Cape Schools Open Minds and Open Doors

Community • Academics • Passion • Ethics

THE BEACON: OUR STUDENT AND FAMILY HANDBOOK

2019—2020

CAPE ELIZABETH HIGH SCHOOL:
A TRADITION OF
EXCELLENCE AND ENGAGEMENT

345 Ocean House Road Cape Elizabeth, Maine 04107-2441 (207) 799-3309 CEHS Website

Note to Students and Parents/Guardians: This Handbook's Relationship to Cape Elizabeth School Board Policies and Reserved Right to Make Changes to Handbook

Students and their parents/guardians are responsible for reading and following the rules in this handbook. This handbook has been developed within the framework of Cape Elizabeth School Department policies and procedures. In some cases, the handbook seeks to highlight certain aspects of lengthy Board policies or to summarize those policies in the form of tables or other wise. Board policy are also being constantly reviewed and updated. In case of a conflict between a Board policy/procedure and the rules in this handbook, the policy will prevail. The School Department also reserves the unlimited right to make changes to the handbook at any time without prior notice. The handbook is provided solely for the convenience of staff, students and parents, and the School Department, to the extent permissible by law, expressly disclaims any liability that may otherwise be incurred.

A copy of the Board's Policy Manual is available in each school office and is also available on the policy page of the School Board's website.

Part 1. Introduction to Our School—Who We Are, What We're About, How We Operate

2019-2020 Accomplishments at a Glance

- ❖ Based on U.S. News 2018/9 Rankings: CEHS is currently the 'Top Ranked' public high school in the State of Main; a Gold Ribbon school for Maine; CEHS is within the 'Top 150' ranked school in the nation for STEM (Science, Technology, Engineering and Math); and one of the 'Top 500' high schools in the nation.
- ❖ Nearly 60% of CEHS students take and pass at least one Advanced Placement exam
- * The CEHS graduating class has had National Presidential Scholars for two years running.
- ❖ 2018-2019 State Championships: Girl's Soccer; Girl's Swimming and Diving; Boy's Alpine Skiing; Girl's Lacrosse; 5 Individual State Champions
- ❖ 2018-2019 State Runner-ups: Girl's Volleyball; Boy's Basketball
- ❖ MPA Sportsmanship Awards: Girl's Basketball
- * The incoming senior class has seven semi-finalists for the National Merit Scholars Program.
- ❖ Two CEHS teams competed at the 2019 World Robotics Championships
- Multiple Best Delegate and Best Delegation awards in Model United Nations 2019
- ❖ The graduation rate for the class of 2019 was 99%.
- ❖ Fifth year of school-wide advisory program in which each student is assigned to grade level advisory groups; and fifth year of the 9th grade student support transition program: 'Upper-Links'; and ten plus years of supporting CEHS students in our Achievement Center.
- Cape Elizabeth was recognized for having one of the best music programs in the nation for the second year consecutively.
- ❖ CEHS had 62 Western Maine Conference/Campbell Conference/South Regional Athletic All-Stars
- Approximately 80% of our students were active on a school athletic team and approximately 90% were active in at least one extracurricular activity
- ❖ All of our graduating seniors spent two weeks working on a Senior Transition Project, serving the community or interning in a job experience, followed by presentations to parents and staff

CEHS's Administrators, Counselors, and Other Resource Providers, Dedicated to Service to Our Students and Families

Main Office

Jeffrey Shedd, Principal jshedd@capeelizabethschools,.org 799-3309 ext. 402

Nathan Carpenter, Assistant Principal ncarpenter@capeelizabethschools.org 799-3309 ext. 403

Joan Moriarty, Attendance Assistant imoriarty@capeelizabethschools.org 799-3309 ext. 400

Athletic Office

Jeffrey Thoreck, Administrator ithoreck@capeelizabethschools.org 799-3309 ext.411 or 741-2635

Susan Ray, Assistant sray@capeelizabethschools.org 799-3309 ext.410 or 741-2635

School Health Office

Deborah Braxton, Nurse dbraxton@capeelizabethschools.org 799-3309 ext. 421

Learning Commons

Carolyn Young, Librarian cyoung@capeelizabethschools.org 799-3309 ext. 480

Ginger Raspiller, Technology Integrator graspiller@capeelizabethschools.org 799-3309 ext. 481

School Counseling (Guidance) Office

Brandy Lapointe, School Counselor for Classes of 2016 & 2018 blapointe@capeelizabethschools.org 799-3309 ext. 432

Eamon Keenan, School Counselor for Classes of 2015 & 2017 ekeenan@capeelizabethschools.org 799-3309 ext. 434

Elizabeth Thomas, College Counselor ethomas@capeelizabethschools.org 799-3309 ext. 433

Marie Cross, Registrar mcross@capeelizabethschools.org 799-3309 ext. 401

Natalie Hoch, Scheduling Assistant nhoch@capeelizabethschools.org
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Social Workers

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Danielle Grimes dgrimes@capeelizabethschools.org 799-3309 x4451

Achievement Center

Joe Wagner, Coordinator jwagner@capeelizabethschools.org 799-3309 ext. 311

Cape Elizabeth High School Teachers, 2018-2019

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Computer/Industrial Technology

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Sonia Medina

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Andrew Lupien

Sarah McKeown

Christine Newell

Candace O'Brien

Roger Rioux

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Amy d'Vries

Shawn Guerrette

Aysun Simpson

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Elizabeth Mylroie

Elaine Brassard

Enjamin Raymond

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Academic Skills

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Jen Helis <u>jhelis@capeelizabethschools.org</u>

CAPE ELIZABETH SCHOOLS VISION, MISSION AND VALUES

Vision

CAPE SCHOOLS OPEN MINDS AND OPEN DOORS

Mission

WE EMPOWER STUDENTS WITH ACADEMIC, PERSONAL, AND SOCIAL KNOWLEDGE AND SKILLS NEEDED TO BUILD FULFILLING AND ENGAGED LIVES

Values

Community. We value the connections among our school, local, and global communities that foster meaningful participation in a dynamic and diverse world.

Academics. We value rich and varied learning experiences that support critical thinking, perseverance, effective communication, and independent and collaborative work inside and outside of the classroom.

Passion. We value personal investment in learning in an environment that nourishes joy and creativity, protects risk-taking and cultivates individual expression.

Ethics. We value decision-making and actions guided by the principles of personal integrity, empathy, responsibility, and respect for self and others.

Beliefs

Core Beliefs about Schools and Learning

We believe that all students can learn at high levels, but different students learn in different ways and at different speeds. We believe that it is the fundamental job of educators to ensure student learning by working continuously together to answer the following three questions:

- What do we want students to learn?
- How will we know when each student has learned?
- How will we respond when a student experiences difficulty in learning?

We believe that students will most readily learn in an environment that is safe; where they feel known and cared about; where the expectations are clear and the instruction is skillful; where educators collectively share responsibility for student learning; and where students are challenged to see real-life applications of their learning.

Learning Expectations

All students will learn to....

Academic Competencies

- Write proficiently
- Read well and reflectively
- Conduct appropriate and in-depth research
- Express themselves clearly in oral presentations
- Solve problems and challenges with creativity, insight, and persistence, using tools and resources well suited to the task

Before graduation, each student will demonstrate proficiency reflecting college and career readiness in each content area required by law.

Civic and Social Competencies

- Complete work in a timely way
- Demonstrate academic honesty
- Be engaged in classes
- Persevere and seek/accept help when work becomes difficult
- Treat others with dignity, honesty, and respect
- Work productively in team settings

What We Stand For

School Board Policy Reference: Policy JIC, Student Code of Conduct

Ethical and responsible student behavior is an essential part of the educational mission of our schools. To that end, the School Board has developed a System-Wide Code of Conduct with input from school staff, students, parents and the community. The Code defines our expectations for student behavior and provides the framework for a safe, orderly and respectful learning environment. These standards are the principles we stand for as a school community.

Respect Honoring Self and Others

Appreciate and honor diversity
Tolerate differing viewpoints
Contribute to a safe environment

Form judgments on truth, not rumors or gossip

Treat school property the way you expect others to treat your property

Honesty Truthfulness

Speak the truth

Do what you say you will do Your work will be your own

Give credit to others in your work

Compassion Genuine awareness of others' needs

Treat others with kindness Lend a hand to those in need

Demonstrate empathy and understanding

Fairness Treating others as equals

Treat others the way you want to be treated by others

Make amends for wrongs Seek justice, not retribution

Responsibility Accepting ownership for your actions

Acknowledge and learn from mistakes Accept consequences for one's actions

Report harmful or hateful behavior to an adult

Courage Do the right thing even when there is a price to pay

Do the right thing even if it may not be popular

Seek advice where there are tough decisions to be made

Laugh at yourself

School Schedule

Our school schedule consists of eight class periods plus our Achievement/Advisory Period. Each day, six of our eight periods meet. Classes are 50 minutes long. In a four-day rotation, each class meets three times. The Achievement/Advisory Period is explained under the Support Services section of this Handbook.

We hold three different lunch servings. Students in a study hall during the lunch period attend the middle lunch. Other students attend lunch depending on the location of their class that period within the building.

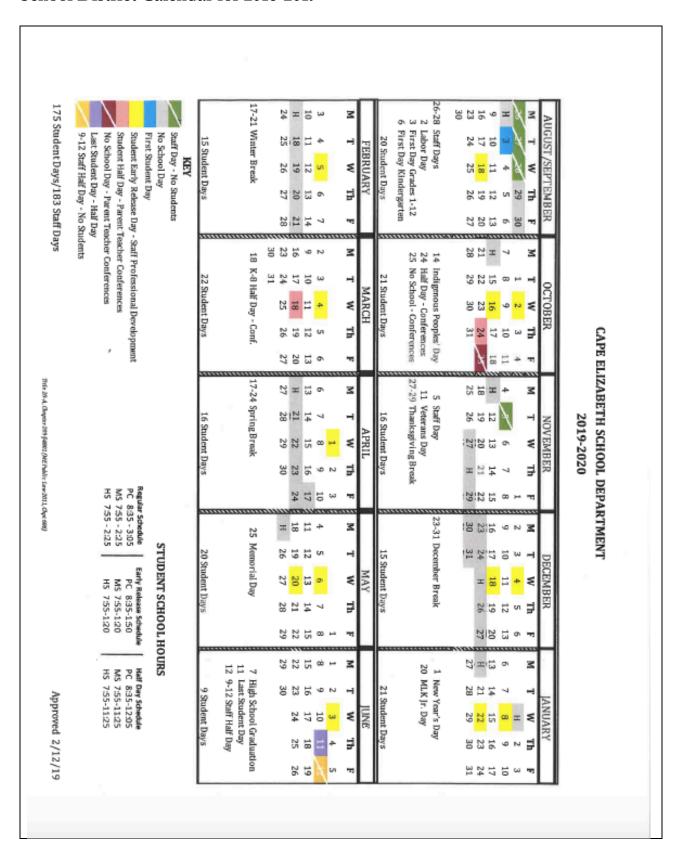
CEHS DAILY ROTATION OF CLASSES, 2018-2019

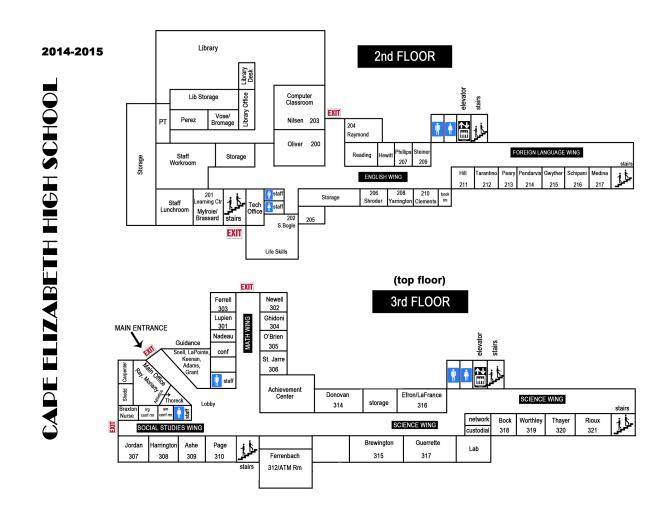
DAY	Α	В	С	D		
7:55-8:45	1	1	1	2		
8:50-9:40	2	2	2 3			
9:45-10:35	3	4	3			
10:40-11:10	Achievement Period (M,T,W,Th)		Advisory Achievement Pd	(F)		
	FIRST LUNCH	- Floors 1 & 3 (except N	lath), 11:15-11:40			
11:15-12:05	5	8	7	6		
	SECOND L	UNCH - Study Hall Only	11:45-12:05			
11:45-12:35	5	8	7	6		
	THIRD LU	NCH - Floor 2 & Math.	12:10-12:35			
12:40-1:30	6	5	8	7		
1:35-2:25 7		6	5	8		

Cancellation of School

School cancellations are broadcast on TV channels 6, 8, 13, and 51 and on radio channels WGAN (560 AM), WMGX (93.1 FM), WYNZ, (100.9 FM), and WPOR (101.9 FM).

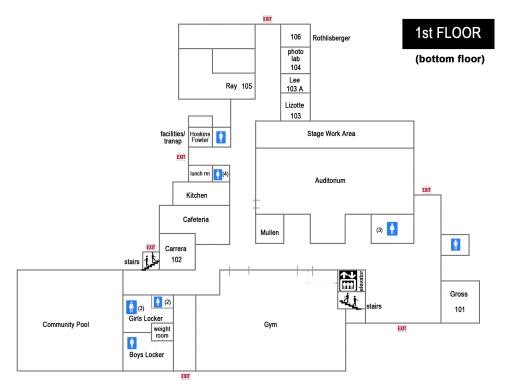
School District Calendar for 2018-2019





2014-2015





Part 2. New Students and Families Interested in Finding Out More About Our School and Visitors to Our School

ARRANGING VISITS

Students and families interested in having a tour of the building may speak with the Principal, who would be glad to provide you a tour or arrange a student-led tour. We are also glad to have prospective students shadow CEHS students for up to a day of school. Our preference is to arrange such visits, if possible, on days when the visiting students will not be missing a day of his/her own school. To discuss a visit to CEHS, please contact the Principal.

