

CHANGE MODEL

School improvement work brings about changes in policies, procedures and practices. Some changes will be significant steps toward alignment with the Strategic Plan. Others will be significant in their broad impact on students, staff, parents or the community. Significant change is most effective when it occurs through a process which ensures clarity of purpose, agreement as to who makes the decision, an articulation of expected results, a plan for accountability, an assessment of the capacity to do the work and the early involvement of stakeholders.

Therefore, when a significant change is being considered, Cape Elizabeth school leaders need to be consistent about requiring answers to the following questions.

- A. Is there a compelling reason for this change? What is the real problem?
 - 1. A clear grasp that the problem needs to come first, possible solution second.
 - 2. Research may play a role in identifying the problem or need, determining the anticipated results of the change and measuring the success of the change.
- B. How and by whom will the decision be made regarding whether or not to undertake this change?
- C. What are the anticipated results of this change? Do we have the capacity to do the work?
- D. After implementation, how will we know whether the change produces the anticipated results? Who will be accountable?
- E. Is there an opportunity for stakeholders to influence this change during its development? Will there be follow-up communication with stakeholders?

Stakeholders may have any of the following characteristics:

- 1. Responsible for the final decision
- 2. In a position to implement or prevent implementation of the decision
- 3. Likely to be affected by the outcome of the decision
- 4. Has information or expertise

Cross Reference: AD – Educational Philosophy

ADOPTED:

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

Reviewed:

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.

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

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;

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8. Attendance contracts;
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

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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.

- 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: _____

STUDENT DRESS

The Board recognizes that responsibility for the dress and appearance of students rests with individual students and their parent(s)/guardian(s). The Board will not interfere with this right unless the personal choices of students create a disruptive influence on the school program or affect the health or safety of others.

Students are encouraged to use sound judgment and reflect respect for themselves and others in dress and grooming. In keeping with the goals of the school unit to provide a safe, healthy and non-discriminatory environment for educating students for maximum academic and social development, the following restrictions on dress shall be enforced.

- A. Articles of clothing that promote the use of tobacco, alcohol or other drugs may not be worn on school grounds (when school is in session) or at school functions.
- B. Clothing, footwear, insignia or accessories that are intended to identify the wearer as a member of a particular gang are prohibited.
- C. Articles of clothing with displays that are sexual, vulgar, lewd or indecent or include insulting words (e.g., racial/ethnic slurs) are impermissible.
- D. Clothing that is destructive of school property (e.g., cleats, pants with metal inserts that scratch furniture) is not permitted.

School administrators or teachers may require special clothing for health and safety reasons for students participating in physical education, certain extracurricular activities, work with or around machines or other activities. However, no particular brand may be required.

These guidelines shall be published in student handbooks at each building. The Superintendent is responsible for the development of any administrative procedures necessary to implement this policy.

Adopted: _____

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: _____

ADMINISTERING MEDICATION TO STUDENTS

The Board acknowledges that in certain instances it may be necessary for a student to have medication administered to him/her while in attendance at school. The Board discourages the administration of medication on school premises where other options exist. Whenever possible, it is recommended that the first dose of a newly-prescribed medication be given at home.

I. Requests To Administer Medications Pursuant To Health Provider Order

The following procedure must be followed for any prescription medication to be administered for greater than 14 days to a student pursuant to a health care provider's order. Such an order must be obtained from a medical/health practitioner who has a current Maine license with a scope that includes administering medication.

1. The parent/legal guardian shall obtain a copy of the **Cape Elizabeth School Department Request/Permission to Administer Medication in School form** and Board Policy JLCD from the school health office or on the Cape Elizabeth School website.
2. The parent/legal guardian and the student's health care provider shall complete and sign the Request/Permission Form.
3. The parent/legal guardian shall return the Request/Permission form to the school health office along with the medication:
 - In the original container (and in the case of prescription medications, appropriately labeled by the health care provider or pharmacy);
 - Including no more than the amount of medication necessary to comply with the health provider's order.
 - Medication no longer required (or remaining at the end of the school year) must be removed by the parent/legal guardian or the student with parent permission. Medication not removed by the parent/legal guardian in a timely manner shall be disposed of by the school nurse.
 - Students may be permitted to transport medication to/from school only when mutually agreed upon by the parent/legal guardian and school nurse.
4. The school nurse shall review the Request/Permission form for completeness and clarity. If the nurse has any questions or concerns about the form, s/he will contact the parent/legal guardian, as appropriate for more information.
5. If there is a later change in the medical order (such as change in dose, frequency or type of medication), a new Request/Permission form must be completed.

ADMINISTERING MEDICATION TO STUDENTS

6. Medication orders should be renewed annually.
7. The Board disclaims any and all responsibility for the diagnosis, prescription of treatment, and administration of medication for any student.

