. PUBLIC SESSION
- a. In public session, a member of the Board may make a motion to "expel a student and direct the Superintendent to provide the student and his/her parents/guardians with the Board's finding of fact(s)." Following a second, the Board Chair should state the motion and the Board should vote. If no motion is made to expel, the student will return to school at the conclusion of the previously-imposed administrative suspension.

EXPULSION HEARING AND REENTRY – GUIDELINES

- b. If the student is expelled, a member of the Board shall make a motion as to whether the expulsion shall be for a specified period of time or for an indefinite period. If the expulsion is for an indefinite period, the Board may authorize the Superintendent to develop a reentry plan for the student as described in Section II below.
- c. The Superintendent is responsible for notifying the parents/legal guardians and the student of the Board's decision.

II. Reentry Plan Guidelines

If the Board expels a student for an indefinite period of time and authorizes the Superintendent to develop a reentry plan, the following steps are required by law:

- a. The Superintendent/designee shall develop the reentry plan in consultation with the student and his/her parents/legal guardians to provide guidance that helps the student understand what he/she must do to establish satisfactory evidence that the behavior that resulted in the expulsion will not likely recur.
- b. The Superintendent/designee shall send a certified letter or hand-deliver a letter to the parents/legal guardians of the student, giving the date, time and location of a meeting to develop a reentry plan.
- c. If the student and the student's parents/legal guardians do not attend the meeting, the reentry plan must be developed by the Superintendent/designee.
- d. The reentry plan may require the student to take reasonable measures determined by the Superintendent that will help establish the student's readiness to return to school. Professional services determined to be necessary by the Superintendent must be provided at the expense of the student's parents/legal guardians and/or the student. (See Policy JKF for requirements related to students with disabilities.)
- e. The reentry plan must be provided to the parents/legal guardians and the student.
- f. The Superintendent shall designate an appropriate school employee to review the student's progress with the reentry plan at one month, three months and six months after the initial reentry plan meeting, and at other times as determined necessary by the designated employee, in consultation with the Superintendent.

Legal Reference: 20-A MRS §§ 1001 (8A), (9C)

Cross Reference: JKE – Expulsion of Students

1st Reading:

File: JKE-R

EXPULSION HEARING AND REENTRY – GUIDELINES

JKF – Disciplinary Removals of Students with Disabilities

ADOPTED: May 13, 2003

REVIEWED: November 4, 2008

Revised: December 11, 2012

DISCIPLINARY REMOVALS OF STUDENTS WITH DISABILITIES

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of Cape Elizabeth Schools to comply fully with all applicable state and federal special education laws that govern such removals.

The Superintendent of Schools, in consultation with the Director of Instructional Support and other school administrators, may develop and promulgate procedures for implementing this policy, and may from time to time amend those procedures as necessary.

Legal References: Me. Spec. Ed. Reg. ch. 101, XVII (2009); 34 C.F.R. § 300.101, .530 to .536 (2006)

ADOPTED: February 9, 1999
REVISED: November 14, 2000
April 8, 2008
December 11, 2012

Administrative Procedures for Removal of Students with Disabilities

~~DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES~~

These procedures shall govern disciplinary removals of students with disabilities from their regular school program. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

A.—1. School administrators may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.

—————1.—————A. In the event that a disabled student’s IEP specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator shall follow the requirements of the IEP in responding to that misbehavior.

2.—————B. When calculating the 10 cumulative school day total, school administrators shall include school days spent in an in-school suspension or removal, unless during that removal the child continued to have access to the general curriculum, to the special education services in his or her IEP, and to participation with ~~non-disabled~~ nondisabled children to the extent he or she would have in the student’s regular program.

B.—2. After a ~~student~~ child with a disability has been removed from his/ or her current placement for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator shall consult with at least one of the ~~student’s~~ child’s teachers and then shall arrange for the ~~student~~ child to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals listed in the student’s IEP.

—————C—————3. Within 10 school days of any decision to “change the placement” of a ~~student~~ child with a disability because of a violation of a code of student conduct, school officials shall hold an IEP team meeting to undertake the following:

—————1.—————A. The Team shall review all relevant information in the student’s file, including the IEP, any teacher observations, and recent evaluations.

Administrative Procedures for Removal of Students with Disabilities

2. B. The Team shall then undertake a manifestation determination to decide whether the ~~student's~~ child's misconduct was a manifestation of his/ or her disability.

3. C. If the Team determines that the misbehavior is a manifestation of the disability, the Team must either:

a. i) conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and shall implement a behavior intervention plan for the ~~child,~~ or

b. ii) if a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior. Except as provided in ~~D.~~ D. below, the Team must also return the ~~student~~ child to the placement from which he/ or she was removed, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.