TRANSFER STUDENTS/ NEW STUDENT ENROLLMENT

School Board Policy Reference: Policy JLCB, <u>Immunization of Students</u>

Students who choose to enroll at Cape Elizabeth High School must first meet with the appropriate School Counselor in order to determine the nature of the transfer and which academic program will best meet the needs of the new student. A student considering admission to CEHS must provide proof of residency or a Superintendent's agreement, contact information from the sending school in order to retrieve academic records and behavioral records, and proof of immunization.

Cape Elizabeth High School has the right to deny admission to those students who have been expelled from a previous school or who are suspended or who are the subject of an expulsion or suspension proceeding in another school until the school administrative unit is satisfied that the conditions of the expulsion or suspension have been met.

In the event a student seeking admission has had a serious record of disciplinary issues, Cape Elizabeth High School has the right to create a separate conduct contract in order for the student to gain admittance.

VISITORS

Visitors are welcome at Cape Elizabeth High School. A visitor must check in at the main office and receive approval and a visitor's pass. A visitor seeking to visit classes may only do so by appointment and with prior consent of teachers. A form is available in the office for this purpose.

Part 3. Academics



Cape Elizabeth High School is a public four-year comprehensive high school of approximately 540 students. We are proud of our students' records of accomplishments and high levels of achievement in academics, athletics, and extracurricular activities. The annual Program of Studies published by the School Counseling Office is designed to guide you through the important course selection process.

ACADEMIC HONOR CODE

"Rather fail with honor than succeed by fraud" – Sophocles.

POLICY ON CHEATING AND PLAGIARISM

Cape Elizabeth High School takes academic honesty seriously. All students are expected to abide by Cape Elizabeth's Statement of Academic Integrity that is distributed through English classes and must be signed by both students and parents.

In general, cheating is presenting someone else's work as your own. Plagiarism is one form of cheating. According to the Random House Dictionary, plagiarism is "the unauthorized use or close imitation of the language and thoughts of another and the representation of them as one's original work." Allowing another to have access to your work for the purpose of copying or borrowing from it is a form of cheating or plagiarism because it undermines the educational process. General guidelines that can help you avoid plagiarism or cheating are as follows:

- WHEN YOU USE THE WORDS OF ANOTHER, PUT THOSE WORDS IN QUOTATION MARKS, AND GIVE CREDIT IN THE MANNER REQUIRED BY YOUR TEACHER.
- WHEN YOU USE ANOTHER'S IDEAS, CLOSELY PARAPHRASE ANOTHER'S WORDS, OR RELY ON INFORMATION FROM ANOTHER THAT IS NOT COMMON KNOWLEDGE, GIVE CREDIT TO THE OTHER.
- DO YOUR OWN WORK. WITH TEACHER PERMISSION, YOU MAY WORK TOGETHER WITH ANOTHER STUDENT, BUT YOU MAY NOT SUBMIT ANOTHER'S WORK AS YOUR OWN. IF YOU HAVE RUN INTO A CRUNCH AND ARE NOT ABLE TO DO YOUR OWN WORK, SPEAK WITH THE TEACHER BEFORE THE WORK IS DUE TO ALERT THE TEACHER TO THE PROBLEM.

A more specific discussion of plagiarism is contained in the Statement of Academic Integrity. If you are uncertain about whether you might be plagiarizing, talk to your teacher and/or put your work through the **TurnItIn.Com** software available through the library.

Cheating also comes in the form of crib notes, copying, the use of technology on tests or quizzes when not specifically allowed by the teacher, changing answers when correcting work, or falsifying one's own work in any manner.

The consequences for cheating are as follows:

- 1. **Homework assignments**. Depending on the teacher's instructions, it is sometimes acceptable to work with another, but it is never acceptable to copy another's work or to allow your work to be copied. Academic dishonesty on homework will result in a grade of zero on the homework for all involved. The teacher may require the student to make up the homework for limited credit.
- 2. **Tests/Quizzes.** All students involved in acts of academic dishonesty or in assisting others in those acts on tests or quizzes will be assigned a grade of zero for the work. If academic dishonesty is suspected, the teacher may require the student to take a repeat test or quiz to refute the suspicion. Teachers have discretion to allow up to half credit for alternative tests or quizzes following an incident.
- 3. **Written work.** Plagiarism will result in a grade of zero and a meeting with the administration and parents. Plagiarism is discussed at length in CEHS's <u>Research Guidelines iBook</u> available on the library web page. In cases of plagiarism, the teacher may require the assignment to be redone for a maximum grade not to exceed 50. "Accidental plagiarism" or "plagiarism by ignorance" by students in grade 9 will be handled at the teacher's discretion.

GRADUATION REQUIREMENTS

School Board Policy References: Policy IKF, <u>Graduation Requirements</u>; Policy IKFC, <u>Awarding of High School Course Credit Prior to Grade 9</u>

Except with permission from the Principal, all students are required to carry six courses (maximum seven). Successful completion of the following courses is required for a student to graduate from Cape Elizabeth High School.

- ❖ 4 years of English
- ❖ 3 years of Social Studies to include 1 year American History, 1/2-year Government and 1½ years of World History
- ❖ 3 years of Math
- ❖ 3 years of Science, to include Physics, Chemistry and Biology
- ❖ 1 year of Fine Arts
- ❖ 1/2 year of Technology
- ❖ 1/2 year additional of Fine Arts or Technology
- 1 year of Physical Education
- ❖ 1/2 year of Health

Credits are earned when courses are passed. Year-long courses, completed successfully, earn 10 credits (or the equivalent of 1 Carnegie unit). Semester –long courses, completed successfully, earn 5 credits (or the equivalent of ½ of a Carnegie unit). The credit value of a course is lost if a subject is failed.

If a course is failed the student must develop a plan for making up the lost credit and meeting the requirement if the failed course is a required subject. This plan might be to retake the course or its equivalent at the next opportunity at Cape Elizabeth High School, or to retake the course through summer school. It is recommended that failures be made up as early as possible so as not to jeopardize the student's ability to graduate with his/her class. Students should see their School Counselor for planning in the event of a course failure.

Current Credit requirements to be promoted through the grades are as follows:

- 55 Credits are needed to be considered a sophomore
- 115 Credits are needed to be considered a junior
- 170 Credits are needed to be considered a senior
- 230 Credits are needed for graduation

Students will not be awarded high school credit for any course or experience completed prior to the commencement of the student's ninth grade year.

ONLINE COURSES

For students interested in earning credits through online courses, opportunities are available. Students should speak to their School Counselor for additional information.

ALTERNATIVE INSTRUCTION AND SUMMER SCHOOL

Students may earn academic credit toward a high school diploma outside of the regular school program at CEHS. The following guidelines must be observed:

- 1. Up to one-fourth of the credits required by the Department of Education regulations for a diploma may be earned, or a maximum of 40 credits.
- 2. The course work must be considered high school or college level work.
- 3. All instruction must be approved in advance by the school principal, the department head involved, and the student's respective School Counselor.
- 4. Tutoring for credit purposes must be done by a certified teacher or under the supervision of a certified teacher.
- 5. Grades and credit from established courses at other educational institutions shall be included on the student's permanent record and shall be included in the CEHS class rank in accordance with current school policy.
- 6. The student must provide CEHS with a transcript of grades and credits from the alternative instruction or summer school
- 7. All independent study and alternative instructional arrangements outside the normal course of instruction of a school, college, or university shall be reported on report cards and transcripts on a pass/fail basis.

INDEPENDENT STUDY

The independent study is open to juniors and seniors and will take place in addition to a minimum of the required schedule of six courses. Traditional Independent studies are a supplement to, not a replacement for, courses offered in the curriculum. Independent studies must be supervised by a CEHS teacher. Grades for independent study are pass/fail and will not be factored into the student's grade point average.

In addition to our traditional independent study program, Cape Elizabeth High School has created a program to encourage students to be part of a cohort pursuing a more intensive independent study that allows students to create projects or products, apprentice or intern, or otherwise pursue an area of passionate interest to them. Interested students will have an opportunity to submit proposals at the time that courses are being selected. Successful applicants will have time built into their schedules to allow them to pursue these projects and to work with a cohort of students pursuing their own projects to give and take feedback, critique, and constructive criticism. These projects will culminate in community presentations in June.

POST-SECONDARY ENROLLMENT OPTIONS

School Board Policy Reference: Policy IHCDA, Post-Secondary Enrollment Options

The Cape Elizabeth School Board's endorses the opportunity for CEHS students to take a number of classes for credit at post-secondary institutions and/or through approved post-secondary programs, including online programs.

Portions of that policy are excerpted below:

Student Eligibility Requirements

A student may take no more than one course per semester and two courses per academic year.

A student must meet the following criteria prior to enrolling in a post-secondary course:

- 1. Have a minimum of a B average [or 3.0] in his/her courses overall, unless the eligible institution has waived the minimum grade/grade point requirement;
- 2. Meet the course admission standards of the eligible institution;
- 3. Provide evidence of parent/guardian approval for taking the course; and
- 4. Receive a recommendation to take a postsecondary course or courses from the school administration or one of the student's secondary school teachers following an assessment of the student by the administration.

A student enrolled in grade 11 or 12 who does not have a B average [or 3.0] in his/her courses overall is eligible to take a post-secondary course provided that he/she:

- 1. Has been assessed and received a recommendation to take the course from the school administration or from a secondary school teacher; and
- 2. Has been approved for participation in the course by an eligible institution.

Awarding of Credits

The eligible institution shall grant full credit to any student who successfully completes a course.

High school graduation credit for a course taken under this policy shall be awarded as follows:

- 1. The course must meet for a minimum of one semester or for an equivalent number of credit hours.
- 2. The course must meet any applicable Learning Results standards.
- 3. The student must earn a passing grade in the course.
- 4. Attendance must satisfy the instructor's requirements.
- 5. If the above criteria are met, the student shall receive 5 (five) high school credits for each 45 credit hour course.
- 6. The weight assigned to grades received in post-secondary courses approved pursuant to this policy shall be determined on a case by case basis by the Principal and the Guidance Director depending on the circumstances of the student's taking the class and the course description and expectations. There shall be no presumption that grades in approved courses shall receive weight simply because they are offered by a post-secondary institution.

Financial Assistance

- The Maine Department of Education shall pay applicable tuition costs (up to the limits of legislative appropriation) for any student enrolled in a course under this policy if the eligible institution requires tuition payment.
- The student and his/her parent/guardian are responsible for paying for all textbooks, course fees and transportation costs.

PREREQUISITES TO PARTICIPATION IN GRADUATION

School Board Policy Reference: Policy IKF, Graduation Requirements

No student is allowed to participate in graduation exercises until all academic requirements are met, all school property is returned and all school fees are paid. Seniors who have not met all academic requirements but who have an approved plan to meet these requirements before the start of the next academic year may participate in other graduation activities such as the Senior Celebration and Project Graduation, but may not participate in the graduation ceremony.

Senior Transition Project. The capstone project of the senior year is the Senior Transition Project, or STP. STP involves both a written research component that is embedded in Senior English and an

associated out-of-school field experience that is monitored by our STP coordinators and faculty advisors. STP involves two formal presentations to varied audiences. Successful completion of STP is a prerequisite to participating in the graduation ceremony. Students who have completed all academic requirements to graduate but who have not completed the Senior Transition Project may, however, participate in both Senior Celebration and Project Graduation.



(Photo by Joanne Lee)

GRADUATION TRADITIONS

By tradition, three students speak at graduation: the valedictorian of the class, the highest ranked student in the class by weighted GPA; a class speaker selected by the class as monitored by the school's graduation committee; and the class president, who offers the farewell address at graduation.

Honors cords are worn at graduation as follows:

- Maroon cord representing membership in the Maroon Medal Society
- White cord representing membership in the National Honor Society
- Gold cord representing students graduating with a cumulative, unweighted GPA of 90 or above

EARLY GRADUATION

School Board Policy Reference: Policy IKFA, Early Graduation

If a student can meet the graduation requirements of his/her class in less time than the four-year high school sequence he/she can apply for early graduation. Early graduates are always ranked in the class with which they entered high school. In order to apply for early graduation, the student must do the following early in the fall of the year graduation is requested (or the previous spring):

- 1. Write a letter explaining the reasons for requesting early graduation. This letter should include the student's post-graduate plans.
- 2. Arrange a meeting to include the student, parents, guidance counselor, principal and any appropriate faculty members.
- 3. Complete an Early Graduation Form listing courses and credits needed to graduate. The plan for fulfilling these requirements will be reviewed and the student's reasons for requesting early graduation will be reviewed.

GRADING SYSTEM

The high school uses numerical grades on its 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=	В	72-74=	D
85-86=	B-	70-71=	D-
		69 and	F
		below=	

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—all grades must be 93 or better

Honor Roll Publication. Honors or High Honors designation are reported on each report card. They are not released by the school for publication.

CLASS RANK AND WEIGHTED GRADES

At the end of Grade 11, a weighted GPA is calculated using an academic core (English, Math, Science, Social Studies, Foreign Language (levels 4,5, and 6 only), Advanced Art and Theater) which awards weighted points (1.35) for grades in AP courses (AP multiplier = 1.35) and) in Honors courses (Honors multiplier = 1.30). An unweighted GPA is also calculated which includes all grades

in all courses. Both are reported on the transcript. In lieu of reporting a class rank, we provide GPA ranges on students' high school transcripts.

