

HOMEWORK

Definition and Purpose

Homework is defined as work and/or studying related to the classroom learning experience that is done outside the regular classroom. This might be accomplished in a school tutoring situation, study hall, small group learning opportunity, learning lab or at home.

The purpose of homework evolves in complexity as the student matures. In the early years, homework is a tool to teach beginning study habits and to encourage learning in all environments.

For the older student, homework takes on more specific roles:

- To encourage independent study skills
- To reinforce and build upon concepts and skills learned in the classroom
- To encourage in-depth exploration beyond the classroom curriculum
- To provide opportunities for the student to gain experience in the utilization of community resources
- To foster a link between home and school
- To prepare for more thorough and sophisticated class discussion

Overarching Philosophy

Homework is considered an integral component of the overall educational experience in the Cape Elizabeth school district, to one degree or another, depending on grade level and age. Homework should be designed to enrich the learning process, to aid in the mastery of skills and to inspire and stimulate further learning for students.

It should not be expected that homework is mandatory in each subject each night; rather, appropriate and purposeful assignments should allow for and encourage an extension of classroom learning. Teachers will use their discretion to determine the need for homework and shall make an effort to offer only meaningful assignments. Teachers have a responsibility to provide an adequate understanding of assignments and also to providing timely feedback, corrections or grades on work given.

Parents are expected to view homework as an important extension of their child's learning experience, offer assistance in grades 1-4 and assistance and support in grades 5-6. Communication between students, teachers and parents is encouraged to ensure problems are addressed early and the best interests of the student are a top priority.

Finally, homework should never be used as a punishment. It should be viewed as one of many outside learning experiences along with other enrichment opportunities that are highly valued in our community. It is important to help students find a balance of academics, home life and extracurricular activities.

ADOPTED: December 13, 2005
Replaces original IKB

HONOR ROLL

The Honor Roll would be as follows for grades 7-12 with the following guidelines:

- A. High Honors: All A's in all subjects
- B. Honors: B's or better.

If numerical grades are used on report cards, these grades have the following meanings:

99-100 = A+	83-84 = C+
95-98 = A	79-82 = C
93-94 = A-	77-78 = C-
91-92 = B+	75-76 = D+
87-90 = B	72-74 = D
85-86 = B-	70-71 = D-
	69 and below, fail = F

In order to be on the honor roll, a student must meet the following criteria:

- Honors - all grades must be 85 or better
- High Honors - grades in all subjects must be 93 or better.

REQUESTS TO CHANGE STUDENT GRADES

Appeals of grades may only be made for reasons allowed by law and must be made within thirty (30) days of the date the grade was issued. Maine law provides that when grades are given for any course of instruction offered by a school, the grade awarded to a student is the grade determined by the teacher of the course and the determination of a student's grade by that teacher, in the absence of clerical or mechanical mistake, fraud, bad faith or incompetence, is final.

Legal Reference: 20-A MRSA § 4708

ADOPTED: September 1, 1977
REVISED: November 8, 1994
Recorded: June 1998
Reviewed and Approved: March 14, 2006

STUDENT PLACEMENT WITHIN THE SCHOOLS

It is the goal of the Cape Elizabeth School Department to place each student appropriately in a program of study which will best serve his/her academic, social, and emotional development. In order to accomplish this goal, the school administrators, guidance personnel, teachers and parents are to be involved in sharing information to guide this decision.

School personnel will take an active role in promoting good communication with parents through a variety of means including open house activities, teacher conferences; written correspondence such as report cards, progress reports, curriculum guides and teacher summaries of student work; and information available to parents and students on the school website. This process of communication will also include opportunities for parents to give input as to what kind of classroom environment they see as helpful for their child.

Each administrative unit will develop specific procedures that include a variety of means by which school personnel make recommendations for specific classroom placements. After gathering pertinent information, the Guidance office and/or department will make the initial placement based on these recommendations. Each unit will also provide for a review process by which a parent may request a reassessment of the placement. After the review process, the principal will make the final determination.