4. D. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to ~~students~~ children without disabilities, except that services must be provided to the ~~student~~ child during the disciplinary removal consistent with ~~5. (C.)~~ 3(E) below.

5. E. When a ~~student~~ child with a disability has a disciplinary removal that would be a “change of placement,” the IEP Team shall order services for the ~~student~~ child that will enable the ~~student~~ child i) to :

a. continue to participate in the general curriculum although in another setting;

b. ii) to progress toward meeting the goals in the IEP; and

c. iii) to receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur. ~~designed to address the behavior violation so that it does not recur.~~

6. _____

E. For purposes of this section, a “change of placement” occurs if:

Administrative Procedures for Removal of Students with Disabilities

_____ a. (i) the removal is for more than 10 consecutive school days;
or

_____ b. (ii) the child has been subjected to a series of removals that constitute a pattern and:

_____ 1) a) because the series of removals totals more than 10 cumulative days in the school year;

_____ 2) b) because the child's behavior is substantially similar to the behavior in previous incidents resulting in the series of removals; and and c) because of additional factors such as the length of each removal, the total length and the proximity of the removals to each other.

_____ 3) ~~Because of additional factors such as the length of each removal, the total length, and the proximity of the removals to each other.~~

_____ D. 4. In those circumstances where a student brings a weapon to school, to a school function, or on school premises (including transportation); or where a student knowingly possesses, uses, sells, or attempts to sell illegal drugs at school, a school function, or on school premises (including transportation); or when the student inflicts serious bodily injury upon another person while at school, a school function, or on school premises (including transportation), school officials may place that student in an alternative educational setting for up to 45 school days, shall provide educational services for the student consistent with ~~5-C.3(1)~~ above, and shall schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the ~~student~~ child. Any further removals in response to the incident shall be made consistent with these procedures and state and federal special education rules.

Legal Reference: ~~Ch. References: Me. Spec. Ed. Reg. ch. 101-§, XVII (Me. Dept. of Educ. Rules) (2007)~~
2009); 34 C.F.R. § 300.101, .530-to 536 (2006).

ADOPTED: April 8, 2008

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

~~The Cape Elizabeth School Department offers a planned program of instruction designed to assist students in achieving the~~

It is the Board's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire the knowledge and skills that will enable them to meet the content standards of the system of Learning Results for at each grade span. In general, students will progress annually from grade to grade, but level. The Board recognizes that some students may require a shorter or longer time to reach instructional goals. Therefore, the grade placement of each student will be made on an individual basis. The Board expects school administrators and teachers to provide students with the instructional support needed to progress from grade to grade in the regular sequence whenever possible.

~~Effective communication with parents is critical to a student's success in school. The Superintendent, school administrators and teachers~~at every grade level, there are responsible for ensuring that parents are kept informed of differences among students in their child's progress through report cards, parent teacher conferencesintellectual, physical, social, and emotional development. and other appropriate means. ~~Parents are encouraged to keep themselves informed regarding that individual students may be more proficient in some content areas of the Learning Results than in others. Students may also differ in their child's progress and to inform their child's teacher(s) of any information that may impact progress toward achieving the cross-curricular skills identified in the child's school performance~~Guiding Principles of the Learning Results.

~~School administrators, teachers and guidance counselors shall consider the following factors~~While most students will advance from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. Assignment of a student to a grade level [OR: decisions concerning promotion, retention, or acceleration of a student] should be consistent with the best educational interest of that student.

A. Criteria

The following criteria will be used in making decisions concerning promotion, retention or and acceleration of students:

- ~~• Information regarding~~ Although all listed criteria may be considered in the student from decision-making process, because of the student assessment system;
- ~~• Other indicators of academic relationship between a student's achievement;~~
- ~~• Attendance;~~
- ~~• Motivation, attitude~~ of the content standards of the system of Learning Results and behavior;
- ~~• Age;~~
- ~~• Program options;~~

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

his/her future success in school, more consideration shall be given to the criterion articulated in paragraph "A" below than to any other issues pertinent to the particular student's school performance factors.

~~Decisions concerning special education students shall be in consultation with the IEP Team.~~

1. Achievement of the content standards of the Learning Results as demonstrated through classroom assessments, common assessments, standardized tests, portfolios, performances, exhibitions, projects and other elements of the school unit's local assessment system;
2. Achievement of cross-curricular skills associated with the Guiding Principles of the Learning Results,
3. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
4. Potential benefit from repetition of a grade or learning experiences;
5. Potential for success if accelerated;
6. Attendance;
7. Social and emotional maturity;
8. Health;
9. Age in relation to grade placement;
10. Program options;
11. Student attitude; and
12. Parental concerns.