*Beginning with the class of 2023 the grade multiplier for AP courses is 1.15; and 1.1 for Honors courses.

TRANSCRIPTS

A transcript is the official record of your career at Cape Elizabeth High School. Compiled by the School Counseling Office, it contains the following:

- Student information general list of name of student, parents, etc.
- Class record a list of classes, final grades and credit received for both CEHS classes and approved classes from other credit-awarding institutions, with those institutions identified on the transcript
- School information
- Course level information
- Decile Rank in Class

The School Counseling supplies transcripts on request, given advance notice. A copy of a generic CEHS transcript appears on the following page.

CALCULATION OF GPA FOR STUDENTS WITH FEWER THAN FIVE SEMESTERS AT CEHS

Students with fewer than five semesters in Cape Elizabeth High School may request that their weighted grade point average be omitted from their transcript. At the completion of the equivalent of 5 semesters at CEHS, a weighted and unweighted GPA will be reported to the student. The request to omit weighted GPA from the transcript may be made at this time, or any time thereafter. It is understood that 1) this request is irreversible, and 2) the student will not be included in the weighted ranking of his/her class, the top 10% ranking and consideration for valedictorian. The omission of the weighted GPA will apply to all copies of the student's official high school transcript.

RATIONALE: This option is provided because students with fewer than five semesters of grades at CEHS may not have had equivalent access to honors courses at other schools attended.

IMPLEMENTATION: The student's parent or guardian must make this request by filing a "REQUEST TO OMIT WEIGHTED GPA ON OFFICIAL TRANSCRIPT" form with the School Counseling Office.

RESIDENCY, TOP 10%, AND VALEDICTORIAN STATUS

Minimum Three Semesters Attendance Required for Valedictorian Status. In order to be awarded valedictorian status, a student must be in attendance for a minimum of three full semesters at CEHS.

Students with fewer than three semesters may earn placement in the top 10%, but the number of students included within the top 10% will be increased by the number of students in attendance fewer than three semesters who have earned that distinction.

SECONDARY SCHOOL RECORD - TRANSCRIPT CAPE ELIZABETH HIGH SCHOOL 345 OCEAN HOUSE ROAD CAPE ELIZABETH, ME 04107 TEL: (207) 799-3309 FAX: (207) 767-8050

STUDENT INFORMATION TO A STATE OF THE STATE					SCHOOL INFORMATION								
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REQUESTS TO CHANGE STUDENT GRADES

Appeal of grades on report cards and GPA's <u>must be made within thirty (30) days</u> of the date of publication of report cards on the Portal. After that time, grades will not be changed. Students must make this appeal in writing to the high school principal. In considering such appeals, the Principal will not second-guess the teacher's grades, which is prohibited by law, but only issues of communication, calculation, and process.

ADMINISTRATIVE PROCESS FOR PLACEMENT OF STUDENTS

Students and their parents will receive materials for course selection. Each student should review the Program of Studies for 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.

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 appeal to the Principal. The major focus of the 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. 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 financial assistance in order to take the
 exams should contact the Director of Counseling.

ADD/DROP

Students who desire to withdraw from a course for any reason, or to change to audit, must do this through the Add/Drop procedures of the Guidance Office. This process must be completed within the first week of the beginning of a one-semester course or within the first two weeks of the beginning of a full year course. Courses that are dropped within these limits will not show on a student's academic card.

If a student leaves a course or changes to audit outside of this time limit for any reason, including class cuts, there will be two possible outcomes:

- 1. If the drop is made with teacher approval, the course will show on a student's academic card as dropped, but will not show on the student's transcript. Reasons for teacher approval would generally include extenuating circumstances (illness, personal difficulties, etc.) or an agreement that the course was an inappropriate placement for the student.
- 2. If the drop is made without teacher approval and the student is failing the class at the time, the course will show on a student's transcript as Dropped (W) and will count in GPA averaging with the equivalent grade of F, numerical value of 65.

PORTLAND ARTS & TECHNOLOGY HIGH SCHOOL (PATHS)

PATHS OVERVIEW

CEHS has established a partnership with the Portland School System that allows our students to attend Portland Arts & Technology High School as tuition-paying students. Tuition is paid entirely by the Cape Elizabeth School System for students who successfully complete the application process and are accepted at PATHS.

PATHS courses are designed both for college-bound and career-bound students who are serious about gaining knowledge and skills through applied learning experiences.

Students or parents who are interested in obtaining more information should contact their CEHS Guidance Counselor. Brochures are available, and a campus visit is encouraged.

PATHS & CEHS POLICIES, COURSE CREDITS AND TYPICAL PROGRAM

Students who are enrolled in a PATHS program earn 30 credits per year. Depending on the PATHS curriculum, credits earned at PATHS may sometimes be used to waive CEHS credit requirements for graduation in science, technology, or math.

Students typically take a minimum of three and a maximum of four courses at CEHS. Typically, students attend CEHS during the first three periods of the day and attend classes at the PATHS campus for the remainder of the day, returning to CEHS at approximately 2 p.m.

Because the PATHS program is considered to be an integral part of our CEHS curriculum and credits for the PATHS courses are awarded by CEHS, all of our policies apply to students who attend PATHS. This includes our attendance and disciplinary policies. For example, the same consequences apply for class cuts (detention and loss of credit) regardless of whether the cut is at the CEHS campus or the PATHS campus.

PATHS CALENDAR AND ATTENDANCE

Both CEHS and PATHS occasionally have no-school days because of staff development or weather conditions. CEHS students attend PATHS whenever CEHS is in session and PATHS is in session. The only exception to this rule is when PATHS or CEHS have a half-day of classes. When PATHS has a half-day of school, it is not possible for CEHS students to attend PATHS. To compensate for this lost class time, CEHS students attend PATHS on those days when CEHS has a half-day of classes but PATHS is in session. It is important that CEHS students attend PATHS on these days and failure to attend will be treated as a cut with corresponding loss of credit toward CEHS graduation requirements.

PATHS TRANSPORTATION

CEHS provides daily bus transportation to the PATHS campus for all students. We strongly encourage students to take the bus because it is safe and reliable. However, it is our policy to honor a parent's request that their child be allowed to arrange for his/her own transportation to PATHS. At the start of each academic year parents must complete a form giving written permission for their child to find alternative transportation and releasing CEHS from any liability associated with that transportation

Part 4. Academic and Personal Support Resources at Our School

SPECIAL EDUCATION

We are committed to making it possible for all students to experience success at Cape Elizabeth High School. We recognize that different students have different needs and we want to do all that we can to meet each student's individual needs.

Parents, teachers, students and staff may request an assessment to determine if a student qualifies for Special Education services by contacting the Director of Instructional Support, an Administrator, or a School Counselor. Students and parents of a student with an I.E.P. are strongly encouraged to work closely with their Instructional Support Case Manager to ensure that the I.E.P. is working successfully.

If a student does not meet the requirements for Instructional Support Services, alternative services and modifications may be available to address individual needs. Our goal is to help all students experience success at CEHS. See your School Counselor for additional information.

ACHIEVEMENT CENTER

The Achievement Center is a unique support mechanism for any and all students located on the third floor of the building next to the School Counseling Office. The Center is open all day and is staffed by a full-time Coordinator, in addition to English and Math teachers, who are usually available each period during the day. The English teacher is available for writing conferences. The Math teacher is available for one-on-one and small-group support. In addition to our Achievement Center adult staff, student volunteers often are available to run study groups, most commonly for Math and Science courses. Finally, as space is available, students may make use of the Center for quiet study.

Students access the Achievement Center by appointments in advance. See the Achievement Center Coordinator, Joe Wagner, for additional information.

ACHIEVEMENT PERIOD

The Achievement Period is a 30-minute period in the middle of the day when no classes taught, and every teacher is available to every student to provide additional time and support to that student. The Achievement Period may also be used to makeup tests or quizzes due to absences.

During the Achievement Period, all students are assigned to an Achievement Period teacher who also acts as the student's advisor. In order to access additional support during the Achievement Period, student should arrange for teacher to "claim" them using the school's digital claiming system linked to PowerSchool.

From time to time, teachers will also claim students to come to them for additional time and support because the teacher has recognized a need.

When students are claimed by a teacher to see them during Achievement Period, e-mails are automatically generated to the student, teacher, and the student's parents.

If a student is claimed by a teacher, the student is expected to see that teacher during the Achievement Period. Failure to see the teacher will be treated as a class cut.

ADVISORY GROUPS

All CEHS students are assigned to advisory groups with staff advisors who also serve as their Achievement Period supervisors. Advisory time happens once per week during the Achievement Period time bloc on Friday. The purpose of advisory group is to attempt to ensure that every student has at least one CEHS staff member who knows them well. Advisory groups also foster close relationships among a group of students who may not otherwise get to know one another well. CEHS advisors do not serve in an academic oversight role for the students or as a point of contact for parents. Both those roles are served by the student's School Counselor.

SCHOOL COUNSELORS

Each student is assigned a School Counselor, who works with them through all four years of high school. Our School Counselors are assigned by grade level as follows:

Brandy Lapointe: School Counselor for the Classes of 2020 and 2022 Eamon Keenan: School Counselor for the Classes of 2021 and 2023

The school counselor assists students with course selection, graduation and preliminary college and post-secondary planning, and with personal and emotional needs the student may have.

Commencing with the second semester of the student's junior year, the student will also begin to meet with our school's College Counselor, Elizabeth Thomas, who specializes in providing support to students and families going through the college application process. The College Counselor also writes the counselor letter of recommendation on behalf of the student. The College Counselor coordinates her services closely with the student's School Counselor.

SOCIAL WORKERS

We are fortunate to have on staff two highly qualified Social Workers, two of whom are also certified and serve as substance abuse counselors. Students and families are free to access the services of our social workers on their own or they may be referred for social work or substance abuse counseling by an administrator or School Counselor.

SCHOOL HEALTH OFFICE

INSURANCE

The school makes a limited medical insurance policy available to families. The insurance can be obtained either for the school day or for 24-hour coverage. If interested, families can get the forms for this insurance in the main office at the beginning of the school year.

MEDICATION

School Board Policy Reference: Policy JLCK, Administering Medication to Students

The School Board discourages the administering of medicines on school premises. The parent should confer with the doctor to allow for the student to receive all prescribed doses at home, when possible. However, when the doctor deems medicating during the school day to be necessary for the pupil's health and attendance in school, it may be done in the school by the school nurse or unlicensed (non-medically licensed) staff as permitted by law and designated by the school principal.

Medicine must be delivered to the school in its original container by the pupil's parent/guardian. Only a limited, necessary supply can be kept in the school. Medicine no longer required must be removed by parent/guardian.

All medicine will be appropriately maintained and secured by the principal and the school nurse. Teaching staff members may be provided with such information about the medication and its administration as may be in the pupil's best interests.

The parent/guardian shall provide written information which shall include (a) the diagnosis; (b) the dosage; (c) the time at which or the special circumstances under which the medicine is to be administered; (d) the length of time for which the medicine is prescribed - no longer than for the current school year; and (e) any possible side effects of the medicine.

The school nurse or principal/designee shall maintain a record including the request, details of the dosage and timing of medication and a notation of each instance of administration.

Students shall be able to self-administer some types of prescription medication (e.g., asthma inhalers) outside of the nurse's office where speed of administration is of the essence with the approval of parent/guardian and the school nurse.

PHYSICAL EXAMINATIONS AND MEDICAL INFORMATION

School Board Policy Reference: Policy JLCA, <u>Sharing Medical Information Between</u>
<u>School and Home</u>

Recognizing that the major responsibility for attending to the health needs of the student rests with the family and their health care provider, the CEHS students must submit the following medical information to the school:

- 1. **For all athletes**: A physical examination form completed by a licensed health care provider. These forms must be current for students going into grades 9 & 11. They are considered current if the exams took place during the year when school begins.
- 2. **New enrollees** also must have a physical examination or show proof from a physician of having had a recent exam within twelve months of school entry. The provided information is to be received by the school nurse within 90 days from the date of entrance.
- 3. **All families** at the start of each year must submit a current Health Information form that is available on the PowerSchool portal. This form is completed and signed by parents or guardians, not a health care provider.

LIBRARY

The principle function of the Cape Elizabeth High School library is to support student learning within and beyond course work. To this end, the library provides print and non-print resources, flexible hours, assistance and instruction, and a facility where students can be assured a quiet place to work. We encourage students to use the library to research, to study, and to read. When either visiting with a class or visiting during unscheduled class time we would like students to feel free to seek assistance from the library staff.

General Rules

In order to maintain a pleasant, academic atmosphere, we ask all students to observe the following rules:

Students are expected to:

- 1. Work quietly. Except in extreme cases students will be asked to be quiet. If a student becomes too disruptive, he/she may be asked to leave and may be suspended from the library for several days.
- 2. Check the library's daily schedule to see what periods it is open and available to "frees" students. When teachers bring classes to the library, access by study hall students and "frees" students may be limited or canceled if more then one class is in the library at the same time.
- 3. Leave food and drink on the designated table located outside the library's security system.

Procedure for Visiting from Study Hall

Study hall students must sign up to visit the library through a study hall teacher and arrive with a "pass" in the form of teacher permission communicated via a Google Document to the library staff.

Circulation Procedure

Students wishing to borrow library material should take the material to the circulation desk where a librarian is available for assistance.

