

## HOMEWORK

### Specific Expectations and Guidelines

The Cape Elizabeth School Board acknowledges the varying application of homework amongst grade levels. A literature review of 20 studies highlights the striking influence of grade level on homework's effectiveness: high school students, in a class doing homework, outperform 69% of students in a non-homework class. For middle school students, the average homework effect was half this, or around 35% higher performance rates. In elementary school, homework had no effect on achievement, but gains in attitude.

Based on these findings and the above overarching philosophy, the following guidelines are suggested:

#### Grades 1- 4

Grades 1– 3 Up to 30 minutes per weekday evening, including reading;

Grade 4 Up to 45 minutes per weekday evening, including reading

- At this level, homework should be a short follow-up to classroom learning, teach beginning study skills, begin to introduce the concept of outside classroom learning and inspire a love for learning.
- Parent assistance should be recognized as a valuable asset.
- Homework should not be used as a punishment.
- If students spend beyond the 30 minutes and parents feel it is in their child's best interest to not spend further time, the parent may sign off on the assignment.

#### Grades 5-8

Grade 5 Up to one hour

Grade 6 Up to 90 minutes

Grades 7 & 8 Up to 2 hours

- Assignments should encourage higher level thinking, skill practice and independent reading with time frame being less in the lower grades.
- Parents should offer support and encouragement, but limit assistance so that students become independent learners.
- Students have a responsibility to ask for assistance from teachers when necessary or problems arise.
- Assignments should be limited to weekdays with the exception of long-range projects, and not given over vacations, with the exception of summer reading.

Grades 9-12 Up to 1-3 hours on average, depending on course of study

- At this level, students should be independent in their assignments.
- Students have a responsibility to ask for assistance from teachers when necessary or problems arise.
- Major projects or assignments should not be assigned to be performed entirely during school vacations. This does not apply to summer reading and writing assignments.

ADOPTED: December 13, 2005

Replaces original IKB

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**STUDENT SUPPORT TEAMS**

The Board recognizes that there are some students who are at risk of school failure due to a variety of personal circumstances. “At risk” behaviors/conditions include, but are not limited to: poor or failing grades; depression; absenteeism and truancy; physical, mental, emotional and sexual abuse; self-injury; suicidal tendencies; and alcohol/drug use, abuse and dependency.

The Board believes that by identifying “at risk” students and providing appropriate referrals and/or coordination of services, the schools can increase the likelihood of students’ achieving academic success and completing the instructional program.

In an effort to meet the needs of this student population, the Board supports the establishment of Student Support Teams at each school.

The Board envisions Student Support Teams as concerned groups of school personnel who are dedicated to helping students and parents find assistance in dealing with problems that interfere with learning and development of a healthy lifestyle. Student Support Teams may provide assistance through individual assessment, plan development, referral and coordination of services.

It is the Board’s intent that Student Support Teams emphasize prevention, early intervention, referral and coordination with school and community-based services, remedial support, parent involvement and retention of students in school. Curriculum Based Measurements (CBM) will be used to monitor student progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention as determined by the student support team.

Assessment or identification of individual students as being “at risk” of school failure does not constitute identification or referral for Instructional Support Services.

The Student Support Teams are made up of individuals employed by the district. Others may be invited to serve on a case by case basis. The teams may be configured differently at each building in order to meet the needs of that developmental level.

The School Board may request that the Superintendent periodically report on the work of the Student Support Teams, as appropriate, in order for the Board to monitor the schools’ effectiveness in meeting the needs of ‘at risk’ students and retaining them in school.

Replaces: JFCIAA-Student Support Teams  
JFCIAA-R Student Support Teams

ADOPTED: June 10, 2008

**POND COVE PLACEMENT PROCEDURE**

At the end of the third quarter parents will be invited to provide feedback about the learning environment in which their child will be most likely to succeed. That information will be forwarded to the teacher with whom your child has been placed.

Each grade level team and the administration will carry out a series of meetings to develop reasonably balanced classrooms for next year. The criteria for creating the class groupings are as follows:

- Language arts/math level
- Heterogeneous balance
- Gender balance
- Consideration of negative peer relationships
- Special Education needs

If there is any parental information that applies to the placement criteria it will be reviewed by the administration.

Upon completion of the team meetings, class groupings will be assigned to individual teachers by the administration.

Parents will be notified by mail of their child's next year placement at the end of the current school year. In that letter parents will be apprised of the appeal process.