~~Cross Reference: JG R Placement Procedures~~

Recoded: June 1998
ADOPTED: October 9, 1984
REVISED: May 11, 1993
REVISED: February 12, 2008

ASSIGNMENT OF STUDENTS TO CLASSES - FIVE-YEAR-OLDS

Maine School Law permits children who are at least five years old on October 15 of the school year to enroll in school. The intent is that these students begin their school careers in kindergarten at this age.

However, it is recognized that exceptions to this initial placement may be justified under limited circumstances as is acceleration at any grade level. In such rare cases, enrolling five-year-old students may be placed in first grade at the discretion of school officials in accordance with the following:

- A. Social and emotional maturity should have been demonstrated such as to predict success in grade one;
- B. The decision of placement lies with the principal, appealable to the superintendent whose decision shall be final;
- C. The right must be reserved to the school to administer testing as appropriate to making a proper determination of placement;
- D. Any such placement is to be conditioned upon demonstrated success, and reviewed at appropriate intervals; and
- E. All exceptional placements are to be reported to the superintendent.
- F. A person who has enrolled in a public kindergarten or grade in another state may enroll in kindergarten or grade one.
- G. A person who has enrolled in a public kindergarten in another state and was promoted to grade one may enroll in grade 1.

The superintendent shall promulgate regulations/procedures to implement this policy.

Legal Reference: TITLE 20A MRSA SEC. 5201.2

Cross Reference: IKE - Promotion and Retention of Students

ADOPTED: June 14, 1994

REVISED: June 12, 2007

Reviewed: _____

TRUANCY

I. Definition

A student is truant if the student:

- A. Is subject to the compulsory attendance law; and
- B.
 - 1. Has completed grade six and has the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year; or
 - 2. Is at least six years of age and has not completed grade six and has the equivalent of seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year. Truancy under this paragraph is considered “child abuse and neglect” under Maine law and is reportable to the Department of Health and Human Services.

II. Attendance Coordinators

The Board shall appoint one or more attendance coordinators in accordance with state law.

III. Truancy Procedure

As required by law, the following procedure shall be followed when a student is truant:

- A. The principal, upon determining that a student is truant under Section I, shall notify the Superintendent within five school days of the last unexcused absence.
- B. A student who is determined to be truant shall be referred by the Superintendent to the school’s student intervention assistance team within five school days.
- C. The team shall meet and determine the cause of the truancy and assess the impact of the student’s past and possible future absences on the student. If it is determined that the absences have a negative effect, the team shall develop an intervention plan to address the student’s absences and any negative effects.

The intervention plan may include, but is not limited to:

- 1. Frequent communication between the teacher(s) and the family;
- 2. Changes in the learning environment;
- 3. Mentoring;
- 4. Student counseling;
- 5. Tutoring, including peer tutoring;
- 6. Placement into different classes;
- 7. Consideration of multiple pathways of learning as allowed by law;
- 8. Attendance contracts;

TRUANCY

9. Referral to family service agencies; and
10. Other interventions, including but not limited to referral to the school attendance coordinator, student assistance team or dropout prevention committee.

The plan should also address how future absences of the student will be dealt with; the timeline for particular activities; and periodic reports to the Superintendent on the student's progress in complying with the plan.

- D. The student and his/her parents/legal guardians shall be invited to attend any meetings scheduled to discuss his/her truancy and the intervention plan. Failure of the student and/or his/her parents/legal guardians to attend any scheduled meetings shall not preclude the school from implementing an intervention plan.
- E. If the intervention plan does not correct the student's truancy, the Superintendent shall serve or cause to be served upon the parent in-hand or by registered mail a written notice that the student's attendance at school is required by law. The notice shall:
 1. State that the student is required to attend school pursuant to 20-A MRS § 5001-A (the compulsory attendance law);
 2. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and principal's reports;
 3. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A MRS § 5053-A and will jeopardize the student's status in his/her current grade;
 4. State that the Superintendent may notify local law enforcement authorities of a violation of 20-A MRS § 5053-A, and, if the violation falls under Section I.B.2, may notify the Department of Health and Human Services; and
 5. Outline the intervention plan developed to address the student's truancy and the steps that have been taken to implement that plan.
- F. Prior to notifying local law enforcement authorities, the Superintendent shall schedule at least one meeting of the student intervention assistance team [as required in Paragraph III.C and may invite a local prosecutor.
- G. If after three school days after the service of the notice described in Section III.C of this policy the student remains truant and the parent and student refuse to attend the meeting referred to in Section III.E, the Superintendent shall report the facts of the unlawful absence to local law enforcement authorities. Local law enforcement may proceed with enforcement action unless the student is at once placed in an appropriate school or otherwise meets the requirements of the compulsory attendance law.