Books and magazines may circulate for a maximum period of three weeks. Audiovisual software and reference books may circulate overnight. Audiovisual equipment may be borrowed during the school day and must be returned at the end of the day. Equipment may not leave the building.

Overdue Procedure

At the end of the three-week circulation period, the first overdue notice listing student names, book titles and due dates will be distributed to the students and redistributed each month until the material is returned or paid for. Students with overdue material may have their borrowing privileges revoked until they have settled their obligation.

Part 5. Athletic and Co-Curricular Clubs and Activities

CLUBS/ACTIVITIES. CEHS offers a rich array of athletic and co-curricular opportunities. The clubs and organizations are listed below.

Class Officers Robotics Gay Straight Alliance Student Government (SAC) Jazz Band Safe Passage Books and Bagels Bartleby (literary magazine) Siddhartha Sailing Team Math Team Super Fan Club Science Team Mock Trial TEDx Club Speech Team Natural Helpers Hope Village

Debate Team Model U.N./World Affairs Council Maroon Medal Society
Theater Art Club National Honor Society
Tech Theater Outing Club Knitting Club

Cape ClosetEnvironmental ClubCivil Rights TeamFishing ClubVolunteer ClubBBQ TeamUltimate FrisbeeFresh-LinksPeace JamChess ClubCoding Club

ATHLETICS

Fall Winter Spring **Boys Soccer** Boys Basketball Baseball Girls Soccer Girls Basketball Softball Football Boys Swimming & Diving Boys Lacrosse Field Hockey Girls Swimming & Diving Girls Lacrosse Volleyball Boys Indoor Track Boys Outdoor Track Girls Indoor Track Golf Girls Outdoor Track Boys Cross Country Boys Ice Hockey Boys Tennis Girls Cross Country Girls Ice Hockey (combined Girls Tennis

team with South Portland &

Waynflete) Girls Nordic Skiing Boys Nordic Skiing Girls Alpine Skiing Boys Alpine Skiing

ACADEMIC ELIGIBILITY FOR STUDENT PARTICIPATION

School Board Policy Reference: Policy JJJ, <u>High School Co-Curricular and Extra-Curricular Activities Eligibility and Code of Conduct</u>

The School Board encourages students to participate in extra-curricular and athletic activities, provided that academic and behavioral guidelines established by schools are met. Students who participate in covered extra curricular activities and all athletics teams are covered by the following academic eligibility guidelines.

Extracurricular eligibility for each quarter, *except the first quarter* of the year, is determined <u>by grades</u> <u>earned at CEHS at the end of the preceding quarter</u>. High school students passing all CEHS courses in which they are enrolled are eligible for the following quarter.

Extracurricular academic eligibility for the first quarter of a school year is determined by the student's *grades for the year*, not by the fourth quarter or third trimester grades. Additionally, students who have failed a course for the year may, with Principal permission, make up a course for eligibility purposes through an approved summer school experience. Such requests must be made in writing prior to enrolling in the course.

Any student failing one (1) course during the preceding quarter or trimester (or for the year for purposes of first quarter eligibility), including incoming freshmen, will be placed on academic probation and remain on probation until the next ranking period at which time his/her standing will be reassessed.

A <u>student on academic probation</u> is allowed to continue program participation during the probationary quarter providing:

- A written recovery plan is developed in that course and turned into the Assistant Principal within 2 weeks from the publication of report cards on the Portal. A recovery plan is to be initiated by the student, developed in conjunction with the teacher and focused on positive, corrective action to achieve a passing grade in the failed subject. Coaches/co-curricular advisors are also encouraged to participate in the development/monitoring of the recovery plan.
- The recovery plan is implemented with the student's full participation/compliance.

 Absence of a recovery plan within the timeline specified or student non-compliance with the plan will result in immediate ineligibility for the duration of the quarter.

Any student failing two (2) or more courses in one quarter, (including incoming freshmen), or who fail sany courses in two consecutive quarters, is immediately ineligible to participate in extracurricular and athletic programs for a period of two weeks commencing upon release of report cards or the beginning of the academic year for fall athletes. The student may thereafter regain eligibility by: (1) following the steps described above concerning the creation of a recovery plan for every course failed, and (2) bringing all grades up to passing by the end of the 2-week ineligibility period.

Incoming grade 9 students are fully subject to these rules, with first quarter eligibility determined by course grades at the end of 8th grade.

EFFECT OF SUBSTANCE USE, ON OR OFF SCHOOL GROUNDS, ON ATHLETIC AND CO-CURRICULAR PARTICIPATION

School Board Policy Reference: Policy JJJ, <u>High School Co-Curricular and Extra-Curricular Activities Eligibility and Code of Conduct</u>; Policy JICH, <u>Student Use of Alcohol</u>, <u>Drugs</u>, <u>Tobacco and Other Prohibited Substances</u> and <u>Policy JICH Regulations</u>.

It is a privilege to participate in school athletics and co-curricular activities. In the interests of student safety and health, the Cape Elizabeth School Board ties student exercise of that privilege to student decision-making on and off school grounds relative to the use of alcohol, tobacco, and other substances.

The consequences for use, possession, being under the influence or for distributing such substances on school grounds or at school events *for all students*—regardless of whether or not they participate in athletics or co-curricular activities—includes substance abuse counseling and suspension from school and, depending on the circumstances, consideration of expulsion or referral to the police.

Students who participate in athletic or co-curricular activities are subject to consequences tied to those activities, regardless of whether those actions took place on or off school grounds or at school events. If the events took place off school grounds or not at school events, these activities consequences are the only school consequences students will face. If the events took place at school or at school events, however, the activities consequence are in addition to the consequences for all students in the preceding paragraph.

The School Board's policies on these issues are complex because the situations that can arise are complex and varied. Accordingly, students and parents should refer to the two charts on pages _____ & ____ of this handbook for more details concerning specific consequences. Of course, as is described on the first page of this handbook, the language of the policies is what ultimately applies. Accordingly, students and parents are referred to that language.

OTHER RULES REGARDING PARTICIPATION IN ATHLETICS

Beyond academic eligibility rules the following rules are in place regarding participation in athletic activities. They are summarized below:

- 1. High school students must meet all requirements of the Maine Principal's Association. Middle school students must meet all requirements of the Middle School Conference.
- 2. A high school student is not eligible when he/she reaches 20 years of age; a middle school student is not eligible when he/she reaches 16 years of age.
- 3. A student will lose eligibility if he/she plays under an assumed name.
- 4. Attendance at games and practices from start to finish is mandatory unless excused by the coach prior to practice or the game.
- 5. Parent/student must inform the coach in writing, prior to the season, if he/she is involved in another organized sport. This is to ensure compliance with Maine Principals' Association restrictions that govern when are student is participating in both a school and club sport during the same season.
- 6. Any school disciplinary action, such as detention, will have priority over a practice or a game.

- 7. In order to participate in a game or practice, all students must be in school no later than fifteen minutes (8:10 a.m.) after the start of classes and remain in school for the entire day. [Note: in interpreting this provision of the policy, our practice is to allow exceptions only for pre-scheduled medical appointments, an acute attack of a long-term, documented medical condition (e.g. asthma, diabetes), driver's license tests, and college orientation meetings for students who have already been admitted and have accepted admission to a particular college.
- 8. A student is eligible for eight consecutive semesters after he/she enrolls in 9th grade.
- 9. Any student who misses practice for extra help in academic subjects, will not be penalized in regard to game playing status.
- 10. Students suspended from school are not allowed to practice or participate in contests while under suspension. Students under team suspension, but in attendance will: practice with the team; travel to contests; but not dress or play in the game.
- 11. 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.
- 12. To be eligible to play in a game, a high school student needs seven days of practice. A middle school student needs four days of practice.
- 13. 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.
- 14. All 9th and 11th graders must also have proof of a physical examination within the calendar year of the start of school as well as any necessary asthma or allergy plans. All students must have a Health Information form completed each year by parents.
- 15. 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 made in writing and pre-approved by an administrator. Students may not transport themselves or other students.
- 16. Athletes will abide by additional rules set forth by coaches. These will be given out in writing and approved by the Athletic Administrator.
- 17. 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.
- 18. At or near the beginning of every athletic or co-curricular activity, students must sign and submit to their coaches or advisors a 'rules acknowledgment' form acknowledging their familiarity with various rules related to eligibility to participate. This form is not, however, a

contract and should not be interpreted as such. It is a reminder to student and parents of rules that are in place regardless of whether the form is signed. Failure to sign the form is not a defense to any consequence imposed or under discussion for any violations of rules.

ATHLETIC PARTICIPATION FEE

By School Board policy, any student who participates in school athletics must pay a \$150 participation fee before that student will be allowed to practice or participate. This fee covers participation for the student for the full school year in any number of seasons. Requests for waivers due to financial hardship meeting free or reduced lunch guidelines or for payment plans due to financial hardship but where free or reduced lunch guidelines are not met should be directed to the Athletic Office.

NCAA ELIGIBILITY REQUIREMENTS

Any student interested in participating in Division 1 or 2 athletics must take a minimum number of Core Courses as approved by the NCAA Clearinghouse. The following are the minimum required courses:

	Division 1	Division 2
English	4	3
Math (Algebra 1 or beyond)	3	2
Natural or Physical Science/lab course requirement	2/1	2/1
Additional years required of English, Math, or Natural or	1	3
Physical Science		
Social Science	2	2
Additional Years of any of the above plus World	4	4
Language and Comparative Religion/Philosophy		
Total Courses	16	16

In addition to the minimum course requirements, there are minimum GPA and standardized test score requirements. Here is a link to a <u>Quick Reference Guide to NCCA eligibility requirements</u>. Specific questions should be addressed to your School Counselor.

DANCES

Dances can be an enjoyable part of the high school social scene. At CEHS, dances are sponsored by a class or other group for fund-raising purposes. To ensure the safety and comfort of all students at dances, as well as staff and parent chaperones, we have adopted the following dance-related practices:

 No student from another school will be admitted unless he/she is a guest of a Cape High School student. <u>Middle School students are not allowed as guests</u>. Only one guest will be permitted with each Cape student. Names of the CEHS students and their guests must be entered on a Dance Guest List in the main office no later than noon Friday of the scheduled weekend dance.

- No one will be admitted to the dance after the first half hour or if they did not attend school on the day of the dance. Dances will normally be held from 8:00 to 10:00 p.m. Students who know in advance that special circumstances will prevent them from coming to a dance before the doors close, e.g. getting out of work late, may sign up in the main office with the administration on the Friday before the dance.
- Once a student is admitted into the dance and decides to leave the dance early, that student may not return to the dance.
- Students may not bring any purses, satchels, handbags, backpacks, or jackets into the dance they must be checked at a designated coatroom.
- CEHS administration, working with students, will establish regarding acceptable dress and dance style prior to each dance. These guidelines will be communicated to all students in advance.
- Dances must be chaperoned by a school administrator, the sponsoring group's advisor, at least six staff members and six parents.
- All students are subject to a breathalyzer test before being admitted to the dance.
 Occasionally, students might be asked to take the breathalyzer test at the conclusion of the event.

STUDENT GOVERNMENT

Cape Elizabeth is fortunate to have very active and productive class and school governments. Each class elects six class officers - a president, vice president, secretary, treasurer and two representatives to the Student Advisory Council (SAC). Class meetings are typically held once each month. Class officers meet more regularly and all class members are encouraged to attend both class meetings and officers' meetings.

The SAC is composed of two representatives of each class; four at-large representatives, two school board representatives, a chairman who is elected by the entire student body; and all class officers. The SAC meets regularly and plays the key role in presenting student perspectives to the faculty, administration and School Board on issues relating to both academics and school climate.

Part 6. Attendance

ATTENDANCE PROCEDURES and PRACTICES

All of our attendance procedures and practices are premised on one fundamental belief: Attendance in class is essential for student learning. While it is possible that students might earn good grades even with attendance problems, good grades are less likely, and student learning is in any event inevitably harmed. Lost class time is not replicable. Without attempting to review every detail of our attendance practices, here are our expectations for students, parents, and ourselves:

"Eighty percent of success is showing up."—Woody Allen

Students

- You are expected to be at school, on time, in classes all day
- If you are late to school or returning from an absence, you must check in at the Main Office immediately upon arrival
- If your parents have given you a note to be dismissed, you must bring it to the Main Office before the beginning of school.
- Before you leave school for any reason (even if you are sick and the Nurse has already talked with your parents and received permission for you to leave), you must check out through the Main Office.
- If you want to participate in an extracurricular or athletic practice, event or rehearsal on a given day, you must arrive at school no later than 15 minutes after the start of school that day, attend all of your classes (including study halls) that day, and be in attendance the entire day. The only exceptions are for pre-scheduled medical appointments, an acute attack of a long-term, documented medical condition (e.g., asthma, diabetes), or driver's license tests.
- If your parents give you a note to explain a previous absence, bring it to the Main Office first thing in the morning the day of your return.
- If you are a junior who has "frees," you must personally sign out with your study hall teacher at the beginning of the period. You must remain in the building.
- If you are a senior leaving campus during 'Frees', you must 'sign-in'/'sign-out' using the digital format provided/shared by the Main Office.
- When you return from an absence, you must make arrangements with your teachers by the end of the day following your return to make up tests, quizzes, homework, etc. In order to

be allowed to make up work, your absence must have been excused. Your teacher may ask you for proof from the main office. You are generally allowed two days to make-up work after being absent unless the absence has been an extended absence, in which case your teachers will work with you individually to establish a schedule for making up work.