B. Retention

~~Parents will~~should be notified as early as possible in the school year if their ~~child~~event that retention is being considered for retention, and ~~except in very unusual circumstances, no later than April 1.~~ ~~The~~ Parents will be informed of the remediation options available to students such as tutoring, online/Internet-based resources, after-school programs, and summer school. Whenever possible decisions concerning retention should be made through a conference involving parents, the student's teacher, the building administrator principal, and, as

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

~~appropriate, the guidance counselor, other professional staff, and/or consultants. Advancement to the next grade may be made conditional on successful remediation or demonstrated proficiency within a specified period of time.~~

~~The principal shall be responsible for making the final decision regarding retention or. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final.~~

C. Acceleration

~~Decisions regarding acceleration shall be made by the principal in consultation with the student's parents, teacher(s) and guidance counselor. teacher(s), the Gifted and Talented Education Coordinator, and other professional staff or consultants, as appropriate. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final.~~

D. High School Grade Level Assignment

~~For students starting high school prior to the 2014-2015 school year, grade level assignment will be based on the number of credits earned prior to the beginning of the school year.~~

~~For sophomore status, a student must have successfully completed [redacted] credits, for junior status [redacted] credits, and for senior status [redacted] credits.~~

~~Beginning January 1, 2018, demonstrated proficiency in the content standards of the system of Learning Results and in the cross-curricular standards skills identified in the Guiding Principles of the Learning Results, and successful completion of all other requirements specified in the Board's policy IKE (Graduation Requirements), will be required for a high school diploma. Starting with the 2014-2015 school year, credits will no longer be awarded or counted for graduation or other purposes.~~

~~High school grade level assignment will be based on the number of learning experiences/courses completed prior to the beginning of the school year.~~

~~For sophomore status, a student must have completed [redacted] learning experiences/courses, for junior status [redacted] learning experiences/courses, and for senior status [redacted] learning experiences/courses.~~

E. Transfer Students

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

For students who transfer into the school system from another state or educational program not required to meet the content standards of the system of Learning Results, the principal will determine the value of the student's prior educational experience for the purpose of grade placement or the fulfillment of credits.

~~Legal References: 20-A M.R.S.A. §§ 4711; 4721 et seq.; 6201 et seq.~~

~~Chapters 125 and Reference: Ch 127 (Maine Department of Education Rules, e. Dept. of Ed. Rule)~~

Cross Reference: IK - Student Achievement

IKA - Grading/Academic Assessment

IKAB - Report Cards/Progress Reports

IKF - Graduation Requirements

IUA - Student Assessment/Local Assessment System

ADOPTED: October 10, 2006

Revised: November 13, 2012

Reviewed: January 14, 2014

Revised: _____

GRADUATION REQUIREMENTS

Before entering high school, students ~~must need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet specific state and local~~ that goal.

The Cape Elizabeth School Department has adopted a standards-based [OR: proficiency-based] system of learning consistent with Maine law, which means that after January 1, 2018, the awarding of a diploma will be contingent on the demonstration of proficiency in the content areas and Guiding Principles and the Learning Results rather than the accumulation of credits.

To be awarded a high school diploma from the Cape Elizabeth schools, students graduating in the Class of 2018 and beyond must demonstrate proficiency in the content areas identified in Maine's system of Learning Results, meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all additional graduation requirements in order to receive a high school diploma. ~~set by the Board.~~

Credits: ~~Successful completion of a full year course at Cape Elizabeth High School results in the award of 10 credits towards graduation, which is the equivalent of 1 Carnegie unit. Successful completion of a semester course at Cape Elizabeth High School results in the award of 5 credits towards graduation, which is the equivalent of ½ Carnegie unit.~~

Credit Requirement for Graduation. ~~In order to graduate from Cape Elizabeth High School, a student must earn 230 credits.~~

~~Of the 230 total credits required for graduation, the following specific credits must be earned:~~

~~**English** 40 credits~~

~~**Mathematics** 30 credits~~

~~**Science** 30 credits. Beginning with the Class of 2011, those credits must be in the areas of Physics, Chemistry, and Biology unless an exception is made by the principal.~~

~~**Social Studies** 30 credits, of which 10 credits must be earned in United States History and 5 credits must be earned in United States government. Beginning with the Class of 2011, 15 additional credits must be earned in courses in World History Biology unless an exception is made by the principal.~~

