

CURRICULUM DEVELOPMENT

The mission of the Cape Elizabeth School Department is to “empower students with the academic, personal, and social knowledge and skills needed to build fulfilling and engaged lives.” As the world changes, so too do the knowledge and skills demanded of our students. To ensure the continued success of our mission, it is imperative that existing programs and practices be regularly reviewed, evaluated, and revised.

Therefore:

- A. Each content area will develop curriculum that is aligned to the Maine Learning Results, including the Guiding Principles, and coordinated K-12.
- B. Administrators and faculty will be sensitive to changing conditions that may require modifications in curriculum.
- C. All programs and practices will be subject to ongoing review, evaluation, and revision to ensure that they meet the instructional needs of students.
- D. The school system will undertake intensive curriculum development as needed and provide the requisite resources, including instructional materials and professional development.
- E. The Superintendent and Director of Teaching and Learning will take the lead in setting district curricular goals in accordance with state mandates, educational research, and community values and aspirations, and in developing plans to achieve them. Principals will be responsible for the implementation of curriculum in their schools.
- F. Curriculum development and revision will be accomplished with the appropriate involvement of administrators, faculty, students, community, and the Board.
- G. The Board will review and approve all substantive curriculum changes prior to implementation.
- H. The Superintendent and Director of Teaching Learning will report annually, or as otherwise requested, to the Board on the status of the curriculum.

Legal Reference: 20-A M.R.S.A. §§ 1001(6), 6209
Ch. 127 § 5-7 (Me. Dept. of Ed. Rules)

ADOPTED: June 9, 1992

Recoded: June 1998

CAPE ELIZABETH SCHOOL DEPARTMENT

2nd Reading: 8/29/17; 1st Reading: 06/13/2017

Policy: IGA

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Revised: November 8, 2005
September 10, 2013
Reviewed: January 14, 2014

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PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

It is the Board's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire the knowledge and skills that will enable them to meet the grade-level learning targets aligned to the Maine Learning Results. The Board recognizes that at every grade level, there are differences among students in their intellectual, physical, social, and emotional development, and that individual students may be more proficient in some content areas than others.

While most students will be promoted from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. Decisions concerning promotion, retention, or acceleration of a student should be consistent with the best educational interests of that student.

A. Criteria

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

- a. Student achievement;
- b. Academic potential;
- c. Attendance;
- d. Health;
- e. Social and emotional maturity;
- f. Physical size;
- g. Age in relation to grade placement;
- h. Student attitude;
- i. Parent concerns; and
- j. Program options.

B. Retention

Decisions concerning grade-level retention should be made through a conference involving parents, the student's teacher(s), the principal, the guidance counselor, and, as appropriate, other professional staff and/or consultants. This team shall be responsible for reaching consensus regarding retention.

C. Acceleration

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Decisions concerning grade-level acceleration should be made through a conference involving parents, the student's teacher(s), the principal, the gifted and talented teacher, the guidance counselor, and, as appropriate, other professional staff and/or consultants. The team shall be responsible for making the final recommendation regarding acceleration. Parents dissatisfied with the team's decision may appeal to the Superintendent. The Superintendent's decision shall be final.

Cross References: IKF - Graduation Requirements

Legal References: 20-A M.R.S.A. §§ 4711; 4721 et seq.; 6201 et seq.
Chapters 125 and 127 (Maine Department of Education Rules)

ADOPTED: October 10, 2006

Revised: November 13, 2012

GRADUATION REQUIREMENTS

Before entering high school, students need to know the standards for attaining a Cape Elizabeth diploma in order to plan an appropriate, sequential, educational program to meet that goal.

The Cape Elizabeth School Department is in the process of implementing proficiency-based education and transitioning, over a period of five years, from traditional graduation requirements to proficiency-based diploma requirements. When fully implemented, these new diploma requirements will require students to demonstrate proficiency in the content areas and Guiding Principles of the Maine Learning Results and to fulfill all additional graduation requirements set by the Board.

Students graduating in the Classes of 2018-2020 must meet the credit and other graduation requirements specified in Part I of this policy. A student who would have graduated with the Class of 2020 and been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by Board policy will have until December 31, 2020 to fulfill the graduation requirements applicable to the Class of 2020.

The transition to proficiency-based diploma requirements will begin with the Class of 2021 and be completed with the Class of 2025.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. These requirements will also be included in the high school student handbook.

