

**THE BEACON**  
**2011-- 2012**

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You may contact all staff at CEHS via e-mail at:  
**[www.cape.k12.me.us/directory.htm](http://www.cape.k12.me.us/directory.htm)**

The purpose of this handbook is to provide the students and families of Cape Elizabeth High School with the expectations, rules and regulations, helpful information about, and general operating procedures of the school.

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# DISTRICT GOALS CAPE ELIZABETH SCHOOLS (K-12)

## **Our Mission**

Our mission is to ensure that all of our students develop the knowledge, skills, behaviors, and attitudes to become successful individuals and citizens.

## **Our Vision**

Cape Elizabeth Schools will be one of the top public school systems in the U.S., having created a dynamic organization which inspires an enthusiastic, innovative, and collaborative environment that results in a high level of learning and achievement for all.

## **Our Beliefs**

About Students and Learning, we believe that

- ◆ All students can learn
- ◆ All students should be challenged and supported in their learning
- ◆ All students have abilities and talents that are worthy of being recognized and developed
- ◆ All students benefit when they are held to clear and appropriate expectations
- ◆ As educators, we will connect with the strengths and passion for learning of each student by providing a meaningful and engaging education
- ◆ Education must prepare students to become competent individuals and productive citizens

About Teachers and Teaching, we believe that

- ◆ Teachers need time for collaboration, reflection, and professional development on a regular, consistent basis
- ◆ Teachers need to understand and address the different learning styles of their students
- ◆ Our community expects, values, and supports excellence in teaching

About schools as Learning Communities, we believe that:

- ◆ Students and staff have the right to a safe, respectful, and challenging environment conducive to learning
- ◆ Education is a shared responsibility among students, teachers, staff, parents, and the community
- ◆ A wide range of learning opportunities must be provided in order for our students and staff to be successful
- ◆ The quality of relationships directly impacts learning and achievement

## **CAPE ELIZABETH HIGH SCHOOL BELIEFS IN ACTION**

(Adopted October 2001)

Within Cape Elizabeth High School each educational staff member upholds the following core values:

**About Students and Learning, we will:**

- Provide students throughout high school with opportunities to explore a variety of choices and guide students in planning and implementing their own vision of success after high school

**About Teachers and Teaching, we will:**

- Assess the needs of each individual to better accommodate various learning styles through instructional delivery and varied assessment, and empower students to be independent-thinking, productive citizens and life-long learners
- Communicate and collaborate regularly with professional colleagues system-wide so as to achieve teaching and learning goals
- Pursue ongoing professional development and continuous improvement that benefits the students by expanding our professional content base
- Demonstrate a professional work ethic that results in high quality work

**About schools as Learning Communities, we will:**

- Provide and model a safe environment for all, both in classrooms and common areas, encourage academic risk-taking, and foster an awareness of social responsibility. Each teacher will provide:
  - \* An inviting classroom
  - \* Clear expectations
  - \* Consistent consequences
  - \* Specific, articulated goals
- Foster a classroom environment that encourages self-assessment and reflection, that promotes a challenging and engaging curriculum, supports and nurtures the whole person, and celebrates student achievement
- Involve students, parents, and the community at large by keeping them informed of academic opportunities and student progress, and by creating shared learning experiences

**Cape Elizabeth High School Mission Statement**

All students entering Cape Elizabeth High School will graduate equipped with a personal plan for the future and with well-rounded skills and knowledge. CEHS will challenge students to reach their potential; to demonstrate self-confidence, respect for others, and responsibility for their community; and to embrace and welcome diversity.

## **ACADEMIC EXPECTATIONS**

All students will learn to...

- \* write proficiently
- \* read well and reflectively
- \* conduct appropriate and in-depth research
- \* express themselves clearly in oral presentations
- \* analyze information and solve problems

Before graduation students will demonstrate proficiency in each required content area as measured by school wide assessments.

## **CIVIC and SOCIAL EXPECTATIONS**

All CEHS students will:

- \* demonstrate ethical and responsible behavior
- \* treat others the way they would like to be treated
- \* demonstrate a spirit of cooperation and teamwork in a climate that embraces diversity

## **Code of Ethical and Responsible Behavior**

Cape Elizabeth High School prides itself on the achievements of our students in academics, athletics, and co-curricular activities. Our students represent our school and community in activities throughout the state. It is important that all members of the CEHS community—staff and students alike-- represent Cape Elizabeth High School in an ethical and responsible manner. We hold the following core values as standards for behavior at school, at school-sponsored events, and as members of the school community:

- 1) **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 as property belonging to the whole community
- 2) **Honesty:** Truthfulness; following through on word.
  - Speaks the truth, respectfully
  - Is trustworthy
  - Submits own work
- 3) **Compassion:** Genuine awareness of others' needs
  - Treat all people with kindness
  - Lend a helping hand to those in need
  - Demonstrate empathy and understanding
- 4) **Fairness:** Reasonable dealing with others as equals.
  - Treat others the way she or he would want to be treated
  - Understand the difference between justice and vengeance
- 5) **Responsibility:** Accepting ownership for one's actions.
  - Acknowledge making a mistake
  - Accept the consequences of personal actions or failure to act
  - Report harmful or hateful behavior to an authority figure
- 6) **Courage:** Doing the right thing even when a price is paid.
  - Does the right thing although it may be unpopular
  - Holds high aspirations for self and community
  - Seeks the advice of a trustworthy adult when making difficult decisions or when in a troublesome situation
- 7) **Humility:** Recognize one's fallibility and dependence
  - Admit and learn from mistakes
  - Laugh at one's self
  - Exhibit enthusiasm and wonder
  - Give credit to others

See SBP: JIC

## **Affirmative Action Policy**

Discrimination against and harassment of school employees because of race, color, sex, religion, ancestry or national origin, age, sexual orientation, appearance, family and/or marital status, or disability are prohibited. Discrimination against and harassment of students because of race, color, sex, religion, ancestry or national origin, age, sexual orientation, appearance, family and/or marital status, or disability are prohibited.

The Board directs the school administration to implement a continuing program designed to prevent discrimination against all applicants, employees, students and individuals with disabilities having access rights to school premises and activities. The Cape Elizabeth School Department Affirmative Action Plan will include designation of an Affirmative Action Officer who will be responsible for ensuring compliance with all federal and state requirements relating to nondiscrimination. The Affirmative Action Officer will be a person with direct access to the Superintendent.

The Board directs the administration to provide notice of compliance with federal and state civil rights laws to all applicants for employment, employees, students, parents, and other interested persons, as appropriate.

The School Department will require all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws pertaining to contract compliance.

Cross reference:  
Action Plan

Cape Elizabeth School Department Affirmative

ACAAA – Harassment and Sexual Harassment of Students

ACAB – Harassment and Sexual Harassment of School Employees

# ACADEMICS

## ACADEMIC HONOR CODE

***“Rather fail with honor than succeed by fraud” – Sophocles. According to Webster’s Dictionary, 2<sup>nd</sup> College Edition, honor is defined as a keen sense of right and wrong and an adherence to action or principles considered right.***

## 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 claiming 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.”** General guidelines that can help you avoid plagiarism 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.

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 of 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. Allowing another student to copy your work is also an instance of academic dishonesty. 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 no or 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 Research Handbook. 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.

## **ACADEMIC AND GRADUATION REQUIREMENTS**

### **GRADUATION REQUIREMENTS**

- Must earn 230 credits to graduate
- Must schedule a minimum of six (6) courses per semester
- Must take a one semester social studies course freshman year
- Must take a one semester social studies government course in the junior or senior year

A major subject is worth five credits for a one semester course or ten credits for a year long course.

One year of a course represents the equivalent of one Carnegie unit or ten credits and a semester course represents one half Carnegie unit or five credits.

Students need to fulfill the following core curriculum:

- 4 years of English
- 3 years of Social Studies (1 semester must be government, 15 credits for World History I and World History II for students in the Class of 2011 and later)
- 1 year of United States History
- 3 years of Math
- 3 years of Science (including Physics, Chemistry and Biology for students in the Class of 2011 and later classes)
- 1 year of Technology
- 1 year of Fine Arts
- 1 year of Physical Education
- 1/2 year of Health

Early Awarding of Diplomas: A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a diploma.

### **CREDIT WAIVER**

Students can petition the principal for waivers of graduation requirements. Petitions will be considered on an individual basis by the principal and the respective department head and guidance counselor. The following guidelines must be observed:

All course work, activity or instruction being substituted for CEHS courses must be approved in advance by the school principal, the department head of the subject area and by the student's respective guidance counselor.

### **Prerequisites to Participation in Graduation**

No student is allowed to participate in graduation exercises until all academic requirements are met, all school property is returned, all school fees are paid and all requirements of the Senior Transition Project have been met.

## **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 guidance counselor. Applications are available in guidance.
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.

### **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 re-viewed and the student's reasons for requesting early graduation will be reviewed.

### **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, Advanced Art and Theater) which awards weighted points (1.35) for grades in AP courses and (1.30) for grades in Honors courses. 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.

### **COURSE SELECTION**

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

### **STUDENT PLACEMENT**

Placement of students in courses at different levels should be the result of student, parent, teacher

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

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

## **HONORS COURSES**

Students who earn a semester grade of 89 or better in their current (most recent) honors course may elect an honors course.

Students enrolled in a CP class and students enrolled in honors classes who have earned below an 89 are encouraged to apply for honors course placement through the following procedures, **if they have a particularly strong interest in a specific content area:**

**English:** Submit an application provided by the high school English Department and a portfolio of three pieces of writing: 1) a graded essay from a current course; 2) a piece of creative writing; 3) a piece of writing of the student's choice.

**Math and Science:** Initial requests are reviewed by the current teacher and department chair for approval or disapproval. The placement review could include the student's past performance in the department's courses, testing results, samples of the student's work and input from the student's current teacher. Parents who wish to appeal this decision are requested to submit their request in writing to the high school principal.

**Foreign Language:** Students are placed in foreign language in Grade 9 by an individual oral interview and a proficiency test. To enroll in French V or VI and Spanish V or VI, students with grades between 81-88 must submit a specified writing sample (in French or Spanish) to apply. The department chair and current teacher will make the final decision.

**Social Studies:** Applications will be available from the social studies teachers or the department chair. Students will be asked to submit a letter of application and write an essay on an assigned topic. There will be a deadline for applications to be received, and any application received after that date will not be considered unless the deadline is waived by the department chair. For placement in freshmen honors courses, students need an average of 93 or better in the current unlevleed Grade 8 social studies course. Regardless of current placement, any student with an average below 80 in their current course may not apply for honors course placement.