~~**Health** 5 credits~~

~~**Physical Education** 10 credits~~

~~**Fine Arts** 10 credits~~

~~Technology 5 credits~~

~~Fine Arts/Technology. An additional 5 credits in either Fine Arts or Technology.~~

~~**Course Failure.** Students who fail a required course must develop, with parent or guardian and guidance counselor, a plan for making up the lost credit.~~

~~Students graduating in the Classes of 2014-2017 must meet the credit and other graduation requirements specified in this policy.~~

~~A student who would have graduated with the Class of 2017 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by Board policy will have until December 31, 2017 to fulfill the graduation requirements applicable to the Class of 2017.~~

~~The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook.~~

~~The Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change.~~

~~The Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.~~

~~1. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2014, 2015, 2016 OR 2017~~

~~Students who anticipate graduating in the Classes of 2014, 2015, 2016, or 2017 must meet the following minimum requirements in order to be awarded a high school diploma.~~

~~A. The student must successfully complete a total of 230 credits. Of these credits, 12 ½ (twelve and one-half) must be those specified by the State of Maine. They are:~~

- ~~1. English/language arts – 4 credits;~~
- ~~2. Mathematics – 2 credits;~~

3. Social studies and history, including one year of American history and government – 2 credits;
4. Science, including at least one year of laboratory study – 2 years;
5. Fine arts, which may include art, music, forensics or drama – 1 credit;
6. Health – 1/2 credit; and
7. Physical education – 1 credit.

B. The student must demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.

C. In addition to the State requirements, the student must meet the following additional credit requirements established by the Board:

1. Math – [redacted] additional credit(s);
2. Science – [redacted] additional credit(s);
3. [Other Area of Study, e.g., World History] – [redacted] credit(s);
4. [Other Area of Study] – [redacted] credit(s).
5. [Senior portfolio, senior exhibition, "capstone" experience or other specific local requirement – [redacted] credit(s)].

D. The remaining credits may be selected by the student based on his/her interests, satisfaction of course prerequisites, and requirements of the field that he/she plans to enter upon graduation.

E. [OPTIONAL: The student must also satisfactorily complete a total of [redacted] community service hours.]

ALTERNATIVE METHODS OF EARNING CREDITS

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified in this section.

A student who makes up deficiencies may participate in the next regular graduation ceremony following successful completion of all graduation requirements.

- A. A student may earn up to two credits through the _____ Adult Education Program. The student must have prior written approval from the Director of Adult Education, Guidance Counselor, Department Chair and Principal.
- B. A student may obtain credits through summer school in classes that he/she completed at Cape Elizabeth High School but did not pass. The student must obtain prior written approval from the Guidance Counselor, Department Chair and Principal.
- C. A student may earn up to _____ credits through distance learning virtual courses provided 1) the course is approved in advance by the Guidance Counselor, Department Chair and Principal and 2) progress is monitored by a member of the High School's professional staff.
- D. _____ Advanced courses or courses not available at Cape Elizabeth High School may be taken at other secondary schools or at approved postsecondary institutions with the approval of the Guidance Counselor and Principal.
- E. A student may earn up to _____ credits through independent study approved by the Guidance Counselor, Department Chair and Principal and monitored by the teacher(s) of the subject(s) to which the independent study is related.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students who achieve proficiency in meeting the content standards of the Learning Results as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2018 AND BEYOND

In accordance with Maine law and Cape Elizabeth's standards-based [OR: proficiency-based] system of learning, after January 1, 2018, the awarding of a diploma from Cape Elizabeth schools will be contingent on the demonstration of proficiency in the content areas of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Learning Results, rather than the accumulation of credits. The student must also fulfill any other requirements specified in this policy.

Students who anticipate graduating in the Classes of 2018 and beyond must meet the following requirements in order to be awarded a high school diploma.

A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting the standards entails demonstrating proficiency for each standard within each content area.

English Language Arts

Mathematics

Science and Technology

Social Studies

Health Education and Physical Education

Visual and Performing Arts

World Languages

Career and Education Development (embedded in the other content areas)

B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results.

A student graduating from Cape Elizabeth schools is expected to be a:

Clear and effective communicator;

Self-directed and life-long learner;

Creative and analytical problem solver;

Responsible and involved citizen; and an

Integrative and informed thinker.

C. [OPTIONAL: Complete a capstone project [OR: integrative research or service learning project] through which he/she will demonstrate in-depth research, presentation, and technology application skills and evidence of proficiency in the Guiding Principles of the Learning Results.]

D. [OPTIONAL: Complete an application to a post-secondary educational institution, training program or other experience that provides an opportunity for further growth.]