- If you will be missing school due to a planned absence for more than one day, you must see your teachers (first) and administrator (last) to get signoffs on the Planned Absence form, which is available in the Main Office If you will be missing school for more than two days, you must get this form completed at least one week in advance and return it to the main office.
- If you will be missing school due to a planned absence which has been approved and wish to receive credit for work you miss, you must complete work you will be missing according to the wishes of the teacher (could be before you leave, while you're gone, or after your return, depending on the work and the nature of the content and assignments).
- Seniors—know that you can attend meetings with college representatives during a scheduled class only with permission from your teacher. Do not assume you will be given such permission. There are many ways to get information from colleges, and class attendance is important.

Parents

- If you know your son or daughter will be absent from school all day, please call the Main Office by 8:30 a.m.
- If your son or daughter sleeps late, has car problems, etc., please allow your son or daughter to accept the consequences for that lateness. Do not make excuses for them. We do not assign punitive consequences for each tardy, but a pattern of tardies is a serious problem that must be addressed.
- Understand that state law tells us what reasons we can accept for whole-day absences. Those reasons are:
 - 1. Sickness
 - 2. Religious Holiday
 - 3. Family Emergency
 - 4. A Medical or Doctor Appointment which cannot be scheduled outside the school day
 - 5. A Planned Absence which has been approved in advance

- Because state law allows us to excuse a full day's absence only for medical appointments,
 please understand that we cannot accept unspecified appointments as a reason for an
 absence; the appointments must be medical; we will ask you.
- If your son or daughter needs to be dismissed during the day, please call us at school or give your son or daughter a note and remind them to bring the note to the Main Office before school begins. In general, we apply the same criteria for determining an excused dismissal as for an excused absence, although we recognize there might be one or two special occasions or non-health appointments that require student dismissal over the course of a year.
- Understand that we are very concerned when students begin to exhibit a pattern of class cutting, school lateness, dismissals, etc. We will call to meet with you to discuss this pattern of missed school or missed classes. We want to work with you on these issues.
- Please take vacations during regularly scheduled vacation times.
- If you must take family time away during school that will involve more than one day's absence, have your son or daughter complete the Planned Absence form. You must sign this form. If the Planned Absence is longer than one day, the completed form must be submitted to the Main Office at least one week in advance. Please reinforce with your student the need to do missed work in accordance with the teacher's expectations.

Consequences for Unexcused Absences

Class Cuts: Each cut class during a quarter will result in:

1st cut class: Meeting with Assistant Principal and a Warning letter will be sent

Loss of credit for assignment(s) missed, including tests and quizzes

2nd cut class: Meeting with Assistant Principal and Loss of Credit letter sent

Loss of 1 credit towards graduation

Loss of credit for assignment(s) missed, including tests and quizzes

Subsequent cuts: Loss of Credit letter sent

Loss of 1.5 credits towards graduation

Loss of credit for assignment(s) missed, including tests and quizzes Meeting with Assistant Principal to create a *Credit Recovery Plan*

Loss of privileges and a parent conference scheduled

Study Hall Cuts: Students who cut study hall will lose current and future privileges.

A study hall cut: meeting with the teacher to discuss consequences

Recommended consequence: not allowed to leave study hall for two weeks

2nd study hall cut: meeting with the teacher and Assistant Principal

Recommended consequence: not allowed to leave study hall for the remainder of the quarter

3rd study hall cut: parent conference scheduled

Tardy Policy

Students are expected to be on time to school and on time to classes. Students who <u>arrive after the beginning</u> of the first class <u>MUST</u> check in first in the Main Office.

Students are allowed five 'grace' tardies each quarter--an automated email will notify the student when the fifth tardy occurs. Starting with the sixth tardy to school/class, students will lose one half of a credit towards graduation for every tardy. Parents and students are encouraged to monitor the portal so tardiness does not become an issue. Lost credits can be 'reclaimed' by the motivated student by meeting with the Assistant Principal and creating a *Credit Recovery Plan*.

Part 7. Student Privileges and Property

PARKING ON CAMPUS

The Cape Elizabeth School System provides transportation for all students. Thus, driving to school is a privilege that comes with certain responsibilities, especially the responsibility to drive safely and to arrive on time. Parking at Cape Elizabeth High School is limited and therefore students must fill out a permission form and, by School Board rule, must pay a yearly fee of \$50.00 in order to park on campus. All students must complete an Application to Drive to Campus that registers their vehicle and provides information regarding insurance. The parking permit issued by the school to the student must be displayed at all times in the manner directed. Students who fail to register their vehicles will not be allowed to park on campus. If students change vehicles, the Main Office must be notified. Students who park improperly will be assessed a school parking ticket and those who fail to drive in a responsible manner will lose their privilege to drive on school grounds. Students may not park in the faculty parking areas or in the areas reserved for pool patrons. Repeated failure to park in the correct space may result in the suspension of the privilege to drive to school for two weeks or permanently. Students who are habitually tardy to school will lose their parking privileges for a time designated by the acting administrator. Parking violators will with notice, have additional fees added to their school debts and obligations.

Students should park in the following student lots:

- The senior class parking lot is located in the front of the school
- Juniors or others who gain parking privileges may park in the lowest lot behind the school (not in the spaces designated for Community Services and pool patrons or employees), in the designated student parking area adjacent to the Community Services building, in the lot near the tennis courts, or in the lot at the end of the first floor Industrial Technology and Arts wing.

STUDENTS <u>MAY NOT PARK IN THE UPPER PARKING LOT BEHIND THE</u> SCHOOL NEXT TO THE CAFETERIA OR IN THE FACULTY LOTS NEAREST THE NURSE'S ENTRANCE.

SENIOR OPEN CAMPUS

Overview

With permission from a parent/guardian seniors may be "off-campus" at any time during the school day that they do not have class. This policy is based on our expectation that seniors will act responsibility in managing their free time, regardless of when this free time occurs. If a student is not responsible, he or she can lose this Senior Privilege for a period of time as described below and will be required to sign in at a designated study hall. The Senior Open Campus Policy also provides for termination of this privilege in the unlikely event that the senior class, in general, shows a lack of responsibility.

When accessing Senior Open Campus privileges, seniors MUST sign out of the building upon departure and they **MUST** sign back in upon their return.

Eligibility

In order to take advantage of the Senior Open Campus Privilege a senior must:

- A. Meet the eligibility criteria for participation in athletics and co-curricular activities
- B. Complete the Senior Privilege Student Application Form and submit a signed Parental Permission Form.

Revocation of the Senior Open Campus Privilege for Individual Seniors

A student may lose the Senior Open Campus Privilege for the following reasons, and for the following periods of time:

- A. Failure of a course for a quarter will result in being assigned to one study hall
- B. Failure of two or more courses will result in all free periods being replaced with study halls.
- C. <u>Failure to meet the eligibility requirements</u> for participation in extra curricular activities will result in a loss of the privilege until such time as a student becomes eligible for such activities.
- D. <u>Failure to sign in or out (full name)</u> when exercising the privilege will result in a 1-day suspension of the privilege. Future failures will result in more days loss of privileges.
- E. <u>Being tardy for a class</u> after exercising the privilege will result in the loss of the privilege for 1 day for the first offense and a loss of additional days for additional offenses.
- F. <u>Missing a class</u> after exercising the privilege will result in the suspension of the privilege for one week.
- G. If a student is <u>charged by the police</u> with a moving violation while exercising this privilege, his/her privilege will be suspended for 30 days.
- H. <u>Providing transportation to underclassmen or any ineligible senior</u> during the school day without permission to leave campus will result in a suspension of the privilege for one week for the first instance and additional time for later incidents.
- I. Any student returning to school <u>under the influence</u> of any illegal substance will lose the senior privilege for the remainder of the school year.

- J. Any student <u>driving in an irresponsible manner</u> on school grounds will lose the senior privilege for 10 days. Any subsequent offense will result in the loss of the privilege for an additional number of days commensurate with the offense.
- K. <u>Juniors who cut class during the 4th quarter</u> of their junior year will lose their Senior Open Campus Privilege for two weeks (per offense) at the start of their senior year. Juniors who leave campus during the fourth quarter of their junior year will lose Senior Open Campus Privilege until progress reports are distributed during the first quarter.

FREE PERIODS—"FREES"

During junior year, students may earn the privilege of having free time ['FREES'] in lieu of study halls during periods when no classes are scheduled. Juniors may not leave the school building during 'FREES' except to visit the designated picnic or amphitheater area outside. Juniors MUST report to study hall at the beginning of the period and sign out to a specific area; they MUST sign back in before the end of the period to verify their continued presence on campus and to get any messages from staff looking for them. Students who have earned 'FREES' are allowed to go to the library, cafeteria, or a teacher's classroom if they have received prior permission. Students who have earned 'FREES' are not allowed to go to the gymnasium or gather in the hallways.

To earn 'FREES', on a quarterly basis, students must maintain a cumulative average of 85 or better in all of their classes <u>AND</u> not have a single class grade below an 80. For this privilege we do not round grades up (you must have a cumulative average of 85.0 or better). 'FREES' are a privilege and may be suspended or revoked for inappropriate behavior (e.g. not going to study hall in quarters when 'FREES' have not been earned, being disrespectful, cutting classes, falsely signing out of 'FREES' period, interfering with classes that are in session, or for a trend of poor academic performance).

NOTE: Administrators have the discretion to allow members of the junior class, with parent permission, who are eligible for "frees' to leave class after the end of their last class of the day. In order for students to maintain this off-campus privilege, they must keep their grades at the eligibility standard.

LEAVING CAMPUS

We do not have an open campus except for the Senior Privilege and the limited junior frees privilege described above and thus students are expected to be at school during the school day. The obvious reasons for this policy have to do with safety and desire and need for parents to know where students are and be able to contact them for various reasons, not just emergencies.

Thus students who leave campus without prior permission will lose privileges, including the privilege to drive to school, or assigned additional, appropriate consequences.

SCHOOL ISSUED SUPPLIES

(TEXTBOOKS, EQUIPMENT, SUPPLIES, ETC.)

The high school provides students with books, athletic uniforms and gear, safety goggles and equipment, in numerous courses and programs. It is the student's responsibility to return all school materials to the teacher or coach at the end of each course, athletic season or program.

Seniors must have all their school material returned by the end of finals and/or the distribution of caps and gowns. If they do not, parents will be notified and seniors will not be allowed to participate in the graduation ceremonies.

COMPUTERS, iPADS AND THE INTERNET

School Board Policy Reference: Policy IJNDB, <u>Student Computer and Internet Use</u>; and Policy IJNDB-R, <u>Student Computer and Internet Use Rules</u>

The Cape Elizabeth School Department provides CEHS students with iPads for educational reasons and access to our Internet network and services. Additionally, many students bring Internet-compatible devices to school, using the school's wireless network to access the Internet. Because the school-provided devices and the school-provided access to the Internet are expensive to provide and maintain and carry with them both great educational value and substantial personal risk, the Board has adopted detailed policies and rules concerning student computer and internet use. The complete policies, referenced above, should be consulted for information beyond the highlights summarized here:

- 1. Privately owned devices may be brought to and used at school only with prior authorization. Use of iPhones at time and places that are not disruptive to classrooms or to the rights of others is granted without explicit authorization required. Use of other devices (e.g., personal laptops or other mobile devices) required explicit authorization from the technology staff.
- 2. "Cape Elizabeth School District's Computers remain under the control, custody and supervision of the school district at all times. The school district shall have the right to monitor, review, and have access to all Computers and information concerning the use of the Computer Services by students, whether those Computer Services have been accessed on or off school grounds. Students have no expectation of privacy in their use of school Computers and/or Computer Services, whether they are used on or off school property.
- 3. Computer devices are provided by the school district for educational purposes.
- 4. Prohibited Uses. Unacceptable uses of Computers and/or Computer services include, but are not limited to:

- Accessing or Communicating inappropriate material, including defamatory, abusive, obscene, vulgar, sexually explicitly or suggestive, threatening, discriminatory, harassing, bullying and/or illegal materials
- **Violating copyright or software licenses**, for which the school district assumes no responsibility.
- Downloading "apps" from unauthorized sources.
- Plagiarism
- **Use for non-school purposes** except that incidental use is permitted as long as it does not interfere with the educational purpose of these devices.
- **Misuse of passwords**. Students may not share passwords, use other users' passwords, access or use other users' accounts, or attempt to circumvent the network security systems, filters and/or Computer services.
- Malicious use or vandalism, including damaging the Computers, hacking, jailbreaking, and/or creating or uploading viruses.
- 5. Students should be very cautious about revealing personal details on the Internet
- 6. Students and their families are responsible for the proper care of Computers at all times, whether on or off school property, including costs associated with repairing or replacing the Computer. Cape Elizabeth School District offers and optional Mobile Device Insurance Protection program for parents to cover replacement costs and/or repair costs for damages not covered by the Computer warranty. Parents who choose not to participate in the Mobile Device Insurance Protection plan should be aware that they are responsible for any costs associated with loss, theft, or damage to a Computer issued to their child. Students will not be allowed to bring home
- 7. Any student to whom a Computer is issued must share with the school department any passwords, codes, or keys to allow the technology staff unlimited access to any and all material on the Computer. Failure to provide such access will result in a school discipline and confiscation or limitations placed on future use of the Computer and Computer Services.
- 8. Students have no expectation of privacy in their use of Computer Services while using a privately-owned computing device at school.

STUDENT LOCKERS/STORAGE FACILITIES

School Board Policy Reference: Policy JIH, <u>Questioning and Searches of Students and Student Locker/Storage Facilities</u>

Students are assigned lockers at the beginning of the year. Those lockers do not have built-in locks. If students wish to purchase a padlock for use on their lockers, they should see Mrs. Moriarty in the Main Office. Students may not bring their own locks to use on their lockers. Students may not, without permission from Main Office staff, change lockers with another student. Students and families should be aware that lockers in CEHS are school property, and there should be no expectation of privacy regarding those lockers or their contents. The process and guidelines regarding searches of lockers are described within under the Discipline section of the handbook.