## **ADVANCED/AP COURSES**

Students who are eligible for honors placement and who wish to enroll in Advanced Placement classes are encouraged to participate in the Spring AP course screening process. Enrollment in these courses will be limited, and students who enroll in these courses are required to take the AP exam in the subject except in foreign language. Students who need financial assistance in order to take the exams should apply for financial assistance through their guidance counselor.

## **APPEALS PROCESS**

In the event that the student and department do not agree on placement, the student or parent may ask for a review conference with an appeals committee composed of the department chair, the principal and the student's guidance counselor. The major focus of the committee's review of

placement will be the student's past performance in department courses, testing results, written samples of the student's work from both courses and input from the student's current teacher. The responsibility for the final decision in any review process rests with the principal.

### **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 is not appropriate to the student's ability level.
2. If the drop is made without teacher approval, 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.

### **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 = B	72-74 = D
85-86 = B-	70-71 = D-
	69 and below, fail = F

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

- ◆ *Honors* - all grades must be 85 or better
- ◆ *High Honors* -all grades must be 93 or better.

### **CALCULATION OF GPA FOR STUDENTS WITH LESS THAN 5 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. This guideline was made effective as of June 2001.

**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 High School Counseling Office.

## **REQUESTS TO CHANGE STUDENT GRADES**

Appeal of grades on report cards and GPA's must be made within thirty (30) days of the date of issue of the grade or the report cards or GPA. Grades in specific courses may be contested only within thirty days of the date of issue of the report card. After that time, grades will not be changed. Students must make this appeal in writing to the high school principal.

## **INCOMPLETES**

Students will have up to two weeks (ten school days) from the end of a marking period to make up the incomplete work. After ten school days, the teacher will turn in a grade for the marking period.

## **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. Independent studies are a supplement to, not a replacement for, courses offered in the curriculum. Independent studies must be taught by a CEHS teacher. Grades for independent study are pass/fail and will not be factored into the student's grade point average.

## **STUDENT EDUCATION RECORDS**

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 major points of this policy are as follows:

### **Inspection of Records**

- Parents/guardians/eligible students may inspect and review the student's education records within 45 days of making a request. Such requests must be submitted to the Superintendent or building administrator in writing and must identify the record(s) to be inspected. The Superintendent or building administrator will notify parent/eligible student of the time and place where the record(s) may be inspected. Parents/eligible students may obtain copies of education records at a cost of \$0.10 per page.

### **Amendment of Records**

- Parents/guardians/eligible students may ask the School Department to amend education records they believe are inaccurate, misleading or in violation of the student's right to privacy. Such requests must be submitted to the Superintendent or the building administrator in

writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Superintendent or building administrator decides not to amend the record as requested, the parents/guardians/eligible student will be notified of the decision, their right to request a hearing, and information about the hearing process.

#### Disclosure of Records

- The school will not disclose, without prior written consent, any school records of the student except as follows:
  - a. **Directory Information:**  
The School Department designates the following student information as directory information that may be made public at its discretion: name, grade level of students, participation of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in school unit, and honors and awards received. Parents/eligible students who do not want the School Department to disclose directory information must notify the Superintendent in writing by September 15<sup>th</sup>, or within thirty (30) days of enrollment whichever is later.
  - b. **Military Recruiters/Institutions of Higher Education**  
Military recruiters and institutions of higher education are entitled to receive 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 15<sup>th</sup>, or within thirty (30) days of enrollment whichever is later.
  - c. **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 law enforcement unit personnel); members of the Board of Education; persons or companies with whom the School Department has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists); and parents, students and volunteers serving on an official committee (such as disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.
  - d. **Other School Units**  
Under Maine law, the School Department is required to send a student’s education records, including disciplinary records, to a school unit to which a student applies for transfer.
  - e. **Other Entities/Individuals**  
Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or building administrator.
  - f. **Information on the Internet**  
As required by 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, date of birth, social security number and parents’ names, without written parental consent.
  - 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 the policy will be kept in each school.

### Destruction of Records

In accordance with FERPA law, Cape Elizabeth High School will store a student's cumulative record for ten years after their graduation from CEHS. At the end of ten years, a student's files will be purged of all material other than the high school transcript and permanent record card. These records shall be maintained for fifty years.

The cumulative records of those students who transfer or who do not graduate will be stored for ten years, at which time the files will be purged of all material other than the high school transcript and permanent record card. These records shall be maintained for fifty years.

Aggregate reports of testing programs such as SAT, ACT, AP, CTP, and other group testing reports will be kept for ten years from the date of testing.

A separate policy regarding special education records can be viewed through the district special education office.

### Waivers

- An individual who is an applicant for admission to an institution of post-secondary education may waive his/her right to inspect and review confidential letters and statements of recommendations under specified conditions.

### Complaints

- Complaints regarding violations of rights accorded parents may be submitted in writing to the following address:

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

For further information refer to Cape Elizabeth School Board Policy file: JO.

## **TRANSCRIPTS**

A transcript is the official record of your career at Cape Elizabeth High School. Com-plied by the Guidance 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
- School information
- Course level information
- Decile Rank in Class
- Guidance supplies transcripts on re-quest, given advance notice

## **TRANSFER STUDENTS/ NEW STUDENT ENROLLMENT**

Students who choose to enroll at Cape Elizabeth High School must first meet with guidance and the administrative team 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 suspended or 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 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.

## **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.

# **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:

### **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--ALWAYS
- 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--ALWAYS
- 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), 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, you must sign out from the Main Office when you leave and sign back in when you return
- 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 a 24 hour grace period to make-up work after being absent.

- If you will be missing school due to a planned absence, you must see your teachers (first) and administrator (last) to get signoffs on the Planned Absence form. 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 which requires a change in student behavior.
- **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. Do not be offended if we call to meet with you to discuss these serious issues that detract from our educational mission. 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, 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.

## **Teachers**

- Keep accurate attendance.
- Turn it in every period.
- Insist on slips from students before you arrange makeup work.
- Notify the Assistant Principal if you notice an absenteeism pattern being established by a student.

## **Administration/Staff**

- Call parent if student is not in school and we haven't heard from home.
- Follow up promptly on reports of cut class or cut school. Assign consequences. Inform parents of consequences.
- Keep parents informed when there are attendance patterns of concern.
- Schedule parent meetings when there are attendance patterns that cause a high level of concern.

## **Student Consequences for Violations of Attendance Expectations**

For leaving school without following procedure even when the departure might otherwise have been permissible: suspension of privileges/loss of credit

For leaving school grounds when the proper procedure was not followed: suspension of privileges/loss of credit

Tardy to school: In order to participate in a game or practice, students must arrive at school no later 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, an acute attack of a long-term, documented medical condition (e.g., asthma, diabetes), or driver's license tests, per school policy JJJ-R #8, on page 22 of this handbook.

Cutting class or leaving school early, except for medical appointment or other imperative appointment approved by administrator, if you participate in athletics or extra-curriculars: Not allowed to participate in practice, rehearsal, event, or activity on that day or day the incident is handled by administrator.

Coming to school after 8:10 a.m.: same as class cut for first period class.

*CLASS CUTS*: Each cut class will result in:

- 1<sup>st</sup> cut class: Warning  
Loss of credit for assignment(s) missed, including tests and quizzes
- 2<sup>nd</sup> cut class: Loss of one credit towards graduation  
Loss of credit for assignment(s) missed, including tests and quizzes  
Loss of privileges for 3 weeks or detention (underclassmen)
- 3<sup>rd</sup> cut class: Loss of 1.5 credits towards graduation  
Loss of credit for assignment(s) missed, including tests and quizzes  
Loss of privileges for four weeks or one week of detention (underclassmen)
- Subsequent cuts: Loss of 2.5 credits towards graduation  
Loss of credit for assignment(s) missed, including tests and quizzes  
Loss of privileges for the remainder of the school year and a parent conference scheduled

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

1<sup>st</sup> study hall cut = not allowed to leave study hall for two weeks

2<sup>nd</sup> study hall cut = two detentions and not allowed to leave study hall for the remainder of the quarter

3<sup>rd</sup> study hall cut = parent conference scheduled

## **Tardy Policy:**

Students are expected to be on time to school and on time to classes. Students who arrive after the

beginning of the first class must check in first at the Main Office. Students are allowed five “grace” tardies each quarter. Starting with the sixth tardy to school/class, students will lose one half of a credit towards graduation for every tardy. Parents will be notified via letter at the end of each quarter with the loss of credits because of tardiness. Parents are encouraged to monitor the portal so tardiness does not become an issue.

## **BEHAVIORAL EXPECTATIONS**

### **ACADEMIC DISTRACTIONS**

*Each student at Cape Elizabeth High School has a right to learn in an environment that is free from needless distractions.*

### **DISTRACTING/DISRUPTIVE ITEMS**

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

- Prohibited at school: Laser pointers, CD/DVD players, radios, TV’s, play stations, electronic game players, electrical musical equipment or other electronic broadcast equipment
- To be put in locker or storage place throughout school day: Hackey-sacks, kooshes, skateboards, athletic equipment of all types
- Cell phones, pagers: Must be out of sight and turned off during class time. 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 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.

### **DISPLAY 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**

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.

### **COMPUTER TECHNOLOGY ACCEPTABLE USE POLICY**

## **ELECTRONIC COMMUNICATIONS SYSTEMS ACCESS IN THE CAPE ELIZABETH SCHOOLS**

### **USER RESPONSIBILITIES**

- A. Cape Elizabeth School facilities are to be used in a responsible, efficient, ethical and legal manner. Acceptable uses of the network are activities that support learning and teaching.
- B. Users must acknowledge their understanding of the policy and regulations as a condition of assessing an electronic communication system via school facilities or equipment by submitting a completed Electronic Communications Application/Agreement to the appropriate administrator.
- C. System users identifying a security problem on the school's system must notify the appropriate teacher, administrator or technology coordinator. Such problems might include but are not limited to: using an account other than one's own, intentionally disseminating digital viruses or other damaging data, or deliberately attempting to access system information beyond one's allowed system privileges.
- D. Users must observe standard copyright restrictions; they are generally the same as for printed materials.
- E. The Cape Elizabeth School Department does not condone the use of unacceptable materials. Such materials are prohibited in the school environment.
- F. Unacceptable uses of electronic communications network include:
  - 1. Violating the conditions of any of the Cape Elizabeth school rules and policies.
  - 2. Failure to honor the rights to privacy of fellow network users.
  - 3. Using profanity, obscenity or other language which may be offensive to other users.
  - 4. Re-posting personal communications without the author's prior consent.
  - 5. Copying commercial software in violation of copyright law.
  - 6. Downloading or uploading pornographic or unacceptable materials.
  - 7. Infecting the network with computer viruses.
  - 8. Attempting to degrade or disrupt system performance.
  - 9. Encouraging the use of tobacco, alcohol or controlled substances or otherwise promoting any other activity prohibited by school policy, local, state or federal law.
  - 10. Transmitting material, information or software in violation of any school policy, local, state or federal law.
  - 11. Forging or attempting to forge electronic mail messages.
  - 12. Attempting to harm or destroy data of another user of the school's system or that of any other connected network.
  - 13. Illegally accessing on-line services.
  - 14. Using the network for commercial advertising or commercial gain.