Kindergarten placement will be carried out by the administration subsequent to the kindergarten entry screening. Parents will be notified as soon as possible after the compilation of classes is completed and teachers are assigned.

ADOPTED: May 9, 1995

REVISED: February 12, 2008

**MIDDLE SCHOOL PLACEMENT PROCEDURE**

In the spring, parents and guardians will be given the opportunity to submit input to the Principal or Guidance Counselors about their child's learning style and educational needs. Teacher selection is not allowed.

Fourth and fifth grade teachers will provide year-long student performance information about incoming fifth and sixth grade students to the Principal and Guidance staff, who will then determine student placement. The grade level team and Support Services staff will review the initial placements and provide necessary feedback to the Principal and Guidance staff.

The Guidance staff will collect input for seventh and eighth grade students. In the spring, each incoming seventh and eighth grade student will complete a course selection sheet with his or her parents. The sheet will include teacher recommendations for programming. Both teacher and parental input will be considered, as the Principal and Guidance staff individually schedules each student.

Step Up Day for each grade will be in the spring for the upcoming school year. Students going into grades five and six will receive their homeroom placement for Step Up Day. Seventh and eighth grade students will attend Step Up with a sample of core subject teachers. It is the intent of the Principal and Guidance staff that all students will receive their core teacher assignments on the last day of school. No student will be given that information prior to the last day. Specific schedules will be provided on day one of the new school year.

Guidelines for candidacy and selection to accelerated math and language arts programs are attached.

Incoming grades' five through eight placement appeals will be made directly to the Guidance staff. Parents or students must make this request in writing. The Principal and Guidance staff will make final placement decisions after carefully considering the input from all interested parties. Families will be notified in writing of the results of the appeal. Grade eight appeals will be made directly to the high school Guidance Office.

**MIDDLE SCHOOL PLACEMENT PROCEDURE**

**ACCELERATED LANGUAGE ARTS PROGRAM GUIDELINES**

Students in accelerated language arts attend class at the same time that their peers are in regular language arts. It is important to note that both language arts programs carry a full body of thinking, listening, speaking, reading and writing expectations. Likewise, both curriculums include assigned and self-selected readings, vocabulary study, grammar instruction, speech, and writing. Additionally, students in both programs are expected to follow the writing process through various drafts before achieving a finished product. Generally, writing topics in both classes are teacher-directed rather than student-selected.

A major difference between the two programs is that the content used for study in the accelerated language arts class is generally more advanced than the content used in the grade-level language arts class. In addition, expectations of students are much higher: they are asked to delve deeper and to move at a faster pace than is often possible in the regular language arts classroom. Moreover, much of the assigned homework and in-class discussions require that students engage in a higher level of critical and creative thinking and writing than is expected in a regular language arts classroom. The writing curriculum focuses on expository, persuasive, and critical writing forms. Students nominated for this program should be ready to delve into advanced topic development, organization, sentence structure, vocabulary, and mechanics. The program does not focus on creative writing.

Most assignments are long-range and require that students commit forty to fifty minutes for accelerated language arts homework daily, six days a week, beginning in grade five. This compares to approximately ten to twenty minutes of assigned homework in the regular language arts program in grades five and six, and thirty minutes in grades seven and eight. Rarely is any classroom time given to the reading of material.

Students wishing to be considered for the accelerated language arts program may enter the initial candidate pool by parent, teacher, or self-nomination. To nominate your child, please access the accelerated placement nomination form on the school website and return it to the guidance office by March 30. After receiving nominations, guidance counselors will send a letter home with further information regarding the selection process for nominated students. Included in the criteria for candidacy are: a parent rating form, a teacher rating form, a writing prompt, and a review of the reading NWEA and possibly reading and/or writing MEA scores. The guidance letter will provide specific instructions. Notification of acceptance in the accelerated language arts program will be mailed home prior to late May.

*Reference: JG-R Middle School Placement Procedure*

**MIDDLE SCHOOL PLACEMENT PROCEDURE**

**ACCELERATED MATH PROGRAM GUIDELINES**

The accelerated math curriculum is based on the Chicago Math Series. Students accepted into the accelerated program will be moved one year ahead. This means that an entering fifth-grade student would take Everyday Math 6 instead of Everyday Math 5. Although the two books cover much of the same material, for success in the Everyday Math 6 program, a student should have already demonstrated a readiness to move into extended study at a more advanced stage. Students who successfully complete Everyday Math 6 in grade five may move on to Transition Math in grade six, algebra in grade seven, and geometry in grade eight.

The accelerated math program includes a focus on problem solving, fractions, decimals, percents, variables, formulas, graphs, algebra, geometry, proportion and integers. Students are asked to go beyond simple recall in arithmetic mastery; making connections and exercising higher-level thinking are stressed. Students in the program should have mastered whole-number operations and be very strong conceptually. The class is not for those who just "like mathematics." Students must be highly proficient in the subject matter. The class moves quickly, and there is homework every day. One of the expectations of the accelerated program, in fact, is that students spend up to thirty to forty-five minutes on homework each day. Fifth and sixth grade students taking the regular math class are typically assigned between ten and twenty minutes of homework each day, while students in grades seven and eight taking the regular math class are typically assigned thirty minutes of homework.

As with the accelerated language arts program, candidacy into the accelerated math program is based on parent, teacher, or self-nomination. Likewise, a nomination form for fourth to fifth grade placement should be sent to the guidance office by March 30. Included in the criteria for candidacy are: a parent rating form, a teacher rating form, a math assessment, and a review of the math NWEA and possibly math MEA scores. Notification of acceptance into the accelerated math program will be sent home prior to the end of May. Students who enter CEMS after grade six will take a placement examination, and their school records will be reviewed for appropriate placement. From the end of fifth grade and continuing through sixth grade, each student will take multiple assessments that will be used to select the most appropriate math course for him or her upon entering grade seven. Further, MEA and NWEA scores will be utilized for placement purposes. Students who enter the school after grade six will be administered similar assessments prior to placement.

We do NOT recommend that students participate in more than one accelerated placement as a fifth grade student. Acclimation to a new school, grading, and adolescent development are major factors of this recommendation.

*Reference: JG-R Middle School Placement Procedure*

## HIGH SCHOOL POLICY ON STUDENT PLACEMENT

Placement of students in courses at different levels should be the result of student, parent, teacher, Guidance counselor and department collaboration. In considering placement decisions, the guiding questions will be:

- What is best for the student?
- Where is the student most likely to be both challenged and successful?
- In the case of a student who wishes to be placed in a class beyond the teachers' recommendation, what evidence is there of the students' seriousness of purpose, work ethic, and underlying ability to be successful?
- How does a decision in a particular case affect class size and overall scheduling concerns?

The course selection and scheduling procedure of the high school will ensure that all the interested parties are involved. Although every effort will be made to listen to student and parent input regarding a student's course selection and enrollment, initial placement decisions rest in the hands of each department in consultation with the student's counselor. In the event of a disagreement with the placement decision, final decision rests in the hands of the principal. Any questions about course selection should be addressed to the appropriate department chairperson and the student's counselor.

It is the intent of this policy to place initial, fundamental decision-making about course placement in the hands of the departments in consultation with the student's Guidance counselor. If any student or parent is in doubt about the appropriateness of a department's placement recommendation, they may contact the principal. The school administration will ensure that the appeals process described below fairly hears parent and student concerns in the event that they disagree with a placement decision.

### **Administrative Process for Placement of Students**

In late winter, students and their parents will receive materials for course selection including a course guide and a course selection sheet. Each student should review the courses offered and make tentative selections for the following year with the advice of their parents. Concurrently, the student's teachers will advise him/her on the appropriate course selection for the following year and will note their recommendation on the student's course selection sheet.

## HIGH SCHOOL POLICY ON STUDENT PLACEMENT

### **Honors Course Placement Policy**

Student placement in honors courses will depend on the average grade for the first three quarters of a given school year. Students who earn a grade of 85 or better in their current (most recent) Honors Course within a department may elect an honors course. Students whose earned grade average for their current (most recent) course, regardless of the level, is 80 or below may not, except in exceptional circumstances, elect an honors course. All other students who are interested in being selected for an honors course should submit a letter of interest to the appropriate department chair explaining why they wish to enroll in a particular honors program. Each department will use a placement screening process appropriate to its curriculum. The review could include a student's previous grades in the subject, a recommendation from the student's current teacher, appropriate tests other representations of the student's work, and an interview with the student.

In the event that the student and department do not agree on placement, the student or parent may ask for a review conference with an appeals committee, chaired by the Principal, composed of the department chairperson, the Principal and the student's counselor. The major focus of the committee's review of placement will be the student's past performance in department courses, testing results, written samples of the student's work, input from the student's current teacher, parent(s) and the student and evidence of the seriousness of purpose, work ethic, and underlying ability of the student to be successful. The responsibility for the final decision in any review process rests with the Principal.