The Board has approved the following minimum requirements for graduation, which includes the requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change, and expects the Superintendent/ designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2018, 2019, OR 2020

Students who anticipate graduating in the Classes of 2018, 2019, or 2020 must meet the following minimum requirements in order to be awarded a high school diploma.

- A. The student must successfully complete a total of 230 credits. Of these credits, 125 must be those specified by the State of Maine. They are:
 1. English/Language Arts – 40 credits;

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2. Mathematics – 20 credits;
 3. Social studies, including one year of American history and government – 20 credits;
 4. Science, including at least one year of laboratory study – 20 credits;
 5. Visual and Performing Arts, which may include art, music, or theater – 10 credits;
 6. Health – 5 credits; and
 7. Physical Education – 10 credits.
- B. In addition to the State requirements, the student must meet the following additional credit requirements established by the Board:
1. Math – 10 additional credits for a total of 30 credits;
 2. Science – 10 additional credits for a total of 30 credits, including credits in Physics, Chemistry, and Biology unless alternative credit arrangements in Science are approved by the Principal;
 3. Social Studies – 10 additional credits for a total of 30 credits, including 15 credits in World History unless alternative credit arrangements in Social Studies are approved by the Principal;
 4. Technology – 5 credits;
 5. Visual and Performing Arts/Technology – 5 credits; and
 6. Electives – 45 credits.
- C. The remaining credits may be selected by the student based on the student's interest, satisfaction of course prerequisites, and requirements of the field that the student plans to enter upon graduation.
- D. A student who wishes to meet these requirements through alternative means or is deficient in these requirements may earn and apply credits following prior written approval from the Department Chair, Guidance Counselor, and Principal. A student who makes up deficiencies may participate in the next regular graduation ceremony following successful completion of all graduation requirements.

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II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND

In accordance with Maine law and Cape Elizabeth's proficiency-based system of education, after January 1, 2021, the awarding of a diploma from Cape Elizabeth schools will be contingent on the demonstration of proficiency in the content areas and Guiding Principles of the Maine Learning Results, rather than the accumulation of credits. The student must also fulfill the other requirements specified in this policy.

A. Phase in of content-area requirements from the 2020-2021 school year to the 2024-2025 school year:

1. Commencing with the Class of 2021, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the four content areas of:
 - a. English Language Arts;
 - b. Mathematics;
 - c. Science; and
 - d. Social Studies.

2. Commencing with the Class of 2022, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:
 - a. English Language Arts;
 - b. Mathematics;
 - c. Science; and
 - d. Social Studies
 - e. At least one additional content area of the student's choice.

3. Commencing with the Class of 2023, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:
 - a. English Language Arts;
 - b. Mathematics;
 - c. Science;
 - d. Social Studies; and
 - e. At least two additional content areas of the student's choice.

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4. Commencing with the Class of 2024, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:
 - a. English Language Arts;
 - b. Mathematics;
 - c. Science;
 - d. Social Studies; and
 - e. At least three additional content areas of the student's choice.

5. Commencing with the Class of 2025 and all graduating classes thereafter, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:
 - a. English Language Arts;
 - b. Mathematics;
 - c. Science;
 - d. Social Studies;
 - e. World Languages;
 - f. Computer, Industrial, Performing, and Visual Arts;
 - g. Health and Physical Education; and
 - h. Career and Education Development.*

*The Career and Education Development standards may be embedded and addressed in other content-area learning experiences.

- B. In addition to the content-area requirements, the student must meet the following additional credit requirements established by the Board:
 1. Engage in learning experiences in English Language Arts, Mathematics, Science, and Social Studies in each year of high school.
 2. Engage in learning experiences in world languages in at least two years of high school.
 3. Engage in learning experiences in the computer, industrial, performing, and visual arts in at least two years of high school.
 4. Engage in learning experiences in health and physical education in at least two years of high school.
 5. Engage in learning experiences that integrate career and education development into other content areas of the Maine Learning Results.

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C. Students may also opt to pursue proficiency through other pathways including:

1. Early college/dual enrollment courses;
2. Career and technical education programming;
3. Online/virtual learning;
4. Apprenticeships, internships and/or field work;
5. Community service;
6. Exchange programs;
7. Independent study;
8. Alternative education; and
9. Adult education.