### **NONCOMPLIANCE POLICY**

School network resources are not inherently private and instances involving unacceptable use can and will be explored. This can include the examination of e-mail and postings to this or other networked systems. Failure to adhere to this policy and its regulations will result in suspension or cancellation.

## **CO-CURRICULAR**

**CLUBS/ACTIVITIES** (Italics denote activities covered by Academic Eligibility

and Extracurricular Contract requirement.)

Art Club	<i>Natural Helpers</i>
Barbecue Team	Nautilus Yearbook
Bartleby Literary Magazine	<i>Math Team</i>
Cape Insight	Robotics
Chorus	<i>Sailing</i>
<i>Class Officers</i>	<i>Science Team</i>
Cultural Exchange Club	<i>Speech</i>
<i>Debate</i>	<i>Student Advisory Council (SAC)</i>
Environmental Club	<i>Tech Theater</i>
<i>Jazz Band</i>	<i>Theater</i>
<i>Mock Trial</i>	Theater Council
Musical Festivals	Volunteer Club
<i>National Honor Society</i>	Water Polo

**ATHLETICS** (All athletics are covered by the Academic Eligibility and Extracurricular Contract requirement.)

***FALL:***

Boys Soccer  
Girls Soccer  
Field Hockey  
Boys Cross Country  
Girls Cross Country  
Golf  
Football  
Volleyball

***WINTER:***

Boys Basketball  
Girls Basketball  
Boys Swimming  
Girls Swimming  
Girls Ice Hockey  
Boys Ice Hockey  
Boys Indoor Track  
Girls Indoor Track  
Nordic Skiing  
Downhill Skiing

***SPRING:***

Baseball  
Softball  
Boys Lacrosse  
Girls Lacrosse  
Girls Track  
Boys Track  
Boys Tennis  
Girls Tennis

**ACADEMIC ELIGIBILITY FOR STUDENT PARTICIPATION**

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 sports teams are representing their school and community, as well as themselves.

Extracurricular eligibility is determined by grades earned at CEHS at the end of each quarter. High school students passing all CEHS courses in which they are enrolled are eligible for the following quarter.

Any student failing one (1) course, including all in-coming freshmen, will be placed on academic probation and remain on probation until the next ranking period at which time his/her standing is reassessed as determined by the quarter grade, not the semester or final grade. Any course failure in the quarter following probation will result in immediate ineligibility.

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

- A written recovery plan is developed in that course and turned into the principal within 2 weeks from the beginning of the quarter. 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. Additionally, all conditionally eligible athletes will be required to turn in progress reports from all teachers by the end of school each Friday. Students who fail to turn in a report when due will not be allowed to play or practice

until a report is turned in. Any failing grades or other unsatisfactory reports will result in the following consequences:

1<sup>st</sup> unsatisfactory report: warning

2<sup>nd</sup> unsatisfactory report: one week suspension

3<sup>rd</sup> unsatisfactory report: removal from team or club

- 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 in-coming freshmen) is immediately ineligible to participate in extra-curricular and athletic programs. A student remains ineligible until the next ranking period at which time his/her standing is reassessed as determined by the quarter grade, not the semester or final grade.

This policy includes, but is not limited to, all activities and sports listed previously, as well as the Senior Open Campus Privilege. For freshmen, eligibility will be based on grades earned during the last trimester of the 8<sup>th</sup> grade.

## **EXTRACURRICULAR CONTRACT FOR COVERED ACTIVITIES** **RULES AND REGULATIONS: (SBP: JJJ-R)**

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

All athletes and the designated, covered extracurricular groups are subject to the school board's extracurricular contract requirement. That policy requires annual student and parent attendance at a contract meeting and submission of a signed contract. Terms of that contract (some of which – those in italics) apply to both athletes and covered extracurricular groups.

1. *To be eligible to participate in interscholastic athletics a high school student must comply with the eligibility requirements as specified in File IGD – Co-curricular and Athletic Programs and High School Eligibility Requirements; a middle school student must be working with an acceptable academic plan.*
2. High school students must meet all requirements of the Maine Principal's Association. Middle school students must meet all requirements of the Middle School Conference.
3. 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.
4. A student will lose eligibility if he/she plays under an assumed name.
5. Attendance at games and practices from start to finish is mandatory unless excused by the coach prior to practice or the game.
6. Parent/student must inform the coach in writing, prior to the season, if he/she is involved in another organized sport.
7. *Any school disciplinary action, such as detention, will have priority over a practice or a game.*
8. **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. The only exceptions are for pre-scheduled medical appointments, an acute attack of a long-term, documented medical condition (e.g., asthma, diabetes), driver's license tests.**
9. A student is eligible for eight consecutive semesters after he/she enrolls in 9<sup>th</sup> grade.
10. Any student who misses practice for extra-help in academic subjects, will not be penalized in regard to game playing status.
11. *Students suspended from school are not allowed to practice or participate in contests while under suspension. Students under team suspension, but in attendance will: practice with the team; travel to contests; but not dress or play in the game.*

12. A student may not participate in two school sports in the same season. A student may change sports during a season only with both coaches' and the Athletic Administrator's consent. Minimal middle school overlaps must be worked out with the Athletic Administrator.
13. To be eligible to play in a game, a high school student needs 7 days of practice, a middle school student needs 4 days of practice.
14. Equipment issued will be worn only when participating or practicing the sport for which it was issued. A student may not try out for another sport until all previously issued equipment is returned and/or paid for.
15. Before a student may try out, practice, or participate in athletics he/she must have proof of medical insurance coverage, a signed parental permission form, and a signed athletic rules sheet. All 7<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> graders must also have proof of a physical examination within the last twelve months. All 6<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students must have a Sports Candidate Questionnaire completed.
16. All team personnel must ride to and from away contests in transportation supplied by the school. A student may be released to his/her own parents. Permission for students to ride with another parent must be made in writing and pre-approved by an administrator. Students may not transport themselves or other students.
17. Athletes will abide by additional rules set forth by coaches. These will be given out in writing and approved by the Athletic Administrator.
18. Cape Elizabeth athletics prohibits the practice of hazing and initiation of new team members. Any violation will result in a suspension from two countable games. Subsequent violations will result in suspension for the rest of the season.
19. **CONDUCT:** Athletes and students in covered activities who do not conduct themselves properly, either on or off school grounds, including areas not covered by our rules and regulations, will have their actions reviewed by the head coach of that particular sport, or activity advisor, the athletic director, and the principal. Disciplinary action is to be determined by the principal, athletic director and coach.
20. In order to participate in the Cape Elizabeth Athletic Program, students must submit a signed Extracurricular Contract.

## **SCHOOL BOARD POLICY JICH – SUBSTANCE ABUSE**

- I. Goals.** The Cape Elizabeth Substance Abuse Policy has the following purposes:
  1. To discourage students from using illegal substances during their school years. Early use of drugs, tobacco, and alcohol are associated with higher rates of substance addiction and abuse later in life; higher rates of suicide and adolescent injuries and death; and poor academic performance.
  2. To encourage students who have made poor choices to use illegal substances to come forward, accept responsibility, and get help where needed.
  3. To build a sense of pride and positive spirit among those who participate in the Cape Elizabeth schools' extracurricular program, as well as a positive public perception of Cape Elizabeth High School's teams and performance groups.
  4. To reinforce and support the learning in our schools' Health curriculum and the values of our community and the majority of our parents who recognize the health and safety dangers of substance use by young people.
  
- II. Connection to Code of Ethical and Responsible Behavior.** This Substance Abuse policy reflects and seeks to reinforce each of the core ethical concepts in our Code of Ethical and Responsible Behavior.
  - *Respect.* Having the respect for self that will lead to right decisions.
  - *Honesty.* Giving one's word to the school, its advisors, and coaches to abide by this

policy, and following through on that word.

- *Compassion.* Using this policy as an instrument to refer students who are in difficulty with illegal substances to get needed help and reducing the consequence for those who choose this route.
- *Fairness.* Achieving a balance between the offense and the consequence.
- *Responsibility.* Accepting the consequences of one's actions and accepting the responsibilities to others that are inherent in membership on a school team or activity.
- *Courage.* Giving young people a reason to say "no" in the face of peer pressure and reinforcing those courageous decisions.
- *Humility.* Being willing to admit one's mistakes and accept help from others when in trouble.

**III. Prevention.** The school department will provide students with information and activities focused on prevention of the use of alcohol and drugs. Programs are to be provided that teach students that using illicit drugs and alcohol is wrong and harmful. The legal, social, and health consequences of drug and alcohol abuse are to be addressed. Students are to be taught how to resist peer pressure.

**IV. Intervention.** The school department will establish and provide assistance, through a team approach, to intervene with students who are involved with drugs and/or alcohol. Students are to be assisted in addressing their harmful involvement with drugs and alcohol and in continuing in their educational programs. Moreover, information and referral will be provided, as appropriate, to aid involved students and the parents of involved students in connecting with community agencies for drug and alcohol use treatment. In addition to other consequences provided for, all students who violate this policy shall be referred to a social worker or guidance counselor for appropriate information gathering, counseling, and suggestions for further treatment. The student shall be required to attend such meetings as the social worker or guidance counselor deems to be in the student's best interest.

**V. Covered Activities.** This policy shall apply to all students on school grounds or at any school-sponsored events on or off school grounds.

Additionally, this policy is built on a recognition that participation in school extracurricular activities, holding leadership positions in school activities and student government, and receiving school recognitions are privileges, not rights. In each case, students are held out by the school or perceived by the public as representing the Cape Elizabeth schools. Accordingly, this policy shall apply to:

- All students involved in student government,
- All students involved in interscholastic competitions of any sort, including but not limited to athletics, Speech/Debate, Mock Trial, etc.; and
- All students involved in extracurricular activities involving major public performances, including but not limited to Theater and Jazz Band.