II. Self-Administration of Medications

Inhalers and Epinephrine Autoinjectors

Students shall be authorized to possess and self-administer emergency medication from an asthma inhaler or epinephrine autoinjector if the following requirements are met.

1. The student must have the prior written approval of the student's health care provider and, if the student is a minor, the prior written approval of his/her parent/guardian (see Request/Permission Form).
2. The student's parent/guardian must submit written verification from the student's health care provider confirming that the student has the knowledge and the skills to safely possess and use an asthma inhaler or autoinjector in school.
3. The school nurse shall evaluate the student's technique to ensure proper and effective use of an asthma inhaler or autoinjector in school.

Other Medications

Students shall be permitted to possess and self-administer prescription medications (i.e. migraine medication) in school on a case-by-case basis. All such requests must be approved by the school nurse.

III. Dispensation of Over the Counter Medications

With prior parental/legal guardian written permission, students may receive certain over the counter medications at school: i.e. antacid tablets, acetaminophen, ibuprofen.

With prior parental/legal guardian written permission, students *may bring* cough/cold elixirs from home to the school's health office where they will be stored and administered per the parent/guardian's written instructions.

ADMINISTERING MEDICATION TO STUDENTS

IV. Personnel Authorized to Administer/Dispense Medications

Medications may be administered by the school nurse and/or by authorized unlicensed school personnel who have received appropriate training. Annual refresher training is required for all unlicensed personnel authorized to administer medications. The school nurse shall maintain appropriate documentation of training. [Authorization to administer medications shall be made by the Superintendent based upon the recommendation of the school nurse.]

V. Confidentiality of Information

To the extent legally permissible, school staff may be provided with such information regarding a student's medication(s) as may be in the best interest of the student.

VI. Storage of Medications

1. All medications shall be stored in a secure space in the school nurse's office or school office and locked at all times except during the actual administration of medication.
2. Clearly marked containers are provided for daily medications and those to be taken as needed.

VII. Recordkeeping for Controlled Substances

A Medication Record Book shall be maintained by the school nurse/designee, including the Request/Permission Form and individual medication records for each student to document the administration of all medications (dose administered, by whom, date, time and any errors). Scheduled medications will be counted when received.

VIII. Administrative Procedures

The Superintendent/designee shall develop any administrative procedures necessary to implement this policy and as required by Maine Department of Education Rules.

Legal Reference: MRS Title 20-A, Chapter 3 §254(5) and Chapter 201 § 4009 (4)
Maine Department of Education Rule Chapter 40
28 CFR Part 35 (Americans with Disabilities Act of 1990)
34 CFR Part 104 (Section 504 of the Rehabilitation Act of 1973)

ADMINISTERING MEDICATION TO STUDENTS

34 CFR Part 300 (Individuals with Disabilities Education Act)

ADOPTED: March 14, 2006

Revised: _____

Cape Elizabeth School Department
Request/ Permission to Administer Medication in School

For Parent/Guardian

Date: _____

Student name: _____ Grade/Teacher: _____

Medication: _____ Pharmacy: _____

Prescribing health care provider: _____ Phone number: _____

Y/N Please administer this medication to my child on early dismissal days.

Y/N Please administer this medication to my child on field trip days.

At the end of the school year, last day of student's enrollment, or date medication expires, I choose the following method of medication disposal:

CHOOSE ONE

_____ Parent will remove medication from school.

_____ Send the medication home with my child.

_____ School nurse may dispose of the medication.

I give permission for this medication to be administered by the school nurse or trained unlicensed assistive personnel designated by the principal as allowed by law. I further give permission for the school nurse to contact the prescribing health care provider to share information related to this medication, the medication administration schedule, and/or and effects of this medication on my child's learning.

Parent/Guardian Signature

_____/_____/_____
Telephone H/W/Cell

For the Prescribing Health Care Provider

Medication/Dosage: _____ Time(s) to be administered: _____

Reason for medication: _____

Possible side effects and safety procedures: _____

Health care provider signature is required for any prescription or over the counter medication. A prescription medication label may be used in lieu of a written order if the medication is to be given for 15 consecutive days or less. The school nurse will obtain the health care provider signature as needed.

I give permission for this medication to be administered by the school nurse or trained unlicensed assistive personnel designated by the principal as allowed by law.

Provider signature: _____ Telephone: _____

Date: _____ Fax: _____

High School Health Office Phone #799-3309x420 High School Fax #767-8050

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

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

2nd Reading: 2/11/14—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~~111~~ 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: JICH – Substance Abuse

ADOPTED: November 12, 1996

Revised: March 10, 1998

Recoded: June 1998

Revised: May 14, 2002