### **Special Considerations for Advanced/AP Courses.**

The placement and appeals process for AP and Advanced courses will be the same as above for Honors courses, except that all students who wish to take an AP class may be required to attend an informational meeting with the teacher and/or to participate in an appropriate screening process designed to assess their readiness skills, and students will normally be expected to attain a 90 or above in their previous Honors class in order to be accepted. This is not, however, a hard and fast rule; other students are welcomed and encouraged to apply for AP courses, and their cases will be fairly considered. Special considerations in the case of AP course placement are as follows:

- Class size. Some AP classes are designed as seminar classes. It is recognized that seminar classes normally should not exceed 15-20 students.
- AP exam. Students who take AP classes (except Foreign language V and VI) are required to take the AP exam in the subject. Students who need



**HIGH SCHOOL POLICY ON STUDENT PLACEMENT**

financial assistance in order to take the exams should apply through the guidance office.

**School Responsibility**

In adopting this guideline, it is the School Board's intent to endorse a process in which students feel encouraged to challenge themselves and are most likely to be successful, yet is consistent with maintaining academic rigor. The school will clearly and simply communicate this process to all students and parents so that it is open, understandable, and transparent.

Recoded: June 1998

REVIEWED AND ACCEPTED: March 24, 1994

REVISED: February 12, 2008

Cross Reference: JG - Student Placement Within the Schools

1<sup>st</sup> Reading: 1/14/14 –recommended for deletion

FILE: JIB

**STUDENT INVOLVEMENT IN DECISION MAKING**

The board shall consider student opinions in establishing policies, particularly those in the area of student privileges and other areas of student sensitivity.

The board shall invite high school and middle school students to attend all board meetings. They shall be encouraged to enter into all discussions of the board at regular and special meetings.

ADOPTED: October 9, 1984  
REVISED: December 10, 1991  
Recoded: June 1998  
REVIEWED: January 13, 2009

## GUIDELINES FOR CARE OF SCHOOL PROPERTY

Teachers, coaches or advisors are responsible for the issuance and collection of school department materials. Items such as textbooks, library books, athletic uniforms, industrial technology tools and science equipment are issued for student use through the adult in charge of the particular program or course.

### **Steps to be followed by Teachers, Coaches and Advisors**

1. Person in charge maintains records indicating materials distributed to students. Each piece must have an identification number.
2. At the conclusion of the program or course, each student must return the issued materials.
3. If the actions of the adults in charge do not result in securing the materials, they should refer the case to the building principal. Documentation of the materials and the adult in charge attempts shall be provided to the principal.

### **Steps for the Principal to Follow Administrative Guidelines**

1. Parents will be contacted and made aware of the situation and costs. This is done at the end of the year through a letter stating the costs and list of missing materials.
2. For students who are not in compliance, the principal may exclude the student from end of the year activities.
3. If a positive resolution does not result, the superintendent will be notified.

REPLACES: EDB-R – Maintenance and Control of Materials Administrative Procedures

Adopted: January 9, 1985

Reviewed: January 17, 1995

APPROVED: May 8, 2007

**STUDENT CONDUCT ON THE BUS**

The rights of pupils to ride in a school bus is contingent upon his/her behavior and observance of rules published in the HANDBOOK FOR PARENTS AND STUDENTS which is distributed in the beginning of each school year. It is the parents' responsibility to supervise their children until such time as the child boards the bus in the morning and resuming after the child is delivered to the assigned bus stop at the close of the school day.

Pupils are assigned to their respective buses and bus stops at the beginning of each school year. Because of crowded conditions, middle and elementary students will only be allowed to change buses in an emergency situation. All other requests for extenuating family circumstances must be applied for in writing to the Transportation Supervisor one week prior to the effective date of the requested change.

**BUS RULES FOR ALL STUDENTS**

1. Be on time for the bus. (Ten minutes prior to listed time.)
2. Remain seated while the bus is in motion.
3. No eating, drinking or smoking on the bus.
4. Talk quietly as to allow the driver to safely maneuver his route.
5. Keep your hands to yourself and inside the bus at all times. NO FIGHTING IS ALLOWED.
6. Depart the bus at your assigned destination unless written permission given by your parent to disembark at a different designated bus stop.
7. Cross in front of the bus only when signaled by the driver.
8. Listen to and follow directions of the bus driver who is in full charge of the bus.

**CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR**

\*\*\* **FIRST OFFENSE**: The bus driver will speak with the student about unsafe or disrespectful behavior.