Each pathway must provide a quality learning experience comparable in rigor to Cape Elizabeth's course offerings and be preapproved by the appropriate Department Chair, Guidance Counselor, and Principal.

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

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

This section applies to all students, in all graduation classes.

A. Transfer Students

For students who transfer to Cape Elizabeth High School from another state or from an educational program that is not aligned with the content standards and Guiding Principles of the Maine Learning Results, the principal shall evaluate the value of the student's prior educational experience and determine to what degree the student has met the school's graduation requirements.

B. Home-schooled Students

For home-schooled students wishing to receive a diploma from Cape Elizabeth High School, the principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. A home-schooled student must have attended Cape Elizabeth High School for a minimum of two semesters in order to receive a Cape Elizabeth High School diploma.

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C. Delayed Awarding of Diplomas

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

D. Extended Study

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

E. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma in order to participate in graduation exercises.

F. Honors and Awards at Graduation

In order to be eligible for valedictorian status at graduation, a student must have been in attendance at least three semesters prior to graduation. If a student in attendance less than three semesters prior to graduation qualifies for the "top ten percent," the number of students qualifying for that status will be expanded by one for each student meeting this description. Students in attendance less than three semesters are otherwise fully eligible, without condition, for all end-of-year honors, awards, and scholarships.

Legal Reference: 20-A M.R.S.A. § 4722
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHCDA – Post-Secondary Enrollment Options
IKE – Student Promotion, Retention and Acceleration / Progress Through Grades
IKFA - Early Graduation

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IKFC: Awarding of High School Course Credit Prior to Grade 9

ADOPTED: November 8, 1994
REVISED: November 12, 1996
May 13, 2003
November 14, 2006
June 10, 2008
December 11, 2012
March 10, 2015

HIGH SCHOOL CO-CURRICULAR and EXTRA-CURRICULAR ACTIVITIES ELIGIBILITY and CODE of CONDUCT

This policy is intended to support the physical, social and emotional well being of students and to promote healthy, enriching and safe co-curricular and extra-curricular opportunities for all students. Participation in the School Department's co-curricular activities and extra-curricular activities is a privilege, subject to compliance with eligibility rules and conduct expectations. As representatives of the schools, students are expected to exhibit appropriate behavior at all times. ~~This policy is intended to support the physical, social and emotional well being of students and to promote healthy, enriching and safe co-curricular and extra-curricular opportunities for all students.~~

A. Eligibility Requirements

~~Maine Principals Association (MPA) and Other Sponsoring Organization's Requirements~~

1. ~~Maine Principals Association (MPA) and Other Sponsoring Organization's Requirements~~ — Students

In addition to the academic eligibility requirements summarized below, students participating in school athletics must also meet all eligibility requirements of the Maine Principals Association for participation in athletics (see applicable sections of handbook on MPA website: ~~http://www.mpa.cc/~~). <http://www.mpa.cc/>. For other activities, such as admittance into the National Honor Society, any eligibility requirements of the applicable organization must be met.

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2. ~~2.~~ — Academic Eligibility

a. **Covered Activities.** This eligibility policy applies to all athletic and to most extracurricular activities supported by an advisor stipend. A list of activities to which it applies shall be published in the school handbook each year.

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b. **Checkpoints and Criteria for Eligibility.** Eligibility status will be checked six times each year, with the dates published on the school's calendar and communicated annually to students and families. In order to be eligible for continued participation in covered activities from one checkpoint to the next, students must meet the following criteria:

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- Passing a minimum of four classes (grades of 70 or above) per Maine Principal's Association requirements for athletic eligibility AND
- Passing Habits of Work grades (grades of 70 or above) in ALL courses. For purposes of this policy 'Habits of Work' shall mean timely completion of work and remaining for extra help from school staff when scheduled.

c. **Mid-Point Warnings.** At approximately the mid-point between eligibility checkpoint dates (the exact dates to be determined and published by the building administration), there will be a "warning" point at which teachers' gradebooks will be current, reflecting students' status as of that date. The school will publish these warning dates on the school calendar and will remind families of the dates as they arise so that students can have an opportunity to bring their Habits of Work grades up to the eligibility standard.

d. **Length of Ineligibility.** Ineligible students and the families of those students will be notified of their status by an email from the school sent no later than one week after the checkpoint date. Ineligibility will commence from the date of the email and will continue until the next checkpoint date.