Part 8. Student Behavior, Disciplinary Process, and Consequences

A. DISCIPLINARY PHILOSOPHY, GENERAL PRACTICES AND PROCEDURS, AND SPECIAL CIRCUMSTANCES

PHILOSOPHY AND GENERAL PRACTICES

School Board Policy Reference: Policy JK, Student Discipline

A goal of education is to help individuals develop the self-discipline needed to become contributing and responsible members of the community. Effective discipline in the school assures that each student and educator has the right to learn and work in a safe environment with a freedom from fearful or abusive treatment by others. Discipline is an integral part of sound public education. More specifically the aim of proactive discipline is to help students develop:

- Respect for themselves
- Respect for the rights of others
- Respect and acceptance of differences of others
- Responsibility and acceptance of consequences for their behavior

CEHS's approach to student behavioral issues is grounded in three beliefs: that poor behavior most often has an underlying cause that can and must be discovered, that poor behavior signals a need for new learning on the student's part, and that the student must be a fully engaged participant in finding and articulating the problem and its solution. Thus, our approach in responding to student misbehaviors is not first and foremost punitive (except below regarding offenses that are subject to suspension or possible expulsion). The formal consequence in response to most such misbehaviors will most often be in the form of a loss of some privilege. The more important consequence is the collaborative problem-solving that is triggered by and is an expectation of the student. Although we do not typically assign detentions to students because we do not believe they are generally effective, we do reserve the right to issue detentions in particular cases where it seems appropriate. Where detentions are assigned, there will nearly always be some task that a student is assigned to undertake while they are on detention.

On the other hand, there are some student misbehaviors that harm others or seriously disrupt the educational process. In those cases, administrators can and will consider and apply, in a fair manner, consequences that are designed to remove a student from school in the form of out-of-school or inschool suspension. In most cases, such removal is followed by efforts to bring the parties together so that amends can be made. Examples of the types of offenses that may result in suspension as the immediate consequence of school misbehavior include: fighting, serious theft, harassment, bullying, serious hazing incidents, weapons violations, substance violations on school grounds, serious insubordination to teachers, bomb threats, significant vandalism, and false fire alarms, among others.

In the case of the most serious offenses, including but not limited to the sale or transfer of prohibited substances on school grounds, bomb threats, serious weapons violations, sexual assault,

assault that results in serious injury, or arson—offenses that risk serious disruption to the school community—or in the case of repeated suspendable offenses, the administration may refer a student to the police and for consideration of possible expulsion.

It is impossible to foresee every possible situation; therefore, administrators and the Cape Elizabeth School Department reserve the right to administer more lenient or harsher disciplinary consequences depending on particular circumstances of a particular case except where School Board policy prescribes specific responses.

It is also impossible to list or foresee every situation that might constitute an offense meriting consequences. Consistent with the overall mission and values of the school and school district, administrators have the authority to assign consequences for actions not specifically described in these rules, including consequences for student refusal to comply with reasonable requests or directions of school administrators or staff.

DISCIPLINE AND IMPACT ON PRIVILEGES

Those students who have earned privileges, and have violated our behavioral expectations, will be subject to loss of their privileges for a designated length of time. These privileges include, but are not restricted to, Open Campus, Frees, Parking, or passes.

BEHAVIOR AT SCHOOL- SPONSORED EVENTS OFF SCHOOL GROUNDS

As a student of Cape Elizabeth High School you are expected to uphold the integrity of the school and the community at school sponsored events on or off school grounds. Therefore poor sportsmanship and other actions that violate the school's Code of Conduct will be taken seriously, and appropriate disciplinary measures will be assigned if a violation occurs.

BEHAVIOR OUTSIDE OF SCHOOL

The school reserves the right to provide for a safe and orderly environment for all students. If an event takes place off of school grounds (e.g., rape, murder, threat of serious violence, or other similarly egregious conduct) the school will take whatever action is necessary, including barring those involved from attending school, subject to the provisions and limitations of the law.

STUDENT CONDUCT ON BUSES

School Policy Reference: Policy JICC, Student Conduct on School Buses

The Cape Elizabeth School District does not assume responsibility for students being transported to school by school bus until the student actually boards the bus. Once aboard a bus, students are subject to the same Board policies, rules, and expectations as apply at school. Bus drivers shall bring to the attention of a building administrator student behavior that violates rules or policies or is otherwise unsafe. In addition to any other consequences by rule or policy, the building administrator

has the authority to suspend or terminate the student's privilege of taking the bus, in which case the transportation responsibility reverts to the parents.

SYSTEM-WIDE STUDENT CODE OF CONDUCT

School Board Policy Reference: Policy JIC, System-Wide Student Code of Conduct

The School Board has adopted the following code of conduct for all students in the Cape Elizabeth schools. This code forms the framework for all major issues of student behavior in the Cape Elizabeth school. Hence it is worthy of being included in its entirety in this handbook.

SYSTEM-WIDE STUDENT CODE OF CONDUCT

Ethical and responsible student behavior is an essential part of the educational mission of our schools. To that end, the Board has developed this System-Wide Code of Conduct with input from school staff, students, parents and the community. The Code defines our expectations for student behavior and provides the framework for a safe, orderly and respectful learning environment.

Article 1 - Standards for Ethical and Responsible Behavior

We value decisions and actions guided by the principles of:

- Personal integrity
- **■** Empathy
- Responsibility
- Respect for self and others

Article 2 - Code of Conduct

All students are expected to comply with the Code of Conduct and all related Board policies and school rules. The Code applies to students:

- on school property,
- while in attendance at school or at any school-sponsored activity, or
- at any time or place that such conduct directly and substantially interferes with the operations, discipline or general welfare of the school.

Article 3 - General Behavior Expectations

The following expectations for student behavior are fundamental to a safe, orderly and respectful environment in our schools. Each student should:

- 1. Be courteous to fellow students, staff and visitors.
- 2. Respect the rights and privileges of other students and school staff.
- 3. Obey all Board policies and school rules governing student conduct.
- 4. Engage with the education community.
- 5. Follow directions from school staff.

- 6. Cooperate with staff in maintaining school safety, order and discipline.
- 7. Attend school regularly.
- 8. Meet school standards for grooming and dress.
- 9. Respect the property of others, including school property and facilities.
- 10. Refrain from cheating or plagiarizing the work of others.
- 11. Refrain from vulgarity, profanity, obscenity, lewdness, and indecency.

Article 4 - Consequences

Violations of the Code of Conduct may result in positive and restorative interventions and/or other consequences. Administrators have the discretion to tailor consequences to the facts and circumstances of the particular case. Consequences for violations will range from a verbal warning for minor misconduct up to and including expulsion for the most serious offenses. Behavior that also violates the law may be referred to law enforcement authorities as described in Article 8.

Article 5 - Expectations

The following is a summary of the school unit's expectations for student behavior. In many cases, the Board has adopted policies that address these expectations in greater detail. Students, parents and others should refer to the policies and student handbooks for more information about the expectations and consequences. In case of an inconsistency between Board policies and/or school handbooks, Board policies will prevail.

A. Violence and Threats

Students shall not engage in violent or threatening behavior. Prohibited behavior includes fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property, or threats, intimidation, or harassment. Violations may result in consequences up to and including expulsion.

B. Weapons

Students shall not possess or use weapons of any kind (examples include but are not limited to firearms, explosives and knives). Students also shall not use any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person (examples include but are not limited to bats, lighters, tools and toy weapons). Firearms violations will result in expulsion in accordance with state and federal statutes; other weapons violations may result in consequences up to and including expulsion.

C. Hazing

Hazing is prohibited. Maine law defines injurious hazing as "any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school." No student shall plan, encourage, or engage in such activities in connection with any school program or activity, including extracurricular and co-curricular activities. Students who engage in hazing activities are subject to suspension, expulsion and/or other appropriate consequences.

D. Discrimination and Harassment/Sexual Harassment

Students should not discriminate against other students on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin or disability. Nor should students harass one another on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin or disability. Sexual harassment is also prohibited. Harassment is grounds for consequences up to and including expulsion.

E. Bullying and Cyberbullying

Bullying includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

(1) Has, or a reasonable person would expect it to have, the effect of: (a) Physically harming a student or damaging a student's property; or (b) Placing a student in reasonable fear of physical harm or damage to the student's property; (2) Interferes with the rights of a student by: (a) Creating an intimidating or hostile educational environment for the student; or (b) Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school; or (3) Is based on specified actual or perceived characteristics or association with persons with these actual or perceived characteristics. Bullying and cyberbullying are grounds for disciplinary action up to and including expulsion.

F. Use of Alcohol, Drugs, Tobacco and Other Prohibited Substances

Students shall not consume, possess, furnish, sell, receive, buy, manufacture or be under the influence of prohibited substances as described in Board policy. Violations may result in consequences up to and including expulsion from school.

G. Conduct on School Buses

Students must comply with all Board policies and school rules while on school buses. Students who violate these policies and rules on a school bus may have their riding privileges suspended or revoked, and may also be subject to additional consequences, up to and including expulsion, depending upon the particular violation.

H. Computer/Internet Use

Students are expected to practice good digital citizenship. Students may use school computers, networks and Internet services only for educational purposes and other purposes authorized by the school unit. Students shall comply with all policies and rules governing acceptable use. Unacceptable use may result in use restrictions, suspension or cancellation of computer privileges as well as additional consequences and/or legal action.

I. Co-Curricular/Extracurricular Code of Conduct

Students must follow all Board policies and school rules while participating in co-curricular and extracurricular activities. In addition, a separate Code of Conduct governs the behavior of students participating in these activities. Students who violate the Co-Curricular and Extracurricular Activities Eligibility and Code of Conduct may be subject to suspension or removal from the team/activity as well as additional consequences under applicable Board policies and/or school rules.

Article 6 - Removal of Disruptive/Violent/Threatening Students

1. Students who are disruptive, violent, or threatening death or bodily harm to themselves or others may be removed from classrooms, school buses, or other school property when necessary to maintain order and safety. The staff member who orders the student removed should arrange to have the student escorted to the office or other designated location.

- 2. If a student does not comply with a staff member's order to leave, the staff member will contact an administrator, or, if not available, another suitable person, who shall respond promptly.
- *The responding administrator will take appropriate action.*
- 4. Any use of physical restraint or seclusion of students must comply with applicable regulations and Board policy.

Article 7 - Special Services

- 1. Referral. The school unit has adopted policies and procedures for determining when a student shall be referred for special services.
- 2. Review of Individual Educational Plan. The school shall schedule an IEP meeting to review the IEP of a student who has been removed from class when: a) school officials and/or the parent believes the student may present a substantial likelihood of injury to himself/herself or others; b) the class removals are sufficient to constitute a change in the student's special education program; or c) school officials or the parent believes that the student's behavior may warrant a change in educational programming.

Article 8 - Assistance of Law Enforcement Authorities

The Superintendent and administrators have the authority to make reports to and/or seek the assistance of law enforcement authorities when there is a substantial threat to the safety, health or welfare of the schools, students or staff.

Article 9 - Dissemination of System-Wide Student Code of Conduct

The System-Wide Student Code of Conduct shall be distributed to staff, students and parents through handbooks and/or other means selected by the Superintendent and building administrators.

SUSPENSION OF STUDENTS

School Board Policy Reference: Policy JKD, Suspension of Students

Suspension of students means that students are removed from the opportunity to participate in regular classes and school activities. Suspension may be in school or out of school, at the administrators' discretion, based on the facts and circumstances. Regardless of whether a suspension is served in school or out of school, students who are suspended may not participate in before or after school activities on the day(s) they are suspended.

School administrators have the authority to suspend students for up to ten days. Suspensions of longer than ten days are considered expulsions, and the determination of whether or not to expel a student rests with the School Board.

Students who are suspended have the right to be told the charges against them, have the right to an explanation of the evidence forming the basis of those charges (though not the identities of those who have provided information, and will be given an opportunity to explain their version of events. In most circumstances, these rights will be adhered to before a student is suspended; where there are serious safety concerns, however, the opportunity will take place as soon as practicable thereafter.

Parents of students who are suspended will be notified by telephone by a school administrator, with a follow-up letter. Parents will be required to meet with an administrator before the student will be allowed to return.

A student who has a single suspension during their high school career may request that the suspension be declared null and void by the Principal and expunged from the student's education record under the following conditions:

- 1. The student must be a junior or senior
- 2. The student must submit a written request signed by the student and parent(s)
- 3. The Principal may grant or deny such a request and the Principal's decision is final
- 4. In the event the student commits another suspension after a request under this provision has been granted, the first, expunged suspension will be considered in determining consequences for the next.

EXPULSION OF STUDENTS

School Board Policy Reference Policy JKE, <u>Expulsion of Students</u>; JKE-R, <u>Expulsion of Students</u> Guidelines

An expulsion is any order prohibiting a student from attending school for more than ten days. Under Maine law, the authority to expel students rests with local School Boards, based on the Board's determination, after notice and a hearing, that expulsion is necessary for the peace and usefulness of the school.

QUESTIONING AND SEARCHES OF STUDENTS AND THEIR PROPERTY

School Board Policy Reference: Policy JIH, <u>Questioning and Searches of Students and Students' Locker/Storage Facilities</u>; Policy JIH-R, <u>Questioning and Searches of Students and Students' Locker/Storage Facilities—Administrative Guidelines</u>

Students, their personal property, and their vehicles may be searched upon reasonable suspicion that they possess any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of the school. In most cases, a witness must be present during any such search, although exceptions to this may be made based on safety concerns or impracticability.

Student use of storage facilities, including school lockers, is a privilege; that property remains the property of the school while it is used by students; and students have no expectation of privacy in that property or the contents they store within.

Students may also be questioned based on reasonable suspicion. School administrators are under no obligation to notify a student's parents/guardians prior to questioning a student regarding alleged violations of Board policies, school rules, and/or federal/state laws.

School authorities also have the authority to conduct random searches without individualized suspicion under certain circumstances.

RELATIONS WITH LAW ENFORCEMENT

School Board Policy Reference: Policy KLG, Relations with Law Enforcement

Firearms and substance trafficking violations are subject to automatic referral to law enforcement. Other referrals for substance-related offenses may be made where permitted by policy School administrators are authorized to seek the assistance of law enforcement authorizes whenever they believe there is a substantial threat to the safety, health or welfare of the schools, students, or staff.

B. Most Serious Safety Offenses

WEAPONS, VIOLENCE AND SCHOOL SAFETY

School Board Policy Reference: Policy JICIA, Weapons, Violence, and School Safety

The Cape Elizabeth School Board has adopted a policy (JICIA) that covers a variety of offenses that involve weapons or that create serious threats to school safety. That policy prohibits:

- 1. Possession of weapons of any type including, without limitation, firearms, BB guns, pellet guns, ammunition, explosives, knives, switchblades, cross-bows, brass knuckles, chains, clubs, Kung Fu stars, nunchucks
- 2. Use of any object as a to threaten, harm, coerce, or harass another person
- 3. Violence or threats of violence of any type, including bomb threats
- 4. Verbal or written statements that threaten, intimidate or harass others
- 5. Intentional damage to school or personal property
- 6. Stealing or attempting to steal school or personal property
- 7. Lewd, indecent, or obscene acts or expressions
- 8. Any other conduct that may be harmful to persons or property.

<u>Consequences</u>. In each case listed above, building administrators are authorized to discipline, suspend or recommend expulsion based on the facts and circumstances of each case except that all students who are found to have possessed or brought a firearm to school are subject to automatic expulsion by the School Board for a period of not less than one year

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

School Board Policy Reference: Policy AC, <u>Affirmative Action</u>; Policy ACAA, <u>Harassment and Sexual Harassment of Students</u>; Policy ACAA-R, <u>Student</u> Discrimination and Harassment Complaint Procedure

What are Harassment and Sexual Harassment?

Under the policy and rules, both harassment and sexual harassment are prohibited.

Harassment includes but is not limited to verbal abuse based on race, color, sex, sexual orientation, religion, ancestry, national origin, or disability.

Sexual harassment includes but s not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written or verbal conduct that is gender-based that interferes with a student's education

What are the Consequences for Harassment and/or Sexual Harassment?

If by a staff member, such behavior is grounds for disciplinary action, up to and including dismissal. If by a student, such behavior is grounds for disciplinary action, up to and including expulsion.

What is the Process for Handling Such Complaints?

The most important principle to understand is that it is important to make a complaint and that, once made, that any retaliation for making a complaint is itself a serious disciplinary violation. From that point the policy establishes an investigation mechanism, with notice to the accused and the Superintendent, and both informal and formal resolution mechanisms, with informal resolution efforts only being attempted if both parties agree. If an investigation supports a finding of harassment, the building administrator and Superintendent consult regarding consequences, and notice if provided to the complainant to the extent permitted by state and federal law.

BULLYING AND CYBERBULLYING

School Board Policy Reference: Policy JICK, Bullying and Cyber-Bullying

What is Prohibited by This Policy?

- 1. Bullying
- 2. Cyberbullying
- 3. Harassment and Sexual Harassment
- 4. Retaliation against those reporting such defined behaviors, and
- 5. Knowing and false accusations of bullying behavior.

The bullying covered by this policy includes behavior on school grounds or at school events or behavior away from school if the bullying infringes with the rights of the student at school according to the definition of bullying below.

What is Bullying?

Any written, oral or electronic expression that

Physically harms of places a student in reasonable of physical harm or damage to property

OR

Creates an intimidating or hostile educational environment or interferes with the student's academic performance or ability to participate in the school's activities

OR

Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation or a student's association with a person with those characteristics that also has one of the effects described in the preceding paragraphs.

Examples of bullying listed by the policy include:

- Repeated or pervasive taunting, put-downs, name-calling
- Spreading gossip or rumors
- Verbal or non-verbal threats of harm to a student
- Stealing or hiding a student's possessions
- Demands for money
- Blocking access to school property

What is Cyberbullying?

Bullying through the used of technology.

Examples listed in the policy include:

- Posting slurs, gossip, defamatory statements or rumors on a website or application
- Posting misleading or fake information about a student or posing
- Impersonating the student digitally

- Sending threatening or bombarding messages electronically
- Using a camera phone or the like to take and disseminate embarrassing images

What is the School's Response to a Complaint of Bullying?

First and most important, it is critical for students to understand that they are fully consulted and involved in the school's response to bullying. Students should not fear to report bullying behavior because they are concerned that administrators may respond in a formulaic way without involving the student in making a decision about what is the best way in a particular case.

The School Board policy provides a broad range of possible responses including, among others, mediation, counseling, and reflective activities, as well as more traditional consequences such as detention, suspension, and even possible expulsion. Essentially, the school what needs to be done to investigate the behavior and make it stop, consistent with the wishes of the student affected.

HAZING

School Board Policy Reference: Policy ACAD, Hazing

By Maine statute, hazing is "any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school" Hazing of any student by any other student or staff member is prohibited and subjects the person to disciplinary consequences up to and including suspension or expulsion.

Among other things that might constitute hazing, it is the responsibility of school staff, including coaches and activity advisors, to ensure that new members of teams or activities are welcomed and not subject to any actions that are embarrassing or intimidating or that single them out for special, unfair treatment. Participation in any team rituals or traditions that are for bonding purposes must be entirely voluntary, supervised by coaches or advisors, and no different for younger students than for older students.

SUBSTANCE USE AND POSSESSION ON AND OFF SCHOOL GROUNDS

School Board Policy Reference: Policy JICH, <u>Student Use of Alcohol, Drugs</u>, <u>Tobacco and Other Prohibited Substances</u>; Policy JICH-R, <u>Student Use of Alcohol, Drugs</u>, <u>Tobacco and Other Prohibited Substances Procedures</u>; Policy JJJ, <u>High School Co-Curricular and Extra-Curricular Eligibility and Code of Conduct</u>

The School Board has recently made significant revisions to the various policies dealing with substance possession and use on and off school grounds. Each of its policies is designed to protect the health and safety of students; offer them assistance and education; reinforce the values of Cape Elizabeth's parents; and discourage unhealthy choices.

Stated most broadly, here is the basic summary of the School Board's policy:

Any student at CEHS who uses or possesses or is under the influence of any prohibited substance on school grounds or at a school event will be suspended from school, with the length of suspension reduced based on a willingness to consult with a CEHS substance abuse counselor

Any student who participates in a school extracurricular or co-curricular activity who uses or possesses or is under the influence of any prohibited substance on or off school grounds will lose the opportunity to participate in a certain number of competitions, performances or group activities except for a first offense off school grounds where the student or student's parents have reported the violation to a school administrator within 48 hours. The student will also be referred to a CEHS substance abuse counselor.

The charts on the following pages summarize the current School Board policies. There are many nuances to these policies, and interested student and family members are advised to consult the actual policy language for a complete understanding of the policies.

Violations and Consequences for Substance Issues For Those Participating in School Activities

Suspension from Participation and Loss of Other Privileges

to next year if less than 3 months remaining	Carryover to next year if less than 3 months remaining	Carryover to next year if less than 3 months remaining	school year
All activities, remainder of year. Carryover	All activities, remainder of year.	All activities, remainder of year.	3rd Offense within
	[same]	[same]	
activities for three months [same]	countable contests remaining	countable contests remaining	school year
All competitions, performances, major	to next season if fewer than 8	next season if fewer than 4	2nd Offense within
	Remainder of season, carryover	Remainder of season, carryover to	
iliajoi activities [sailie]			report within 48 hours
major activities [came]	Next 4 countable contests [same]	Next 2 countable contests[JJJ(c)(b)	school year, no self
Next 2 performances or competitions or			1st offense within
			of violation
NO 103E EVEILES	NO JOSE EVELIUS	INO 1031 EVEITS [JJ] [GJ[ZJ[dJ]	report within 48 hours
No lost examts	No lost oxonts	No lost agents [III (C)(2)(2)]	school career, self
			1st Offense within
Other Extracurricular	contest in season	contests in season	
	Athletics/10 or more countable	Athletics/Fewer than 10 countable	

Effect of 1st Offense Self-referral on Consequences for Additional Violations. This is not clearly spelled out in policy, but we have inferred that a single self-referral means the consequence for the second offense is the consequence for the 1st offense, non-self-referral. The consequence for the third offense is the consequence for the second offense, etc.

Time of Offenses and Carryover of Consequences. This policy applies from the time of the student's first co-curricular or athletic involvement in a school year until the end of the school year [JJ](C)(2)

<u>Captaincy and Other Leadership Positions, Honors/Awards, etc.</u>: The previous School Board policy made loss of leadership positions and loss of eligibility for honors and awards automatic for any violation. Those consequences are no longer automatic. They are discretionary with coaches, administrators, and those groups who make determinations about honors and awards.

Substance Violations By Any Student on School Grounds or at School Events

School Year	3rd Violation in	School Year	2nd Violation in	Selling	Manufacturing,	Furnishing,	School Year—	1st Violation in	School Year	1st Violation in				
of possibl	Suspende	Suradene	Suchanda		possible	nossibles	Suchanda		substance	Suspende	Alcohol			
e expulsion	d from scho	Suspended from school for eight days [same from above sub(a)]			Tronsmaka	u nomenia II	d from echo		abuse cou	d from scho	Drugs	Scheduled		
of possible expulsion [same from above sub (a)]	ool for ten day	JOLLOI EIBIL O	nal far pight d	Suspended from school 10 days, referred to Superintendent for consideration of possible expulsion [JICH-R(C)(1)(b)				substance abuse counselor [JICH-R(c)(1)(a)	nool for four da	Alcohol Drugs Substances or PED's drug for student	Scheduled Controlled Steroids alike prescribed			
above sub (/s, referred	ays [same	ames] ave		٥	בזכוו כח נסי	afarrad to S		R(c)(1)(a)	lays, reducił	or PED's	Steroids		
a)] .	to Supe	וו טווו מטינ	trom ahr			uper med	inperint			le to tw	drug	alike	Look-	
	rintendent for	ove sub(a)]			remaent for cons	andent for cons			Suspended from school for four days, reducible to two days if agree to see	for student	prescribed	Look- drugs not	Prescription	
	Suspended from school for ten days, referred to Superintendent for consideration									to see	NOS	substance	Intoxicating	
with social worker (same from above)	Suspended from school 5 days, meet	with social worker (same from above	Suspended from school 1 day, meet		Dicii-McO(2)	[IICH-B(C)(2)]	aparonriate edu	ahusa counsalor	Most with social		Paraphernalia products cigarettes			
er (same fro	ı school 5 da	cer (same fro	ı school 1 da	Meet with social worker or substance abuse counselor, participate in appropriate educational program [JICH-R(C)(2)							products	Tobacco		
m above)	ys, meet	ıy, meet om above)	y, meet			91 0111	oram III	in	hotanco		cigarettes	E-		

Additional Police Referral for Furnishing, Selling, and Manufacturing Violations [JICH-R(B)(1). In addition to the consequences from the table above, the student will be referred to the police (excluding tobacco and ecigarette violations)

Discretionary Referral to Police for Violations. The administration has the authority to refer to the police where the policy has been violated more than once, with the recommendation of the social worker or counselor, or where there is a substantial threat to the safety, health and welfare of the schools [JICH-R(B)[2]]

FIRECRACKERS AND OTHER EXPLOSIVES

There is no good reason to bring firecrackers or other explosives to school. Many explosives and some fireworks are also illegal. Students who bring fireworks or other explosives, including "stink bombs," to school shall, depending on the circumstances of the particular case, be subject to suspension and possible referral to the Superintendent for consideration of expulsion and to the police.

FLAMMABLE DEVICES

The lighting of matches, lighters, or other incendiary devices in school will result in suspension. If a student has one of these devices on his/her person (including 18 years of age or older) it shall be confiscated and properly disposed of.

VANDALISM

By state law, students or their parents are liable for damage to school property by pupils. Restitution is required when school property is lost or damaged. Intentional destruction of or damage to school property is subject to suspension and possible service to the school in addition to restitution.

C. Additional Behavioral Issues

DISTRACTING/DISRUPTIVE ITEMS

We place restrictions on the following items that can cause distractions.

- Prohibited at school: Laser pointers, radios, TV's, electronic game players, or other electronic broadcast equipment
- To be put in locker or storage place throughout school day: Hacky-sacks, kooshes, skateboards, athletic equipment of all types
- ➤ <u>Cell phones</u>, <u>pagers</u>: Must be out of sight and silenced during class time unless teacher directs. Cell phone use is permitted only between classes and in the cafeteria. Volunteer fire fighters and student rescue members may keep pagers on as long as they get permission from a building administrator
- Musical instruments are restricted to the band room area and lawn areas. They are not allowed in hallways, classrooms, or other common areas.

Any of the above items may be confiscated by any staff member and given to an administrator for return at the end of the following day. Failure to comply with a staff

member request for the item is insubordination. Repeat violations will be dealt with on a consistent, case-by-case basis.

DISPLAYS OF AFFECTION

Each student has the right to feel comfortable in the school environment. Public displays of affection, beyond holding hands, can be offensive to both staff and students. Affection should be kept private and away from school grounds. Students who do not adhere to this policy will be warned by staff members – a phone call to the parent/guardian of those students in question will be made home. Subsequent violations will be followed up with disciplinary consequences.

DRESS CODE

School Board Policy Reference: Policy JICA, Student Dress

Students wearing any clothing judged by the administration to be obscene or offensive will be sent home to change clothing if necessary or directed to put on clothing that the school will make available. Clothing worn by students should be appropriate and in good taste, according to the judgment of staff and administration. Student attire should not disrupt the educational process; therefore, the following items do NOT constitute acceptable school attire:

- ➤ Clothing which depicts or in any way refers to, advertises, or promotes illegal drugs, alcohol, or tobacco products or which is derogatory toward any group or individual.
- ➤ Bare feet are not permitted.
- Teachers may request that students remove hats in classrooms or study halls.

The complete School Board policy on student dress provides:

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.

Part 9. Staff Conduct With Students

School Board Policy Reference: Policy GBEBB, Staff Conduct With Students

Staff is expected at all times to conduct themselves towards students both professionally and respectfully. The School Board has adopted the following policy (GBEBB) with regard to staff conduct with students:

The Cape Elizabeth School Board expects all staff members, including teachers, coaches, counselors, administrators and others, to maintain the highest professional, moral and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The interactions and relationships between staff members and students should be based upon:

- mutual respect and trust;
- an understanding of the appropriate boundaries between adults and students in an educational setting; and
- consistent with the educational mission of the schools.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Possible Violations

Examples of conduct by staff members that could be considered a violation of this policy include but are not limited to the following:

- 1. Any type of physical contact with students;
- 2. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- 3. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate quidance/counseling/administrative staff.
- 4. Sexual banter, allusions, jokes or innuendos with students;
- 5. Asking a student to keep a secret; and

6. Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students.

Before engaging in the following activities, staff members will review the activity with their building principal or supervisor, as appropriate:

- 1. Being alone with individual students out of public view;
- 2. Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner;
- 3. Addressing students with terms of endearment, pet names or otherwise in an overly familiar manner:
- 4. Driving students home or to other locations;
- 5. Inviting or allowing students to visit the staff member's home;
- 6. Visiting a student's home, unless on official school business;
- 7. Maintaining personal contact with a student outside of school by telephone or text messaging, computer (such as e-mail, Instant Messenger, social networking sites), or letters (beyond homework or other legitimate school business);
- 8. Exchanging personal gifts (beyond the customary student-teacher gifts); and/or
- 9. Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events except as participants in organized community activities.

Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the principal [or other appropriate administrator] if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the appropriate building administrator or superintendent if they become aware of a situation that may constitute a violation of this policy.

Disciplinary Action

Staff violations of this policy shall be reviewed by the appropriate administrator and may result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services and/or law enforcement in accordance with board's policy.

Part 10. Student Education Records

School Board Policy Reference: Policy JRA, Student Education Records; JRA-R, Student Education Records and Information-Administrative Procedure

The Cape Elizabeth School Department's policy regarding student records is in compliance with federal legislation. The Family Educational Rights and Privacy Act (FERPA) provides certain rights to parents and eligible students (18 years of age or older) with respect to the student's educational records.

The School Board's policy JRA regarding to education records provides as follows:

The Cape Elizabeth School Department shall comply with the Family Educational Rights and Privacy Act ("FERPA") and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and information.

A. Directory Information

The Cape Elizabeth School Department designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos of student participation in school activities open to the public (except photographs and videos on the Internet). The Cape Elizabeth School Department may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

B. Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the Cape Elizabeth School Department must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent.

C. Health or Safety Emergencies

In accordance with federal regulations, the School Department may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

D. Information on the Internet

Under Maine law, the Cape Elizabeth School Department shall not publish on the Internet any information that identifies a student, including but not limited to the student's full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents' names, without written parental consent.

E. Transfer of Student Records

As required by Maine law, the Cape Elizabeth School Department sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

F. Designation of Law Enforcement Unit

The Board hereby designates the Cape Elizabeth Police Department as the Cape Elizabeth School Department's law enforcement unit.

G. Administrative Procedures and Notices

The Superintendent is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.

The School Board's Administrative Procedure in support of that policy provides (JRA-R):

This administrative procedure is intended to assist administrators and school staff in complying with the requirements of federal and state statutes and regulations concerning student education records and information, including special education requirements.

A. Definitions

The following definitions apply to terms used in this procedure.

- 1. "Act" means the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g).
- 2. "Directory information" means the following information contained in an education record of a student: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos relating to student participation in school activities open to the public (except photographs and videos on the Internet).
- 3. "Eligible student" means a student who has attained 18 years of age who has not been judged by a court of competent jurisdiction to be so severely impaired that the student is unable to make decisions or exercise judgment on his/her own behalf.
- 4. When a student attains the age of 18, all rights accorded to parents concerning education records transfer to the eligible student, except that the School Department may continue to disclose education records to a parent without prior written consent if the student qualifies as a dependent under the Internal Revenue Code.
- 5. "Parent" means parent, regardless of divorce or separation, a legal guardian, or individual acting as a parent or guardian provided that there shall be a presumption that a parent has the authority to exercise the rights inherent in the Act, unless there is evidence of a state law or court

order governing such matters as divorce, separation or custody or a legally binding instrument that specifically revokes such rights.

- 6. "Education record" means information or data that directly relates to a student and is maintained by the school unit in any medium, including but not limited to handwriting, print, email or other computer media, video or audio tape, microfilm and microfiche. Records of instructional, supervisory and administrative personnel and personnel who support these individuals, which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a temporary substitute for the person who made the record are excluded from this definition, as are grades on peer-graded papers before they are collected and recorded by a teacher.
- 7. "Student" includes any individual with respect to whom the School Department maintains education records.
- B. Annual Notification of Rights

Parents and eligible students shall be provided with notice of their rights under FERPA and other applicable federal and state laws and regulations concerning education records at the beginning of each school year or upon enrollment if a student enrolls after the start of the school year. The School Department may provide notice through any of the following means:

- 1. Mailing to students' homes;
- 2. Distribution to students to take home;
- 3. Publication in student handbooks;
- 4. Publication in newsletters or other materials distributed to each parent/eligible student.
- C. Access to Policy and Administrative Procedure

The School Department's policy on Student Education Records and Information shall be posted in each school. In addition, school administrators shall provide copies of this administrative procedure to parents/eligible students upon request or when a request to inspect or amend records is made.

D. Inspection and Review of Education Records

Parents/eligible students may review and inspect their educational records by the following procedure:

- 1. The parent/eligible student must make a written request to the Superintendent or building administrator to review the records.
- 2. The Superintendent or building administrator will comply with the request without unnecessary delay and in a reasonable period of time, but in no case more than 45 days after it received the request, and will comply before any IEP Team meeting regarding an Individualized

Education Program or any due process hearing relating to the identification, evaluation or placement of the student.

- 3. The Superintendent or building administrator may deny a request for access to or copies of the student's education records if there is reasonable doubt as to the legality of the parent-child relationship. Access will be withheld until a determination of legal right to access can be established.
- 4. All records shall be reviewed in the presence of a school official.

Parents/eligible students may also request to review the following:

- 1. The School Department's list of types and locations of education records and titles of officials responsible for the records.
- 2. The School Department's record of disclosures of personally identifiable information (see Section F).
- E. Requests to Amend Education Records

Parents/eligible students may ask the School Department to amend education records they believe are inaccurate, misleading or in violation of the student's privacy rights as follows:

- 1. The parent/eligible student must make a written request to the Superintendent or building administrator to amend the education record. The request must clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
- 2. The Superintendent or building administrator shall, within a reasonable period of time after receipt of the request, either amend the record in accordance with the request or inform the parent/eligible student of the School Department's refusal to amend the record and inform the parent/eligible student of their right to request a hearing.
- 3. If the parent/eligible student requests a hearing, it shall be held within a reasonable period of time from the School Department's receipt of the written request. The parent/eligible student shall be given advance notice of the date, place and time of the hearing. The Superintendent shall designate an individual to conduct the hearing. This individual may be an employee of the School Department so long as he/she does not have a direct interest in the outcome of the hearing. The parent/eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.
- 4. The School Department shall make its decision in writing within a reasonable period of time. The decision of the school shall include a summary of the evidence and the reasons for the decision.
- 5. If, as a result of the hearing, the School Department decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall amend the education records of the student accordingly and so inform the parent/eligible student in writing.

6. If, as a result of the hearing, the School Department decides that the information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent/eligible student of their right to include a statement in the student's education record about the contested information and/or setting forth any reasons for disagreeing with the decision of the School Department.

7. Any statement placed in the student's education record under the preceding paragraph shall be maintained as long as the record or contested portion is maintained by the School Department. If the education records of the student or the contested portion are disclosed by the School Department to any party, the explanation shall also be disclosed.

F. Disclosure of Education Records

All disclosures of education records will be made in compliance with federal and state statutes and regulations. The School Department will not disclose any personally identifiable information from the education records of a student without the prior written consent of the parent/eligible student unless such disclosure is otherwise allowed by federal and/or state statutes or regulations. The written consent shall include a specification of the records which may be disclosed, the purpose(s) of the disclosure(s), and the identity of the party or parties to whom the disclosure(s) may be made.

There are several exceptions to the requirement to obtain prior written consent before disclosing education records as follows:

1. Directory Information. The School Department may make directory information (as described in Section A) public at its discretion unless a parent/eligible student has notified the Superintendent in writing by September 15th [or other date designated by the school unit] or within thirty (30) days of enrollment, whichever is later.

The School Department may disclose directory information about former students without the consent of the parent/eligible student.

- 2. Military Recruiters/Institutions of Higher Education. Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the School Department must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want the School Department to disclose this information must notify the Superintendent in writing by September 15th [or other date designated by the school unit] or within thirty (30) days of enrollment, whichever is later.
- 3. School Officials with Legitimate Educational Interests. Education records may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the School Department as an administrator, supervisor, instructor or support staff member (including health or medical staff and the school unit's designated law enforcement unit personnel, if any); members of the School Board; persons or companies with whom the School Department has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators or

therapists); and volunteers who are under the direct control of the School Department with regard to education records.

4. Other School Units. Under Maine law (20-A M.R.S.A. § 6001-B), the School Department is required to send a student's education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records. Consent is not required for the transfer of these records, except for confidential health records.

At the request of the Superintendent of the school unit where a student seeks admission, the student's current or former school administrators shall provide, in a timely fashion, an oral or written report to the Superintendent indicating whether the student has been expelled or suspended or is the subject of an expulsion or suspension proceeding.

- 5. Health or Safety Emergency. In accordance with federal regulations, the School Department may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.
- 6. Other Entities/Individuals. Education records may be disclosed to other governmental entities and individuals as specifically permitted by FERPA and the accompanying regulations.
- 7. Information on the Internet. Under Maine law (20-A M.R.S.A. § 6001), the School Department shall not publish on the Internet any information that identifies a student, including but not limited the student's full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents' names, without written parental consent.
- G. Request/Disclosure Record
- 1. The School Department will maintain a record of requests and disclosures of personally identifiable information from the education records of a student.
- 2. Such records do not include disclosures to the parents/eligible student; disclosures made pursuant to written consent of the parents/eligible student; disclosures to school officials; disclosures of directory information; records released pursuant to a subpoena that specifies that the request/disclosure remain confidential; or disclosures to the person who provided or created the record.
- 3. The record will include the party requesting the information and the "legitimate interest" the party has in the information. In the case of state and local educational authorities, and federal officials and agencies identified in the FERPA regulations, the record must specify that the records may be subject to further disclosure by these authorities, officials and agencies without consent.
- 4. When disclosures are made under the exception for health or safety emergencies, the record must include the "articulable and significant threat to the health or safety of a student or other individuals that formed the basis of the disclosure" and the parties to whom the information was disclosed.

H. Waiver of Confidentiality Rights

A parent/eligible student may waive any of his/her rights regarding confidentiality of education records, but any such a waiver must be in writing and signed by the parent/eligible student. The school may not require that a parent/eligible student waive his or her rights. Any waiver may be revoked, but such revocation shall not apply to any actions taken by the School Department prior to the revocation being received. If a parent executes a waiver, that waiver may be revoked by the student any time after he/she becomes an eligible student.

I. Fees for Copying Records

There shall be no charge to search for or retrieve education records of a student. The School Department shall provide copies of education records to parents/eligible students upon request. The cost of producing copies of the record to parents/eligible student will be determined by the district's business manager. Parents/eligible students who are unable to pay such fees will not be denied access to education records. This fee, however, will not prohibit a parent/eligible student the opportunity to access records if they are unable to pay for copies.

J. Maintenance and Destruction of Education Records

The School Department shall maintain education records as required by federal and state statutes and regulations.

- 1. Records shall be maintained in paper and/or electronic form by personnel who are knowledgeable about the applicable confidentiality and record retention requirements. All records shall be safeguarded from unauthorized access. Student records must be kept in fireproof storage at the school or a duplicate set must be kept off-site.
- 2. The School Department shall not destroy any education record if there is any outstanding request to inspect or review such records.
- 3. Records of access to education records shall be retained as long as the records themselves.
- 4. The School Department shall inform parents of students with disabilities when education records are no longer needed to provide educational services to the student or to demonstrate that the school has provided the student with a free appropriate public education as required by law. At that point, the records may be turned over to parents/eligible student upon their request, or destroyed in accordance with the parent's request or School Department procedures.

K. Complaints

The United States Department of Education maintains an office that handles complaints about alleged violations of FERPA by local school units. Complaints regarding violations of rights accorded parents/eligible students may be submitted in writing to:

Family Policy Compliance Office Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202