Each year, the administration shall list in the student handbook those activities, in addition to athletics, to which this policy applies based on the mix of activities in the school at that time.

**VI. Prohibited Conduct.** The following conduct is prohibited under this policy.

- Students shall not use, sell, furnish, or be in possession or under the influence of any product containing tobacco or alcohol.
- Nor will a student manufacture, sell, furnish, possess, use, or be under the influence of any narcotic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or prescription drug (unless the student has a lawful prescription for that drug and is using it in the manner prescribed); or any other controlled substance defined in federal and state laws/regulations; any look-alike substance; or any substance that is represented to be a controlled substance.

- Nor will any student be in possession of any paraphernalia associated with the use of such substances, the possession of which is a violation of law.
- Nor will any student host, voluntarily or involuntarily, a gathering at his/her home where prohibited activities in violation of this policy take place unless the student and/or his parents/guardians immediately contact the police to bring such a gathering to an end.

## **VII. Investigation and Evidence to Support Conclusion of Violation.**

It shall be the responsibility of the administration to investigate thoroughly any allegations or information concerning possible violations of this policy on school grounds or at school sponsored events. It shall be the responsibility of the administration to conduct a limited, reasonable investigation of any other possible violations where information concerning those violations is received from the police or is received from an adult source who consents to have his/her name used in connection with the investigation, but not in other cases. It is understood that information is sufficient to support a finding of a violation if the information gathered indicates that it is more probable than not that a violation occurred. In all cases where a violation is found to have occurred, a parent/guardian shall be contacted by a school administrator.

## **VIII. Disseminating Information About This Policy/Collecting Signed Acknowledgments of Understanding.**

The schools shall communicate to all parents and students the content of this policy and provide a document(s) in layman's language highlighting key provisions and addressing common misconceptions. This communication may be in the form of documents sent to each home as part of a summer mailing, or it may be accomplished on the school's website, with parents being directed to that website in a summer mailing or by other comparably effective means.

At the high school level, the high school administrators shall communicate the key provisions of this policy to 9<sup>th</sup> grade parents at an annual, fall 9th grade parent evening.

The coach/advisor of each covered activity shall schedule a mandatory parent/student meeting at the outset of that activity. At that meeting, the coach/advisor shall, among other things, reinforce this policy. In order to be able to play or participate in the covered activity, students and parents shall be required to submit to the coach/advisor at the conclusion of the meeting a statement acknowledging their understanding of these rules. These signed statements shall be turned in by the coach/advisor to the Athletic Office or building administrator, as appropriate.

Notwithstanding that these acknowledgements are turned in at the beginning of each competitive or performance season, this policy and its consequences apply throughout the school year.

## **IX. Consequences for Violations** Students shall be assigned the following consequences for violations of this policy:

**A. Suspension from School and Referral to Police.** For any offense on school grounds or at a school sponsored activity on or off school grounds, students shall be suspended from school and referred to the police. The length of suspension shall be as follows:

### Possession and Use Violations on School Grounds or at School Events

*1<sup>st</sup> offense in a School Year:* Four days, except the suspension will be reduced to two days if (a) the student agrees to see the school's social worker for as many visits as the social worker deems necessary and to follow any recommendations of the social worker regarding the student's substance use and (b) the student agrees to perform community service during the days of suspension as assigned by a school administrator.

*2<sup>nd</sup> offense in a School Year:* Eight days.

*3<sup>rd</sup> offense in a School Year:* Ten days. The student shall also be referred to the Superintendent for consideration of possible expulsion.

Furnishing and Trafficking Violations (Excluding Tobacco Offenses) on School Grounds or at School Events Ten days. The student shall also be referred to the Superintendent for consideration of possible expulsion.

**B. Suspension from Covered Activity.** Students shall forfeit their privilege to participate in competitions or performances in covered activities in accordance with the following schedule.

*1<sup>st</sup> offense within a calendar year, Self Reporting.* If a student or parent/guardian reports a violation to a school administrator within 48 hours of its occurrence, the student shall not forfeit the privilege of participating in any competitions or performances. The student shall be referred to meet with a substance abuse counselor, social worker, or guidance counselor, as available for as many meetings as the substance abuse counselor, social worker or guidance counselor deems appropriate and necessary. In order to continue eligibility to participate in the covered activity, the student is required to implement any plans that the substance abuse counselor, social worker or guidance counselor recommends to the student and parent.

In the event of a first violation that is reported via a self-referral, the consequence for the student's second offense will be the consequence provided below for a first violation, without self-referral; for the third offense, the consequence will be that provided below for a second offense; and for the fourth offense, the consequence will be as provided below for a third offense.

*1<sup>st</sup> offense in a calendar year, without self report.* In the absence of a self-report to a school administrator, the student shall forfeit the privilege to participate as follows:

- Athletics. The next two countable contests if the team has fewer than ten 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 a covered activity at the time of the violation, this consequence will carry over to the next athletic team on which the student does participate.
- Other Covered Activities. The next two competitions or major performances of all activities in which the student is actively involved at the time of the violation. If the student is not actively involved in any non-covered activities at the time of the violation, then this consequence will carry over and apply to the next two non-athletic covered activities in which the student is involved.

*2<sup>nd</sup> offense in a calendar year.* Students who violate this policy the second time in a school year shall forfeit the privilege to participate as follows:

- Athletics. The remainder of the athletic season. If there are fewer than eight/four countable contests remaining in the season at the time of the violation, then this consequence shall carry over to the next athletic season in which the student is involved so that the total consequence involves a minimum of eight/four countable contests.
- Other Covered Activities. All competitions and/or major public performances of covered activities for the next three months.

*3<sup>rd</sup> Offense in a calendar year.* Students who violate this policy the third time in a school year shall forfeit the privilege to participate in all covered activities for the remainder of the school year.

**C. Loss of Leadership Positions And/Or School Recognitions.** Students who violate this policy who are elected or appointed school leaders or eligible for major, end-of-year school recognitions or scholarships or membership in the National Honor Society will be subject to the following additional consequences:

1<sup>st</sup> Offense. Loss of athletic team captaincy.

2<sup>nd</sup> offense in school year. Loss of any elected or appointed leadership positions and eligibility for all major, end-of-year school recognitions or scholarships or membership in

the National Honor Society for the remainder of the school year.

3<sup>rd</sup> Offense cumulatively. Loss of any elected or appointed leadership positions and eligibility for all major, end-of-year school recognitions or scholarships or membership in the National Honor Society for the remainder of the student's career in that school.

**D. Education Checklist** All first-time violators of this policy shall be required to complete an information checklist related to the legal, insurance, and other consequences of substance use and abuse. Completion of the checklist may require the student to interview law enforcement, insurance or other officials about these consequences. This checklist must be completed to the satisfaction of the school administration before the student is allowed again to participate in any performances or competitions.

## **NCAA ELIGIBILITY REQUIREMENTS**

Please review the following requirements and minimum high school core-courses necessary for NCAA Initial-Eligibility

### **Division I**

#### **high school graduation**

4 years English  
2 years math Algebra I or above  
2 years science (1 lab)  
1 year additional English, math,  
or science  
2 years social science  
2 years additional in any above  
and/or foreign language

### **Division II**

#### **high school graduation**

3 years English  
2 years math Algebra I or above  
2 years science (1 lab)  
2 years additional math or science  
  
2 years social science  
2 years additional in any above  
and/or foreign language

### **The following courses at Cape Elizabeth High School are NCAA approved core courses:**

Freshman English	Sophomore English	Junior English	Senior English
Algebra	Advanced Algebra	Algebra III	Algebra Part I (.5 credit)
Algebra Part II (.5 cr.)	Applied Adv. Algebra	Calculus	Functions, Stat., Trig.
Geometry	Applied Geometry	Pre-Calculus	Trigonometry
Government	Contemporary Issues	Economics	Historiography
Maine Maritime History	Psychology	American History	World History I
World History II	Chemistry	Physics	Biology
Chemistry Com	Earth Science Seminar	Environmental Science	
Genetics/Microbiology	Anatomy/Physiology	Marine Biology	Latin 11,21
Physics w/tech.	French 11, 21, 22, 31, 41, 51, 61		
Spanish 11, 21, 22, 31, 41, 51, 61			

The following courses at Cape Elizabeth High School do not qualify as NCAA courses and therefore cannot be used for NCAA initial-eligibility certification:

Journalism, Automated Accounting, College Study (i.e. USM early study)

## **DANCES**

- All dances held at Cape Elizabeth High School will be established by the administration and the SAC in the fall.
- No student from another school will be admitted unless he/she is a guest of a Cape High School student. Middle School students are not allowed as guests. 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 7:30 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, i.e. 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, hand bags, back packs, or jackets into the dance – they must be checked at a designated coat room.
- CEHS maintains that there is a distinction between appropriate and inappropriate dancing in a high school setting. Acceptable dancing does not involve jumping, leaping, body slamming, or contact with parts of the body below the waist. Inappropriate dancers will be asked once to act appropriately and then told to leave.
- Dances must be chaperoned by a school administrator, the sponsoring group’s advisor, at least eight staff members and eight parents.

## **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, two town council representatives, and a chairman who are 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. The SAC is an integral part of the decision making process at CEHS.

## **DISCIPLINE**

### **DISCIPLINARY POLICIES and PROCEDURES:**

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

### **Student Discipline**

It is essential for schools to maintain a safe and orderly environment which supports student learning and achievement. Good discipline allows the schools to discharge their primary responsibilities to educate students and promote good citizenship. All students are expected to conduct themselves with respect for others and in accordance with School Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school.

The Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures:

- A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
- B. Expectations for student behavior should be clear and communicated to school staff, students and parents.
- C. Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced.
- D. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

Physical force and corporal punishment shall not be used as disciplinary methods. State law provides that “a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to: a) control the disturbing behavior; or b) remove the person from the scene of the disturbance.”

Teachers are authorized to make and enforce rules for effective classroom management and to foster appropriate student behavior, subject to the direction and approval by the Principal/designee.

School-wide rules shall be developed by the building administration with appropriate input from school staff, students and parents and subject to approval by the Superintendent. School administrators shall impose suspension or other serious disciplinary action against students in accordance with Board policies, administrative procedures and Maine law.

Cross Reference: AC – Nondiscrimination/Equal Opportunity and Affirmative Action  
ACAA – Student Harassment and Sexual Harassment  
JICIA – Weapons, Violence and School Safety  
JKB – Student Detention  
JKD – Suspension of Students  
JKE – Expulsion of Students  
JKF – Suspension/Expulsion of Students with Disabilities  
JICH – Substance Abuse

### **Discipline Code**

#### **Level 1 Offense:**

- A) Disruptive in hallway
- B) Swearing
- C) Being in a designated off limits area during the school day.  
(Parking lots, track, trails)
- D) Not cleaning up at lunch

#### **Consequences:**

- Loss of privileges
- Detention(s)

#### **Level 2 Offense:**

- A) Failure to comply with a teacher/  
Insubordination
- B) Skipping a teacher detention

#### **Consequences:**

- Loss of privileges
- Detention
- Out-of-school suspension

- C) Leaving school w/out permission
- D) Flammable devices

**Level 3 Offense:**

- A) Hazing
- B) Harassment
- C) Possession/use of tobacco products
- D) Inflammatory communication

**Consequences:**

- 2 days out-of-school suspension
- 3 days out-of-school suspension
- 1 week out-of-school suspension

NOTE: Level three offenses are subject to police notification. If damage has occurred students will be responsible for restitution. In cases where continuous harassment occurs the student will be subject to suspension, loss of co-curricular activities, and all privileges associated as a Cape Elizabeth High School student. See other sections of the handbook dealing more specifically with these offenses.

NOTE: Suspensions will begin the next calendar day unless the reason for suspension is one of safety.

**Level 4 Offense:**

- A) Fighting/Assault
- B) Vulgarity towards a staff member
- C) Threats
- D) Threats
- E) Stealing
- F) Vandalism

**Consequences:**

- 2 days school suspension
- 4 days school suspension
- 8 days school suspension
- 10 days school suspension

**Level 5 Offense:**

- A) Arson
- B) Burglary
- C) Possession of a weapon
- D) Bomb threat
- F) False fire alarm

**Consequences:**

- 10 day suspension, recommendation for expulsion

**OTHER OFFENSES**

**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.**

**POLICE NOTIFICATION**

It shall be the practice of school administrators to refer all cases of known or suspected civil or criminal violations except of the most minor sort (e.g., thefts of very small value, isolated instances of pushing and shoving or other physical activities resulting in no injuries) to the police.

**DETENTION**

Detentions can be issued by teachers and administrators to discourage behavior that is harmful to

others or detrimental to the student.

- Detentions are served from 2:30 to 3:15 p.m. or longer Monday through Friday. Students have a 24 hour window of opportunity to serve their detention. Detentions take priority over any work or school activities or practices. If a student misses an assigned detention the student will be assigned two detentions. Any student who does not attend the two detentions will serve a one-day school suspension and will make up the two prior detentions.

## **DISCIPLINE AND IMPACT ON PRIVILEGES**

Those students who have earned privileges, and have violated the discipline code, 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 (rape, murder, threat of violence, or other egregious conduct) the school will take whatever action is necessary, including barring those involved from attending school.

### **Student Conduct on buses**

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

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

In view of the fact that a bus is an extension of the classroom, the Board requires children to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

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

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the building administrator. In such cases, the parents/guardians are responsible for providing safe transportation for their children.

Legal Reference: 20-A MRSA ¶ 5401

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

## **Educational Component**

An educational component is tied into our disciplinary policy. Any student who is in violation of

the drug and alcohol policy or fighting will have the option to seek appropriate help (nicotine-cessation, decision-making skills, anger management) in order to (a) gain necessary coping skills and (b) reduce the length of their school suspension. (See substance abuse policy)

### **Parental Notification**

For any severe or habitual action the parents will be notified after an investigation has taken place.

### **Specific Offenses:**

#### **Bomb Threats and False Fire Alarms**

False fire alarms and bomb threats are criminal acts. A student engaging in these or any other actions that threaten the safety of the staff and student body will be referred to the Superintendent of Schools and police. The student will be suspended for ten days. The student will also be assessed a \$300.00 reparation. The Board recognizes that bomb threats are a significant concern to the school unit. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

#### A. Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a “look-alike” bomb on school premises will be considered a threat for the purpose of this policy.

It is also a violation of Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, “toxic or hazardous substance or material” means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

#### B. Definitions

1. A “bomb” means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, “Molotov cocktail” or other destructive device.
2. A “look-alike bomb” means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A “bomb threat” is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.

#### C. Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to a building administrator, teacher, or other employee in position of authority.

An employee of the school district who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the school district's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

The Superintendent shall be responsible for reporting any bomb threat to the Department of Education within two business days of the incident. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

#### D. Student Disciplinary Consequences

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalties imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school.

The administration may suspend and/or recommend for expulsion any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. ¶1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.

In addition, a student who is found after hearing by the Board to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A. ¶1001(9-A) and policy JICA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

A student who has been identified through the IEP process as having a disability and whose conduct in violation of this policy is related to the disability shall be disciplined as provided in Policy JKF.

#### E. Aiding Other Students in Making Bomb Threats

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

#### F. Student Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

#### G. Staff Disciplinary Consequences

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences.

#### H. Civil Liability

The school district reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

#### I. Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate opportunity, as determined by the Superintendent in consultation with the Board.

Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

#### J. Notification Through Student Handbook

All student handbooks shall address the school district's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

Cross Reference:

EBCA – Crisis Response Plan

JKE – Expulsion of Students

JKF – Suspension/Expulsion of Students with Disabilities

JICIA – Weapons, Violence and School Safety

JKD

Stud

### **Firecrackers and Other Explosives**

Possession of firecrackers and explosives is illegal and any student with them (detonated or not) will be referred to the Superintendent of Schools and to the police. The student will be suspended from school pending legal action.

### **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.

### **Threats**

Threats at Cape Elizabeth High School are taken seriously. These threats, whether verbal, physical, in writing, or via the computer can lead to suspension and/or recommendation for expulsion.

## **HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS**

### **Policy and definition of harassment:**

One of the primary goals of the entire Cape Elizabeth school system is to create a safe environment. Harassment of any student or staff member will not be tolerated and may violate federal or state law. Any student or staff member who feels threatened or harassed needs to notify a Guidance Counselor, Social Worker, Assistant Principal, or Principal. The information will be compiled by the administration and guidance, who will work together to develop a response to the harassment which will cause it to stop.

### **Harassment**

Harassment includes, but is not limited to, verbal abuse based on race, color, sex, religion, ancestry or national origin, sexual orientation, appearance, family and/or marital status, or disability. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the Board policy JICIA – Weapons, Violence and School Safety.

### **Sexual Harassment**

Sexual harassment includes but is 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. School employees, fellow students, volunteers and visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct.

Harassment/sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment/sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.

The Superintendent, school administrator, or the employee designated as the Affirmative Action Officer will investigate complaints of harassment in accordance with the Student Harassment Complaint Procedure. School employees, students, and parents shall be informed of this policy/procedure through handbooks and/or other means selected by the school administration.

Legal References:     TITLE IX OF 1972 EDUCATIONAL AMENDMENTS ACT  
                              TITLE VI OF 1964 CIVIL RIGHTS ACT

CROSS REFERENCE:     AC - AFFIRMATIVE ACTION/EEO STATEMENT  
                              ACAA - HARASSMENT  
                              ACAA-R – ALLEGATION OF HARASSMENT POLICY  
                              ACAA-E – HARASSMENT FORMS  
                              JICI – WEAPONS IN THE SCHOOLS

### **Procedures for the Resolution of Complaints:**

Respect, as a core value of our Code of Behavior, is honored for both the person making the grievance and the one who is the subject of a complaint.

## STUDENT DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

This procedure has been adopted by the Board in order to provide a method of prompt and equitable resolution of student complaints of discrimination or discriminatory harassment as described in policies AC – Nondiscrimination/Equal Opportunity and Affirmative Action and ACAA – Harassment and Sexual Harassment of Students.

### Definitions

For purposes of this procedure:

- A. A “Complaint” is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, religion, ancestry, national origin, sexual orientation, appearance, family and/or marital status, or disability.
- B. “Discrimination or harassment” means discrimination or harassment on the basis of race, color, sex, religion, ancestry, national origin, sexual orientation, appearance, family and/or marital status, or disability.

### How to Make a Complaint

- A. Any student who believes she/he has been discriminated against or harassed should report his/her concern promptly to any staff member.  
Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with a teacher, building administrator, guidance counselor, or social worker.
- B. School staff are expected to report possible incidents of discrimination or harassment of students to a building administrator. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students.
- C. Students and others will not be retaliated against for making a complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.

### Complaint Handling and Investigation

- A. A building administrator may pursue an informal resolution of the Complaint with the agreement of the parties involved.
- B. A building administrator shall promptly inform the Superintendent and the person(s) who is the subject of the Complaint that a Complaint has been received that has not been resolved by informal resolution.
- C. The Complaint will be investigated by a building administrator unless the Superintendent chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor’s authority. Any Complaint about the Superintendent should be submitted to the chairperson of the School Board, who should consult with legal counsel concerning the handling and investigation of the Complaint.
  - 1. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation.
  - 2. If the Complaint is against an employee of the school district, any applicable individual or collective bargaining contract provisions shall be followed.

3. Privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
4. A building administrator or designee shall keep a written record of the investigation.
5. A building administrator or designee may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
6. A building administrator or designee shall consult with the Superintendent concerning the investigation, conclusions, and any remedial and/or disciplinary actions.
7. The investigation shall be completed within 21 calendar days of receiving the Complaint, if practicable.

D. If the investigating authority determines that discrimination or harassment occurred, she/he shall, in consultation with the Superintendent or School Board as appropriate:

1. Determine what remedial action is required, if any;
2. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and,
3. Inform the student who made the Complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

E. If the student's parents/legal guardians are dissatisfied with the resolution, an appeal may be made in writing to the Superintendent within 14 business days after receiving notice of the resolution. The Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate. The Superintendent's decision shall be final.

F. Students are hereby notified that they also have the right to report complaints to the Maine Human Rights Commission, State House Station 51, Augusta, ME 04333 (telephone: 207-624-6050) and/or to the Federal Office for Civil Rights, Regional Director, U.S. Department of Education, S.W. McCormack POCH Room 222, Boston, MA 02109-4557 (telephone: 617-223-9622).