e. **Transition Ineligibility Period During School Year 2017-2018.** Given that this is a new approach to eligibility, the length of ineligibility during school year 2017-2018 will be two weeks commencing from the date of the email or the date of the first preseason practice if the student is an athlete and the email arrives before the commencement of a season, whichever is later. ~~Beginning with school year 2018-2019, the period of ineligibility will be from the date of the email notifying students and families of the ineligibility status until the date of the next checkpoint.~~

~~a. Students passing all courses are eligible to participate in activities.~~

~~b. Incoming ninth graders and high school students who are failing one course in a quarter will be placed on academic probation and will remain on probation until the next ranking period, at which time his/her standing will be reassessed based on the quarter grade, not on the semester or final grade.~~

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~~b.~~

~~A student on academic probation is allowed to continue program participation during the probationary quarter providing that:~~

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- ~~1. A recovery plan is developed (a recovery plan must 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 course) within two weeks from the issuance of report cards. Coaches/advisors are also encouraged to participate in the development/monitoring of the recovery plan; and~~

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- ~~2. If a recovery plan is not developed and implemented within two weeks from the issuance of report cards, or the student fails to comply with the plan, the student will be immediately ineligible.~~

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~~e. A student failing two or more courses in one quarter is ineligible upon the issuance of report cards and for two weeks thereafter. If, after two weeks, the student is passing all courses, he/she will be placed on academic probation and be subject to the requirements of Paragraphs A.1-2 above. If the student is not passing all courses at the end of the two-week period, he/she shall remain ineligible for the remainder of the quarter.~~

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~~d. At the end of the academic year, a student's eligibility for activities in the following year is assessed based on the final grades achieved in courses:~~

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~~1. If an appropriate summer school or other course is available, a student with failing grades may apply to the Principal to make up a course for eligibility purposes. Such requests must be made in writing prior to enrolling in the course. The Principal shall consider such requests on a case-by-case basis in consultation with the teacher of the failed course and the student's guidance counselor.~~

3. Other Athletic Eligibility Requirements

- a. Before a student may participate in co-curricular/extra-curricular activities, he/she must have (a) a signed parent/guardian permission form and (b) a co-curricular/extra-curricular rules acknowledgement form signed by the student and his/her parent/guardian.
- b. Students in 9th and 11th grade must also have documentation of a physical examination within the calendar year and submitted no later than two weeks before the start of preseason. All High School students are required to submit a health questionnaire signed by their parent/guardian each school year.
- c. A student-athlete and his/her parent/guardian must inform the coach in writing prior to a season if the student is on a travel or other sports team during the season. A student may not participate in two school sports in one season. A student may change sports during a season only with the consent of both coaches and the Athletic Administrator.

B. Attendance Expectations

1. Participants are expected to come to school ready to learn on all scheduled school days. Any student who misses any portion of the school day unexcused may not participate in co-curricular or extra-curricular activities that day. In order to participate in a game, practice or other activity, a student must arrive at school (or their school-approved program) no more than 15 minutes after the start of classes and remain in school for the entire day. The only exceptions are for pre-scheduled medical appointments, driver's license tests or other similar appointments.
 - a. The Maine Principals Association requires that student-athletes have regular attendance and actively participate in team practices and competitions.

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2. A student who misses an athletic practice in order to receive extra academic help or make-up work in academic subjects will not be penalized in regard to game playing time status.
3. Any school disciplinary consequence such as detention has priority over co-curricular or extra-curricular activities.
4. Students suspended from school shall not practice, participate, attend or compete in co-curricular or extra-curricular activities during the suspension.