\*\*\* **SECOND OFFENSE**: The bus driver will send to the school administration a signed inappropriate behavior form. The administration will speak to the student, parents will be notified, and an assigned seat may be given.

**THIRD OFFENSE**: The bus driver will send to the school administration a signed inappropriate behavior form. The Administration and the Transportation Administrator will meet with the student and his/her parents and bus riding privileges will be suspended for a period of time deemed appropriate.

\*\*\* Steps 1 and 2 may be omitted for any serious violation or any repeated violation.

ADOPTED: October 11, 1994 (Replaces deleted policy EEACC-R )

Cross Reference: JICC Student Conduct On School Buses

Recorded: June 1998

Revised: May 9, 2006

December 7, 2007

**CO-CURRICULAR AND ATHLETIC PROGRAM RULES AND REGULATIONS**

All team personnel (including athletes, managers, statisticians, and other students in support roles) must comply with all team and school rules. When representing the team, all personnel are expected to conduct themselves in a manner becoming to the school. This includes, but is not limited to, appropriate behavior, language, and appearance.

1. To be eligible to participate in interscholastic athletics a high school student must comply with the eligibility requirements as specified in [FILE: IGD JJJ – Co-Curricular and Athletic Programs and High School Eligibility Requirements](#); a middle school student must be working with an acceptable academic plan.
2. High school students must meet all requirements of the Maine Principals' Association. Middle school students must meet all requirements of the Middle School Conference.
3. A high school student is not eligible when s/he reaches 20 years of age; a middle school student is not eligible when s/he reaches 16 years of age.
4. A student will lose eligibility if s/he plays under an assumed name.
5. Attendance at games and practices from start to finish is mandatory unless excused by the coach prior to practice or the game.
6. Parent/student must inform the coach in writing prior to the season if s/he is involved in another organized sport.
7. Any school disciplinary action, such as detention, will have priority over a practice or game.
8. In order to participate in a game or practice, all students must be in school no later than fifteen minutes after the start of classes and remain in school for the entire day, unless an exception is granted by an administrator.
9. A student is eligible for eight consecutive semesters after s/he enrolls in 9th grade.
10. Any student who misses practice for extra help in academic subjects, will not be penalized in regard to game playing status.
11. Students suspended from school are not allowed to practice or participate in contests while under suspension. Students under team suspension, but in attendance at school will: practice with team; travel to contests; but, not dress or play in the game.
12. A student may not participate in two school sports in the same season. A student may change sports during a season only with both coaches' and the Athletic Administrator's consent. Minimal middle school overlaps must be worked out with the Athletic Administrator.
13. To be eligible to play in a game, a high school student needs 7 days of practice; a middle school student needs 4 days of practice.
14. Equipment issued will be worn only when participating or practicing the sport for which it was issued. A student may not try out for another sport until all previously issued equipment is returned and/or paid for.
15. Before a student may try out, practice, or participate in athletics s/he must have proof of medical insurance coverage, a signed parental permission, and a signed athletic rules sheet. All 7th and 10th graders must also have proof of a physical

**CO-CURRICULAR AND ATHLETIC PROGRAM RULES AND REGULATIONS**

- examination within the last twelve months. Freshmen, Sophomores, Juniors and Seniors must have a Sports Candidate Questionnaire completed.
16. All team personnel must ride to and from away contests in transportation supplied by the school. A student may be released to his/her own parents. Permission for students to ride with another parent must be in writing and pre-approved by an administrator. Students may not transport themselves or other students.
  17. Athletes will abide by additional rules set forth by coaches. These will be given out in writing and approved by the Athletic Administrator.
  18. Cape Elizabeth athletics prohibits the practice of hazing and initiation of new team members. Any violation will result in a suspension from two countable games. Subsequent violations will result in suspension for the rest of the season.
  19. CONDUCT: Athletes who do not conduct themselves properly, either on or off school grounds, including areas not covered by our rules and regulations will have their actions reviewed by the head coach of that particular sport, the athletic director, and the principal. Disciplinary action is to be determined by the principal, athletic director and coach.
  20. In order to participate in the Cape Elizabeth Athletic Program, students must submit a signed Student/Parent Athletic Contract.

Legal Reference: Title 20A, MRSA Sec 4007

CROSS REFERENCE:      JCH – Substance Abuse

ADOPTED: November 12, 1996

Revised: March 10, 1998

Recoded: June 1998

Revised: May 14, 2002