Cross Reference: AC – Nondiscrimination/Equal Opportunity and Affirmative Action  
ACAA – Harassment and Sexual Harassment of Students

## **Mediation**

When a complaint is brought to the administration, the complainant may ask for a mediated resolution between him/herself and the accused. The goal of the mediation procedure is to provide a forum where the complainant and the accused can, with the aid of an experienced adult, come to a mutually agreed upon resolution. Consequently, mediation will occur only if both the complainant and the accused are willing to participate in the process. The mediator will keep a formal record of the incident and the agreed upon outcomes and these will be turned over to the administration. The student should be advised of the importance of informing the harasser that his/her behavior is unwelcome, offensive, in poor taste, highly inappropriate, or makes the victim feel degraded. Of great importance is to let the harasser know that if the harassment continues that he/she is in violation of the law and will be referred for disciplinary consequences that may

include the local authorities.

If the complainant is not satisfied with the outcome of mediation or if mediation is not chosen as an option a Formal Hearing will take place.

## **Formal Hearing**

A Formal Hearing will involve the administration who shall listen to the complainant and will then lead a formal investigation.

## **Investigation**

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents that may be relevant to the particular allegations.

In determining whether the alleged conduct constitutes a violation of school policy, the administrative team shall consider:

- The nature of the behavior
- How often the conduct occurred
- Whether there were past incidents or past continuing patterns of behavior
- The relationship between the parties involved
- The race, national origin, sex, health condition, and age of victim
- The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to harassment
- The number of alleged harassers
- The age of the alleged harasser
- Where the harassment occurred
- Whether there have been other incidents in the school (or previous schools) involving the same or other students
- Whether the conduct adversely affected the student's education or educational environment
- The context in which the alleged incidents occurred

Once the facts are established a meeting will take place, either together or separately, with the complainant and the accused. If the evidence demonstrates that the accused is in violation of harassment policy he/she will be directed to cease and desist from further harassing behavior and will have a disciplinary consequence (at least a detention, ranging up to an out-of-school suspension). The harassing individual will be notified that any further behaviors can lead to police action, loss of privileges, suspension, and possible expulsion. A report shall be filed and held in the administrator's office. If the administrator deems it advisable and necessary to stop the harassment, he may call a meeting of the parent or parents of the students involved together with other personnel that are thought necessary to cause the harassment to stop.

**Retaliation:** Any student or staff member who is found to retaliate against a person who has submitted a harassment complaint will face disciplinary consequences that carry the same weight as those of a harasser.

**\*Confidentiality Statement:** Confidentiality of students shall be maintained, to the extent possible, during any investigation of a harassment complaint.

## **Hazing**

Hazing, according to Webster's New World Dictionary, 3<sup>rd</sup> edition, "is to initiate or discipline (fellow students) by forcing to do ridiculous, humiliating, or painful things." Maine statute

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.”

It is the policy of the Board that injurious hazing activities or any type in connection with any school program or activity, either on or off school property, by any student, staff member, group or organization affiliated with this school district, are inconsistent with the educational process and shall be prohibited at all times.

No administrator, faculty member, or other employee of the school district shall encourage, permit, condone, or tolerate injurious hazing activities. No student, including leaders of student organizations, shall plan, encourage, or engage in injurious hazing activities.

Persons not associated with this school district who fail to abide by this policy may be subject to ejection from school property and/or other measures as may be available under the law.

Administrators, faculty members, students, and all other employees who fail to abide by this policy may be subject to disciplinary action that may include suspension, expulsion, or other appropriate measures. In the case of an organization affiliated with this school district that authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with the school district.

These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.

The Superintendent shall assume responsibility for administering this policy. In the event that an individual or organization disagrees with an action, or lack of action, on the part of the Superintendent as she/he carries out the provisions of this policy, that individual or organization may appeal to the Board. The ruling of the Board, with respect to the provisions of this policy, shall be final.

A copy of this policy shall be included in all school, parent, and employee handbooks or otherwise distributed to all school employees and students.

Legal Reference: 20-A MRSA ¶ 6553

Cross Reference:           ACAA – Harassment and Sexual Harassment of Students  
                                  ACAB – Harassment and Sexual Harassment of Employees  
                                  JICIA – Weapons, Violence and School Safety

## **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.

## **SEARCHES**

### **Searches of Students, Personal Property in Students’ Immediate Possession**

1. School administrators are authorized to search students and/or personal property in students’ immediate possession, when, in their judgment, there are reasonable grounds to suspect that a student has violated or is violating Board policies, school rules, federal/state laws, or is interfering with the operations, discipline or general welfare of the school.

2. All searches of students and/or their personal property shall be authorized and conducted by a school administrator in the presence of a witness, except where the circumstances render the presence of a witness impractical. A reasonable effort will be made to conduct searches out of the sight and hearing of other students.

3. Searches should be reasonably related to the suspected violation and no more intrusive than necessary to discover the evidence for which the search was instigated. Searches may include pat downs and searches of the student's outer clothes (e.g., pockets, jacket, shoes, hat) and personal belongings (e.g., purse, backpack, gym bag, lunch bag). The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items. If the search produces a reasonable suspicion of the presence of evidence, a broader search may be justified. If a strip search appears to be necessary, law enforcement authorities shall be contacted.

4. Searches which disclose evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

### **Searches of Lockers, Desks, and Other School Storage Facilities**

1. School administrators shall consult with the Superintendent prior to conducting random searches. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent.

2. Searches of individual student lockers, desks, or other storage facilities and their contents based upon reasonable suspicion will be conducted in the presence of a witness. If practical under the circumstances of the search, a reasonable effort will be made to conduct searches out of the sight and hearing of other students. If practical, the student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.

3. Any search which discloses evidence that a student has violated Board policies or school rules will be addressed through school disciplinary procedures. Evidence of violation of federal/state laws may result in school disciplinary action and/or be forwarded to law enforcement authorities for possible investigation/prosecution.

### **Patrolling of Parking Lots and Searching Vehicles**

1. Students may drive vehicles to school and park in designated areas in accordance with school rules. School administrators retain the authority to patrol parking lots.

2. If school administrators have a reasonable suspicion that a vehicle which a student has parked at school contains evidence that the student has or is violating Board policies or school rules, or federal/state laws, and/or there is a substantial threat to the welfare and safety of the schools, a school administrator will search the vehicle in the presence of a witness, except where the circumstances make the presence of a witness impractical.

3. If practical, the student should be present during the search. A reasonable effort will be made to conduct searches out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.

### **Canine Patrols and Searches**

1. The Superintendent may authorize canine patrols to take place anywhere on school property, including in hallways and parking lots, if he/she deems it advisable to maintain a safe and orderly school environment and/or to discourage drugs, weapons and/or other illegal

substances or items from being brought onto school grounds.

2. The Superintendent must make requests for canine patrols in writing to the appropriate law enforcement authorities. Only certified dogs and handlers may be used.

3. Whenever possible, canine patrols will be scheduled to minimize disruption of the academic program and risk of contact with students.

4. When canine patrols take place during the school day, teachers will be notified prior to the initiation of a canine patrol to keep students in their classrooms during the patrol. Any students in the parking lot, or anywhere outside of a classroom, prior to a canine patrol will be instructed to report to the school office or appropriate classroom.

5. All student vehicles, lockers, and/or other school storage facilities will be scanned during a canine patrol. Any vehicle, locker or other school storage facility identified by the canine patrol will be noted by the school administrators accompanying the patrol.

6. Immediately following removal of the dogs, each area noted during the canine patrol will be searched. Each search will be conducted by a school administrator in the presence of a witness, except where the circumstances make the presence of a witness impractical.

7. If practical, the student should be present during a search of his/her vehicle, locker or other school storage facility. A reasonable effort may be made to conduct the search out of the sight and hearing of other students. The student may be given the opportunity to open any closed items or items that are not easily accessible to visual search. If the student refuses, the administrator shall open and search the items.

Cross Reference: [JIH - Questioning and Searches of Students](#)

## **SUBSTANCE ABUSE POLICY ON SCHOOL GROUNDS OR AT SCHOOL EVENTS**

The School Board and staff of the school district support a safe and healthy learning environment for students which is free of the detrimental effects of drugs and alcohol. Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement officials, and organizations concerned with the use of drugs and alcohol by school-aged youth.

In order to promote the safety, health, and well being of students, the School Board endorses a three-pronged approach to address the issue of drug and alcohol use: prevention/education, intervention, and discipline. The Superintendent is responsible for developing appropriate administrative procedures, curricula, and programs to implement this policy.

### **Prohibited Conduct**

No student shall distribute, dispense, possess, use, or be under the influence of any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor. Nor shall a student manufacture, distribute, dispense, possess, use, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, prescription drug, any other controlled substance defined in federal and state laws/regulations, any look-alike substance, or any substance that is represented to be a controlled substance.

These prohibitions apply to any student who is on school property, who is in attendance at school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

It is not a violation of this policy for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor, in accordance with school guidelines for medications.

### **Disciplinary Action**

Administrators will suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with established disciplinary procedures. Students may also be referred to law enforcement authorities for investigation and/or prosecution. See subsequent sections for specific disciplinary consequences.

### **Prevention/Education**

The school district will provide students with appropriate information and activities focused on educating students about drugs and alcohol and preventing their use. Programs shall teach students that the use of drugs and alcohol is wrong and harmful, how to resist peer pressure, and address the legal, social, and health consequences of drug and alcohol abuse.

### **Intervention**

The school district will establish a team approach to intervene with students with drug/alcohol problems. Students will be assisted in addressing their drug/alcohol problems and in continuing their educational program. Students will be provided with information and referral, if necessary, to aid them in obtaining assistance from appropriate community organizations. Student records concerning such interventions shall be kept confidential as required by state and federal laws.

### **Policy Communication**

The school district shall distribute this policy and appropriate related information to staff, students, and parents on an annual basis through handbooks and/or other means selected by the Superintendent and building administrators.

Cross Reference: GBEC–Drug-Free Workplace  
JICIA–Weapons, Violence, and School Safety  
JKD–Suspension of Students  
JKE–Expulsion of Students  
JKF–Suspension/Expulsion of Students with Disabilities  
JLCD–Administering Medication to Students  
JRA–Student Records

## **TOBACCO USE OR POSSESSION**

In order to promote the health and safety of all students and staff and to promote the cleanliness of all facilities, the School Board prohibits smoking and the use of all other tobacco products in school buildings, facilities, and on school buses during school-sponsored events and at all other times on school grounds by all persons, including students and employees.

In addition, students are further prohibited from possessing, selling, distributing, or dispensing tobacco products in school buildings, facilities, and on school grounds and buses during school-sponsored events and at all other times.

Legal Reference: 22 MRSA ¶1578-B  
Me. PL 470 (An Act to Reduce Tobacco use By Minors)  
20 USC 6081 (Pro-Children Act of 1994-Goals 2000)

If a student is caught using or pos-sessing tobacco on school grounds the student will be

suspended from school for a length of time determined by the number of occurrences. The student will also be referred to the proper authorities and will lose any type of privileges for the remainder of the semester.

## **CONSEQUENCES FOR ALCOHOL, MARIJUANA AND OTHER DRUGS**

### A. Using/Possessing/Under the Influence at school, on school grounds, or at a school sponsored event:

Choice #1: Suspension from school for four days

Choice #2: Out-of-school suspension for two days and an interview and assessment by the high school social worker. This program starts with a substance abuse assessment. The assessment then makes a recommendation to the student. Failure to complete the assessment will lead to the imposition of Choice #1.

**Note:** In either circumstance, the proper authorities will be notified.

**Note:** If a student is an athlete or is involved in other co-curricular events he/she will also fall subject to the rules specified in the Athletic and Co-curricular contract.

### B. Selling/Furnishing

Superintendent and police notification is required  
Suspension from school for ten days minimum and possible expulsion  
Student interview and assessment by the social worker

## **Weapons, Violence, and School Safety**

The School Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the building administrator/designee for investigation and appropriate action.

### **Prohibited Conduct**

Students are prohibited from engaging in the following conduct on school property, while in attendance at school or at any other school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, any type of knife, chains, clubs, Kung Fu stars and nunchucks;

- B. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or threaten, intimidate, coerce or harass another person. Examples of such objects include but are not limited to bats, belts, picks, pencils, compasses, articles capable of ignition (e.g. matches, lighters), files, tools or any sort and replicas of weapons (including toys);
- C. Violent or threatening behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
- D. Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;
- G. Lewd, indecent or obscene acts or expressions of any kind;
- H. Violations of the school unit's drug/alcohol and tobacco policies;
- I. Violations of state or federal laws; and
- J. Any other conduct that may be harmful to persons or property.

### **Disciplinary Action**

Building administrators may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA ¶1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA ¶1001 (9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing and trafficking of scheduled drugs.

Students who are found to have brought a firearm to school (as defined by federal law), shall be expelled for a period of not less than one year, unless this requirement is modified by the Superintendent on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

The Board authorizes the Superintendent to request an immediate psychological evaluation of a student who violates this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school.

The Superintendent is also authorized to request psychological evaluation of a student who has been identified as posing a substantial risk of violent behavior.

All such evaluations shall be performed at the school unit's expense.

If the parents/guardians and/or student refuse to permit a requested psychological evaluation, the Superintendent and the Board may draw any reasonable inferences from the student's

behavior concerning the risk the student poses to school safety for purposes of determining appropriate action.

Cross References:       ACAA - Harassment and Sexual Harassment of Students  
                              ADC – Tobacco Use and Possession  
                              EBCA – Crisis Response Plan  
                              JICH – Drug and Alcohol Use by Students  
                              JK – Student Discipline  
                              JKD – Suspension of Students  
                              JKE – Expulsion of Students  
                              JKF – Suspension/Expulsion of Students with Disabilities  
                              JIH – Questioning and Search of Students  
                              KLG – Relations with Law Enforcement Authorities

## **SUSPENSION AND EXPULSION**

Suspension is the most serious form of disciplinary action that can be administered at the building level. Suspensions may be assigned by administrators for in-house or out-of-school, depending on the seriousness of the offense and the history of the student's behavior. Offenses which call for suspension include, but are not limited to: fighting, excessive detentions, disobedient and/or disorderly behavior, defiance of authority, possession or detonation of explosive devices, misuse or destruction of school property, chronic truancy or tardiness, stealing, use or possession of tobacco of any form, and possession or consumption of alcoholic beverages or drugs not prescribed by a physician. For each suspension the student's right to due process is guaranteed. Oral notice of charges will be provided, and the student will be given an opportunity to present his/her point of view to the administration. The student's parents/guardians will be notified of all suspensions. **Students are required to make up work due to suspensions at the convenience of his/her teacher.**

A suspension will not exceed ten days (maximum) and such a maximum suspension will require a review of the student's continuing status in the Cape Elizabeth schools. (For further information refer to School Department Policy file JGD). Repeated suspensions, chronic class cutting, severely flagrant violation of school policies, or instances in which a student's presence may present a threat to the educational process of the school or to the safety of others, will result in referral to the Superintendent. This process will involve determination of whether a recommendation to expel is warranted. The school board will make a final ruling on matters of expulsion.

The School Board delegates to the building administrators the authority to suspend disobedient and disorderly students for a period not to exceed the (10) school days. Suspensions longer than 10 days may be imposed by the Board.

Prior to the suspension, except as hereinafter provided:

- A. The student shall be given oral or written notice of the charge(s) against him/her.
- B. The student shall be given an explanation of the evidence forming the basis for the charge(s); and,
- C. The student shall be given an opportunity to present his/her version of the incident.

However, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the instructional process may be immediately removed from school.

In such cases, the notice of charges, explanation of evidence, and the student's opportunity to present his/her version of the incident shall be arranged as soon as practicable after removal of the student from school.

The student's parents/guardians shall be notified of the suspension as soon as practicable by telephone (if possible) and by written notice sent by mail. A copy of the notice shall also be sent to the Office of the Superintendent.

Students shall be responsible for any schoolwork missed during their suspension. After re-admittance, they shall be permitted to take tests, quizzes or any other form of evaluation affecting their grades.

**\*\* NOTE\*\*** Under the discretion of an administrator the suspension may be reduced to half the number of days if the student and the parents of the student agree that during the suspended amount of time the suspended student will serve a school day at a local shelter helping those who are in need of help. Students commonly help out at the Preble Street Resource Center, local churches, and nursing homes.

Cross reference:           JICIA – Weapons, Violence and School Safety  
                                  JK – Student Discipline  
                                  JKE – Expulsion of Students  
                                  JKF – Suspension/Expulsion of Students with Disabilities

## **Student Expulsion**

No student shall be expelled from school except by action of the Board. The Board shall expel students as provided in 20-A MRSA ¶ 1001(9) and (9A). The Board also has the authority to readmit an expelled student on satisfactory evidence that the behavior that was the cause of the student being expelled will not likely recur.

The parents/guardians (and the student if 18 years of age or older) shall be notified by certified letter and regular mail of the Board expulsion hearing. The hearing shall be in a properly called executive session and may also be attended by persons designated by the Superintendent to present information in the case.

The notice of hearing shall include:

- A. The date, time and location of the hearing;
- B. A description of the charge(s);
- C. A statement that the student may be represented by legal counsel;
- D. A statement that the student or his/her representative may cross-examine any witnesses presented by the administration at the hearing; and
- E. A statement that the parents/guardians and the student may present evidence, including witnesses and documents, on the student's behalf.

In the event that a student is withdrawn from enrollment prior to the expulsion hearing, a "withdrawn prior to expulsion hearing" notation will be entered into the student's permanent record; if re-entry is subsequently requested, the Superintendent may then reschedule the expulsion hearing.

Cross Reference:           JKE-R – Expulsion of Students – Guidelines  
                                  JICIA – Weapons, Violence and School Safety  
                                  JK – Student Discipline

## **NURSE’S OFFICE**

### **INSURANCE**

The school makes available for purchase accident insurance for students. The insurance can be obtained either for the school day or for 24 hour coverage. Students, if interested, can get the forms for this insurance in the main office at the beginning of the school year.

### **MEDICATION**

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**

Recognizing that the major responsibility for attending to the health needs of the student rests with the family and their health care provider, the School Board endorses the following policy:

1. All students entering grades K, 7, 9 and 11 are required to have a physical examination. The physical exam form must be completed by a physician and received by the school nurse within 90 days of the opening date of schools.
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. Students participating in a sport that begins practice before September must provide a

completed form to the Athletic Director prior to the first practice.

4. A Sports Candidate Questionnaire is required for all athletes participating in sports entering 6th, 7<sup>th</sup>, 8th, 9th, 10<sup>th</sup>, 11th and 12th grades.
  - a. Forms will be distributed to prospective team members via the Athletic Director's office.
  - b. Forms may be completed by either parent or physician but must be returned before a student is eligible for practice.

## **PRIVILEGES**

### **GRADUATION CEREMONY**

Graduation is the climax of every student's high school years. In order to participate in the graduation ceremony a student must have completed all academic requirements and addressed all outstanding obligations to the high school. 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.

Students who do not satisfactorily meet the standards for the Senior Transition Project will graduate but will not participate in the graduation ceremony. They may partake in both Senior Celebration and Project Graduation.

### **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 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. Students, along with the completed application, will be required to pay a fee in order to gain a parking permit. The permit 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. Violators are subject to ticketing and/or having their car towed at their expense.**

#### **Students should park in the following student lots:**

- The senior class parking lot is located across from the Nurse's Office and below the hockey field and is reserved for seniors.
- 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 or in the lot near the tennis courts.

**STUDENTS MAY NOT PARK IN THE UPPER PARKING LOT BEHIND THE SCHOOL NEXT TO THE CAFETERIA AND THE I.A. AREA OR IN THE FACULTY LOTS IN FRONT OF THE SCHOOL.**

Students who do not have a valid parking sticker may not park on campus. Those who have a sticker and park in an area that is not designated for them will pay a fine and lose their parking privileges.

Note: Students who park on the school campus may have their vehicles searched.

## **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 a class. This policy is based on our expectation that seniors will act responsibly in managing their free time, regardless of when this free time occurs. If a student is not responsible, he/she will 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.

### **Review Board – Meetings and Responsibilities**

The Senior Privilege Review Board will be composed of two teachers nominated by the administration, two students (one senior and one junior) elected by the SAC, and one administrator. The Review Board will meet weekly, if necessary, to consider any issues relating to the operation of the Senior Open Campus Policy. The Board will be responsible for maintaining a list of students who are eligible for Senior Privilege, keeping an accurate tally of penalty days accumulated by the senior class, making recommendations on policy changes that will improve the operation of the program, and hearing appeals from students. A simple majority vote will be required to decide all issues. All meetings will be open to students and staff of CEHS.

### **Eligibility**

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

- A. Meet the eligibility criteria for participation in extra curricular activities (see page 21 of this handbook).
- 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) Failure to meet the eligibility requirements 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) Failure to sign in or out (full name) when exercising the privilege will result in a 10 day suspension of the privilege.
- e) Being tardy for a class after exercising the privilege will result in the loss of the privilege for 10 days for the first offense and a loss of the privilege for 25 days for any subsequent offense.
- f) Missing a class after exercising the privilege will result in the suspension of the privilege for 45 days.

- g) If a student is charged by the police with a moving violation while exercising this privilege, his/her privilege will be suspended for 30 days.
- h) Providing transportation to underclassmen or any ineligible senior during the school day without permission to leave campus will result in a suspension of the privilege for 30 days.
- i) Any student returning to school under the influence of any illegal substance will lose the senior privilege for the remainder of the school year.
- j) Any student driving in an irresponsible manner on school grounds will lose the senior privilege for 10 days. Any subsequent offense will result in the loss of the privilege for additional 10 day periods, equal to the number of previous offenses (i.e. 3<sup>rd</sup> offense=30 days). An irresponsible manner may include but is not limited to: speeding, failure to yield, carrying passengers in an unsafe manner, driving/parking on other than paved/ approved areas, and driving in a manner that could endanger others.
- k) Juniors who cut class during the 4<sup>th</sup> quarter 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 progre

### **Right of Appeal**

A student may appeal the suspension of his/her privilege to the Review Board. Appeals must be in writing and be submitted at least two days prior to any regularly scheduled Board meeting. Any suspension of the privilege assigned by the administration will take effect immediately and remain in effect until the Review Board has had the opportunity to hear the appeal.

### **Suspension of Senior Open Campus Privilege for All Seniors**

The following system will be used as objective measures to determine if the Senior Open Campus Privilege Policy is successful and whether it will continue. An accumulation of a predetermined number of points during the course of the year will be cause for the unconditional suspension of the Senior Open Campus Privilege for the remainder of the year. The number of points that will trigger a suspension of the privilege will be determined by multiplying the number of students in the class by 4 points per student. Each time one of the incidents previously listed in the section titled “Revocation of the Senior Open Campus Privilege for Individual Seniors” takes place, points will be accumulated for the senior class equaling the number of days that the privilege is suspended for the senior in question. The cumulative record will be kept by the two students on the Senior Open Campus Review Board. These two students will keep a running total of the number of points the class has accumulated. This total will be read at the review board meetings every four school weeks. It will also be announced to the student body.

**NOTE:** Any other problems will be dealt with by the Review Board. The administration may suspend this privilege due to bad weather or emergency situations.

### **Senior Hallway:**

The senior hallway is a place designated for seniors to study and to be with one another. The senior hallway is not to be a place where music, extremely loud talking, ball playing, or sleeping occurs. The hallway is closed during all lunch periods. Be courteous to other grades coming through that area and be respectful to the teachers who share that area with you. If a student violates any part of this policy, he/she will be placed in a study hall.

### **Parking:**

Twelfth grade students are allowed to park on campus once their vehicle is registered with Mr. Henninger and pay an annual \$50.00 parking fee. Twelfth grade students are allowed to park in the senior parking lot, the bus lot, and the lower lot (near the pool parking) behind the school. Twelfth grade students are not to park in the faculty lots (front and immediately behind the school), or the pool parking area. If a student violates the parking rules and guidelines of the school he/she will be fined, lose parking privileges, and/or be towed.

### **FREE PERIODS—“FREES”**

During the 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 area outside.** Juniors must report to study hall 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 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 grade of 85 or above in all subjects or have a GPA of at least 90 for the previous quarter. **For this privilege we do not round grades up (you must have a 90 or better).** Frees are a privilege and may be revoked or suspended 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 free period, blocking hallways or interfering with classes). In an emergency evacuation, students on "frees" are required to report to a pre-designated study hall monitor.

### **LEAVING CAMPUS**

We do not have an open campus except for the Senior 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. However, in addition to these obvious reasons, we have found that students who leave campus frequently end up in academic difficulty. Sooner or later students who leave campus miss classes and despite protests to the contrary, students do not study better at home.

**Thus students who leave campus without prior permission** will be assigned a regular detention for the first offense, and suspensions for subsequent offenses. Students will lose privileges, including the privilege to drive to school. **Please note: being in the parking lot during the school day without permission is considered to be "off campus."**

### **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 pro-grams. 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. If they do not, parents will be notified and seniors will not be allowed to participate in the graduation ceremonies.

### **Student Lockers/Storage Facilities**

The purpose of this policy is to maintain and promote a learning environment in the schools that is functional, safe, and conducive to education. In order to promote such an atmosphere, the following student locker/storage facilities policy is established.

The term "storage facility" includes, but is not limited to lockers, team rooms, and desks.

This policy is intended to govern only those storage facilities made available to and used by Cape Elizabeth students or students of other schools. This policy does not govern the rights of school administrators, faculty, teachers, or staff, who are legal employees or independent contractors of the school, school district, municipality, or state.

- A. **Storage Facilities are School Property:** All storage facilities made available to students in the Cape Elizabeth schools are the property of and under the control of the school and school authorities. All storage facilities are subject to periodic random administrative search. Public school officials are not required to obtain a search warrant prior to conducting a search of a student locker or other storage facility.
- B. **Temporary Use of Storage Facilities by Students:** School authorities may grant access and use of storage facilities to a student for the temporary storage of the following:
1. Textbooks, notebooks, supplies, and equipment reasonably necessary for use in that student's current school-approved curriculum;
  2. Seasonable clothing reasonably necessary for that student to commute to and from school, and clothing and equipment reasonably necessary to participate in current school-approved activities and sports;
  3. Food reasonably necessary for that student's consumption during that school day;
  4. The student's identification and keys;

Storage of the following materials are prohibited at all times:

1. Weapons of any kind;
2. Alcohol, illegal drugs, tobacco products, and combustible materials;
3. Prescribed medications, only with the prior knowledge of the school nurse.
4. Any other items that violate school rules or the law or pose a health or safety risk to any person in the school.

Cross Reference: File JICIA – Weapons, Violence, and School Safety  
File JLCD – Administering Medicines to Students  
File JICH – Student Drug Abuse

Students are assigned a locker at the start of each year. We attempt to create a safe environment for students but the school cannot assume responsibility for lost or stolen property. Padlocks are available in the main office for lockers for a small fee to cover the cost of the padlock.

## **SENIOR TRANSITION PROJECT (STP)**

Cape Elizabeth High School values the importance of seniors being able to negotiate the real world as well as the educational world and to give back to their communities. Failure to successfully complete a Senior Transition Project will result in a loss of the privilege to march in graduation or take part in any commencement week activities.

## **INSTRUCTIONAL SUPPORT**

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 Instructional Support Services by contacting the Instructional Support Director, an Administrator, or a Guidance 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.

## **MISCELLANEOUS**

### **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).

### **Crisis Response Plan**

Cape Elizabeth High School has a contingency plan in the event of a campus crisis. The plan is acted upon in accordance with the school district, the police and fire departments, and Cape Elizabeth Community Services. Due to safety procedures and confidentiality, the plan in its entirety is earmarked for the administrative team and the police and fire chiefs.

### **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 than one class is in the library at the same time.
3. Sit no more than four people per table.
4. 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." If a student needs to return to study hall, he/she must do so at least 15 minutes prior to the end of the period and obtain a pass from the librarian.

### **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.

### **LUNCH TIME**

Cape Elizabeth High School provides the opportunity for students to purchase lunch. Lunches can be eaten in the cafeteria or on the picnic tables outdoors. Students are expected to clean up after themselves no matter where they eat lunch – if they choose not to clean up after themselves they may be given clean-up duty in the cafeteria.

### **STAFFINGS**

Staffings are held for students who may be experiencing difficulties transitioning into school, with several courses, or may be having personal issues. Teachers, parents/guardians, students, or administrators may request a meeting through the student's guidance counselor. Appropriate individuals will be invited to discuss the student's social, academic, and behavioral status in order to ensure that the student's educational experience is optimized.

### **STUDY HALLS**

Study halls are designed to be valuable periods of time when students may complete homework assignments, go to the library, meet with teachers for individual help, or study quietly in small groups. **Students are expected to respect another student's right to a productive study hall environment and teachers are expected to insure that this right is not violated.** This does not mean that students may not talk. In fact, group studying is encouraged as long as it does not interfere with another student's need for a quiet place to study.

All freshmen, sophomores and any juniors who do not qualify for frees (see above) are assigned to study halls when not in a class. Students assigned to a study hall are expected to attend that study hall, including all 1<sup>st</sup> period study halls. Cutting study halls will result in consequences previously specified.

### **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.



## **PORTLAND ARTS & TECHNOLOGY HIGH SCHOOL (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.

Courses are offered in a wide variety of subjects including: Architectural Design, Computer Technology, Carpentry, Graphic Arts, Horticulture, Video Technology, Automotive Technology, Machine Tool, Retail & Fashion, and many others. Following completion of a course of study at PATHS, CEHS students have gone on to technical colleges, four-year degree colleges, and have begun careers. There is also a Performing Arts Program at PATHS with a curriculum in music, dance, and art.

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.

### **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. 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.

### 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.

### DAILY SCHEDULE

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
1 7:55-8:55	1 7:55-8:55	1 7:55-8:55	2 7:55-8:55
2 9:00-9:55	2 9:00-9:55	3 9:00-9:55	4 9:00-9:55
3 10:00-10:55	4 10:00-10:55	4 10:00-10:55	3 10:00-10:55
<b>FIRST LUNCH</b> FLOORS 1 and 3 (except Math): 10:55-11:25			
7 FLOOR 1,3 11:30-12:25	8 FLOOR 1,3 11:30-12:25	5 FLOOR1,3 11:30-12:25	6 FLOOR 1,3 11:30-12:25
<b>SECOND LUNCH (Study Hall only): 11:30-11:55</b> (Class from 11:00 to 11:30 AND from 11:55 to 12:25)			
<b>THIRD LUNCH</b> FLOOR 2 and MATH: 11:55 – 12:25			
7 FLOOR 2 11:00-11:55	8 FLOOR 2 11:00-11:55	5 FLOOR 2 11:00-11:55	6 FLOOR 2 11:00-11:55
6 12:30-1:25	5 12:30-1:25	7 12:30-1:25	8 12:30-1:25

5 1:30-2:25	6 1:30-2:25	8 1:30-2:25	7 1:30-2:25
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**Students should report to first period at the 7:55 a.m. announcement.**

**Students are dismissed at 2:25 p.m.**

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