C. Conduct Expectations

1. Students are required to abide by all Board policies, school rules and any additional rules, and/or training guidelines imposed by coaches or advisors. Any additional rules and/or training guidelines must be consistent with Board policies and be approved by the administration.
2. Student use of alcohol, drugs and tobacco is illegal and negatively affects student health, safety and performance. Students participating in co- and extra-curricular activities carry a responsibility to themselves, their fellow students, coaches/advisors, parents and school to set the highest possible example of conduct, sportsmanship and training, which includes avoiding any involvement with alcohol, drugs and tobacco. Therefore, students participating in co-curricular and extra-curricular activities may not engage in the prohibited conduct described in Policy JICH (Student Alcohol, Drug and Tobacco Use) at any time or place from the beginning of the student's first co-curricular or extra-curricular activity of the school year (including pre-season) through the end of the school year (including any tournaments, championships and associated activities).
 - a. A student may self-report a violation of this policy to an administrator within two school days and not forfeit the opportunity to participate in co-curricular or extra-curricular activities. This option is only available once in a student's High School career. A self-report may not be made after the school has received a report of a possible violation. The student must meet with a school social worker or guidance counselor and comply with any action plan developed. If the student fails to comply, the disciplinary consequences below may be imposed.
 - b. The following consequences are in addition to any other consequences imposed for violations of Policy JICH. Consequences

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carry over to the next season, activity and school year as necessary. Students will be referred to a school social worker or guidance counselor and must comply with any action plan developed or face additional consequences.

Students under team/activity suspension may attend activities or practices, but may not dress or play in a game or other activities of the particular team, club or group.

- First Violation in a School Year

Athletics – Forfeit participation in the next two countable contests if the team has fewer than 10 total contests in a season excluding playoffs, or the next four countable contests if the team has ten or more countable contests in a season, excluding playoffs. If the student is not involved in athletics at the time of the violation or there are not enough contests remaining, this consequence carries over to the next athletic activity in which the student participates.

Other Activities – Forfeit participation in the next two competitions, performances or major activities of the group. If the student is not involved in activities at the time or there are not enough activities remaining, then this consequence carries over to the next activity in which the student participates.

- Second Violation in a School Year

Athletics – Forfeit participation for the remainder of the season and post-season activities. If there are fewer than eight/four countable contests remaining at the time of violation or the student is not involved in athletics at the time, the consequence shall carry over to the next athletic activity in which the student participates.

Other Activities – Forfeit participation in all competitions, performances or major activities of the group for three months. If the student is not involved in activities at the time or there are not enough activities remaining, then this consequence carries over to the next activity in which the student participates.

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- Third Violation in a School Year

Forfeit participation in all activities for the remainder of the school year. If the offense occurs within three months of the end of the year, the consequence carries over to the first quarter of the following year (or whenever the next time a student wishes to participate in activities).

Other improper conduct by students at school or out of school, whether or not covered by specific Board policies and school rules (including criminal activity) shall be reviewed by the administration. The administration will determine whether any consequences such as suspension from co-curricular or extra-curricular activities and/or forfeiting of leadership positions and/or honors is warranted, based on the facts of the particular case.

3. Students are responsible for all equipment and uniforms issued to them by the school. The cost of replacing damaged or lost equipment/uniforms will be the responsibility of the student. Students may only wear uniforms and use equipment in connection with the activity for which it was issued. Students may not try out for or participate in new activities until all equipment and/or uniforms have been returned or paid for.

Cross Reference: JICH – Student Use of Alcohol, Drugs, Tobacco and Other Prohibited Substances
JICH-R – Student Use of Alcohol, Drugs Tobacco and Other Prohibited Substances Administrative Procedure
JIC – System-wide Student Code of Conduct
JLCA – Sharing Medical Information Between Home and School
JJIBB - Sportsmanship

ADOPTED: October 9, 1984

Revised: October 11, 1994

September 10, 1996

March 10, 1998

Recoded: June 1998

Revised: May 11, 2000

May 8, 2001

November 18, 2014

May 10, 2016

CAPE ELIZABETH SCHOOL DEPARTMENT

STUDENT WELLNESS

The Board recognizes that student wellness and good nutrition are related to individuals' physical and psychological well-being and their readiness to learn. The Board is committed to providing a school environment that supports wellness, healthy food choices, nutrition education, and regular physical activity. The Board supports the fact that students who practice healthy lifestyles, such as good nutrition and regular exercise may reduce their risk of obesity, mental health issues, and chronic diseases.

Nutrition

The school department will ensure that meals provided by its Food Services Program meet or exceed the nutrition standards established by federal regulations. Sales of foods and beverages that compete with the school lunch program (and/or school breakfast program) must be in compliance with the Board's policy EFE, Competitive Food Sales/Sales in Competition with the School Food Services Program.

Nutrition education will be integrated into the instructional program through the health education program and/or curriculum as aligned with the content standards of Maine's System of Learning Results. Nutrition education will focus on the skills students need to adopt and maintain healthy eating behaviors. Students will receive consistent nutrition messages throughout the schools, including classrooms, cafeteria, and school-home communications.