E. [OPTIONAL: The student must also complete the following non-academic requirements: _____]

MULTIPLE PATHWAYS TO THE AWARDING OF A PROFICIENCY-BASED DIPLOMA

Cape Elizabeth's high school educational program [OR: curriculum] is designed to enable students to satisfy graduation requirements in four years through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students following a traditional pathway will:

- A. Engage in educational experiences in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their high school program.

[NOTE: The requirement in "A" above is for the purpose of alignment with Maine law and the adoption of Common Core and national science standards.]

- B. Engage in at least two [OR: three or ____] educational experiences in the content area of social studies during their high school program.
- C. Engage in at least one educational experience in each of the content areas of visual and performing arts during their high school program.
- D. Engage in at least ____ educational experiences in world languages during their high school program.
- E. Engage in at least ____ health and physical education experiences during their high school program.
- F. Engage in educational experiences that integrate career and education development into other content areas of the Learning Results.

Students following a traditional pathway must be enrolled in the equivalent of five [OR: ____] full year learning experiences/courses or integrated equivalents in each of their high school years.

Students may also opt to pursue a high school diploma through multiple additional pathways including:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning

Apprenticeships, internships and/or field work

Community service

Exchange programs

Independent study

Alternative education/"At Risk" programming

Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit's own educational experience (course) offerings.

In order to pursue one or more of the multiple/alternative pathways, a student must have a Personal Learning Plan detailing how the pathway will provide exposure to the content standards of the Learning Results and how the student will demonstrate proficiency in meeting the standards. The personal learning plan must be approved by the Guidance Counselor, Department Chair and Principal **[OR: _____]**

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students who achieve proficiency in the content standards of the Learning Results and Guiding Principles, as specified in the goals and objectives of their Individualized Education Plans (IEP) will be awarded diplomas.

III. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM CAPE ELIZABETH HIGH SCHOOL

This section applies to all students in all graduation classes.

A. Transfer Students

—For students who transfer to Cape Elizabeth High School from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Cape Elizabeth High School Principal shall determine the value of the student's prior educational experience towards meeting Cape Elizabeth High School's graduation requirements.

B. Home-schooled Students

For home-schooled students wishing to receive a diploma from Cape Elizabeth High School, the Cape Elizabeth High School Principal shall determine the value of the student's prior educational experience toward meeting graduation ~~criteria~~

requirements. A home-schooled student must have attended Cape Elizabeth High School for a minimum of _____ semesters **[OR: taken a minimum of _____ courses at Cape Elizabeth High School]** in order to receive a Cape Elizabeth High School diploma.

C. Delayed Awarding of Diplomas

A student who leaves Cape Elizabeth High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

D. Early Awarding of Diplomas

~~—A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a diploma. Any student interested in pursuing this option must schedule a meeting with her/his parent/legal guardian and guidance counselor to review the requirements and prepare a plan no later than the end of the school year before the hoped for graduation date. The student's plan must be approved by the Principal, guidance counselor, and the student's parent(s)/guardian(s).~~

~~**Credit Waiver.** Students can petition the Principal for a waiver of local graduation requirements. Petitions will be considered on an individual basis by the principal and guidance counselor. The final decision on the waiver shall be made by the Principal.~~

E. Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

F. Certificate of Completion

The Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student and who has earned the required credits but has not met Learning Results proficiency standards that may be mandated by the State.

G. Participation in Graduation Ceremonies. No student is allowed _____ ceremony

~~A student must complete all Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises unless all~~

H. Honors and Awards at Graduation

~~In order to be eligible for honors or awards based wholly or in part on academic requirements are met, all school property is returned, and all school fees are paid. The school may also require as a condition of participation in achievement (e.g., valedictorian, salutatorian, class speaker, "Top 10"), a student must have been enrolled full time at Cape Elizabeth High School during the year **OR: for two years, OR: for _____ semesters** preceding graduation. Students who do not meet this enrollment requirement will not be "ranked" for the purpose of determining eligibility for graduation ceremonies that a student successfully completes a required plan for community service of no more honors, awards, or scholarships.~~

~~**[NOTE: "Honors" at graduation is a different issue than ten-hours "honor roll" or "class rank," which may have different eligibility requirements and a project related to senior transition away from high school into the wider community, may be addressed in other board policies.]**~~

Legal ~~References~~ Reference: 20-A M.R.S.A. §§ 4722; 6209
Ch. 125, 127, 131, 132 (Maine Department § 7 (Mc. Dept. of Education Rules)-Ed. Rule)

Cross ~~REFERENCES:~~ Reference: IHCDA: Post Secondary Enrollment Options
IK - Student Achievement
IKFA: Early Graduation
IKFC: Awarding of High School Course Credit Prior to Grade 9

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