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- H. When a student is determined to be truant and in violation of the compulsory attendance law, and the student intervention assistance team has made a good faith attempt to meet the requirements of Section III.C, the Superintendent shall notify the Board of the truancy.

IV. Annual Report to Commissioner

The Superintendent shall submit an annual report regarding truancy to the Commissioner of Education by October 1. The report must identify the number of truants in the school administration unit in the preceding school year; describe the school unit's efforts to deal with truancy; account for actions brought under the truancy law, including the number of truants referred to the student intervention assistance team; and include any other information on truancy requested by the Commissioner.

Legal Reference: 20-A MRS §§ 5001-A; 5051-A to 5054
22 MRS § 4002

Cross Reference: JEA - Compulsory Attendance
JFC – Dropout Prevention Committee
JLF – Reporting Child Abuse and Neglect

ADOPTED: September 14, 1999
REVISED: January 8, 2008
December 11, 2012

Reviewed: _____

USE OF UNSCHEDULED CLASS TIME FOR HIGH SCHOOL SENIORS

The high school principal may allow members of the senior class the privilege of early dismissal/late arrival from school or to leave campus during the school day provided:

- A. The senior meets the academic eligibility standards outlined in policy *File: JJJ Co-Curricular and Athletic Programs and High School Eligibility Requirements* beginning with grades recorded in the last quarter of the student's junior year.
- B. The senior meets and follows the *Senior Privilege Regulations* which are detailed in the student handbook

It is the responsibility of the principal to review the *Senior Privilege Regulations* as circumstances dictate, or annually, as necessary and appropriate. The principal will report significant changes or situations to the School Board.

Reference: *Senior Privilege Regulations*

ADOPTED: October 6, 1984

REVISED: November 8, 1994

Recoded: June 1998

REVISED: MAY 11, 2000 (Formerly *Early Dismissal/Late Arrival for High School Seniors*)
FEBRUARY 10, 2009

Reviewed: _____

CARE OF SCHOOL PROPERTY

The administration shall ensure that proper records are kept on all textbooks, materials, supplies and equipment owned by the school system.

Records shall be maintained which indicate the issuance of such items to the various schools, and within the schools, issuance to individual teachers and students.

Schools, staff members and students shall be held responsible for items that have been issued for their use.

All school-owned equipment for extracurricular activities, including uniforms, shall be issued at the beginning of each season and returned at the end of each season, and complete records shall be kept on all such equipment.

Teachers shall, at least once a year, make a careful inspection of textbooks and permanent supplies in use by students. The building principal shall impose fines for damages resulting from carelessness and unwarranted use by students.

Legal Reference: TITLE 20A MRSA SEC. 1055

REPLACES: EDB – Maintenance and Control of Materials

Adopted: October 9, 1984

Reviewed: January 23, 1992

ADOPTED: May 8, 2007

Reviewed: _____

STUDENT CONDUCT ON BUSES

The law does not relieve parents of students from the responsibility of supervision before the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus – and only at that time – does s/he become the responsibility of the school system. Such responsibility shall end when the child is delivered to the assigned bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the Board requires children to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. All Board policies and school rules apply to students on school buses.

In cases when a child does not conduct him/herself properly on a bus, such instances are to be brought to the attention of a building administrator by the bus driver. The building principal will inform the parents immediately of the misconduct and request their cooperation in checking the child's behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the building administrator. In such cases, the parents/guardians are responsible for providing safe transportation for their children. Children who violate Board policies and school rules may also be disciplined under the applicable policy and/or rule.

Legal Reference: 20-A MRSA ¶ 5401

Cross Reference: EEA – Student Transportation Services
JICC-R Administrative Guideline – Student Conduct on Buses

ADOPTED: October 9, 1984
October 11, 1994
May 13, 2003

RECODED: June 1998

Revised: May 9, 2006
December 7, 2007

Reviewed: _____