Cape Elizabeth Schools will:

- Provide a minimum of 20 minutes for all K-12 students to eat their meals
- Schedule snack time at least one hour before the lunch meal
- Provide access to free drinking water
- Provide appropriate nutritional information for school meals via the school nutrition website and on the monthly lunch calendar
- Food/sweets are discouraged as a reward, incentive or consequence. Optimally, staff are encouraged to use alternatives to food as rewards in classrooms
- School staff will identify students who are at risk of food insecurity and link them to available resources, including school-based "backpack programs"

Goals for Nutrition:

- The schools will provide nutrition education that focuses on the skills students need to adopt and maintain healthy eating behaviors
- The schools' health education program will provide sequential, comprehensive lessons including nutrition aligned with the content standards of the Maine Learning Results

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- Nutrition education will be integrated into other subjects as appropriate to complement, not replace, the health education program
- The school department will provide foods that meet or exceed the federal nutrition standards, adequate time for students to obtain food and eat, lunch scheduled as close to the middle of the school day as possible, adequate space to eat, and a clean and safe meal environment
- Student and parent/guardian organizations will be encouraged to engage in fundraising projects that are supportive of healthy eating and student wellness

Social/Emotional Well-being

The Cape Elizabeth School Department recognizes the importance of nurturing and supporting students' social and emotional needs, while also challenging students academically. Social/emotional well-being for students will be met by providing services in the form of school counselors, nurses, and social workers. Annual training will be provided to teachers and staff to recognize the social/emotional needs of students as it pertains to their respective roles. The ultimate objective will be to provide education for students to develop self-care and advocacy skills that promote and protect their social and emotional well-being.

Goals for Social/Emotional Well-being:

- Structured opportunities for social/emotional integration into classroom curriculum
- Provide information to all students and parents/guardians about mental health resources and how to access counseling or social work support in their school/community
- Educate staff and parents/guardians about identifying and responding to mental health concerns/issues
- Students will have access to counselors/social workers across all grade levels
- Administrators will lead teachers in coordinating the scheduling of major assessments and projects reducing academic overload
- Develop parent/guardian groups to partner with the schools and increase awareness of mental health issues and resources

Physical Activity

The school department will regularly provide all students developmentally appropriate opportunities for physical activity through physical education classes, recess periods for K-8 students, and extracurricular activities (clubs, intramural and interscholastic athletics). School programs are intended to build and maintain physical fitness and to

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promote healthy lifestyles.

Goals for Physical Activity:

- Physical activity is important for the overall health of a student, therefore withholding physical activity as a form of discipline or denying access to physical activity for purposes of make-up work and testing during the school day is prohibited
- The schools will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness
- The schools will provide facilities adequate to implement the physical education curriculum for the number of students served
- Teachers are strongly encouraged to incorporate physical activity in their classrooms or advisory periods or outdoors by integrating it into the curriculum and/or using daily or weekly motor breaks
- The physical education program will provide students (K-12) with the knowledge and skills needed to take part in healthy physical activity on a regular basis
- The physical education curriculum will be aligned with the content standards of the Maine System of Learning Results
- Physical education classes will provide opportunities to learn for students of all abilities

Implementation and Monitoring

The Superintendent designee (Wellness Steering Committee) shall be responsible for the implementation of the wellness policy, for monitoring efforts to meet the intent of this policy, and for reporting to the Board on a regular basis. Monitoring may include surveys or solicitation of input from students, parents/guardians, staff, and school administrators.

Reports may include, but are not limited to:

- A. The status of the school environment in regard to student wellness issues
- B. Evaluation of the school food services program and compliance with nutrition guidelines
- C. Summary of wellness programs and activities in the schools
- D. Feedback from students, parents/guardians, staff, school administrators and wellness committee
- E. Recommendations for policy, program or curriculum revisions

1st Reading: 6/13/17

Redline version of wellness committee's 3 May 2017 draft

Policy: JL

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Legal Reference: 42 U.S.C. § 1751

Cross Reference: JLCEA: Managing Students with Food Allergies
EFE: Sales of Foods in Competition with the Food Service Program
JICK: Bullying and Cyberbullying Prevention in Schools

ADOPTED: December 12, 2006

Revised: