JJI - EXTRACURRICULAR PHILOSOPHY

The Cape Elizabeth School Board recognizes the value of extracurricular activities (e.g. athletics, band, chorus, theater, clubs, and other teams) as an integral part of the educational program and believes that participation in extracurricular activities provides a significant learning experience and opportunity for personal growth. Learning in these activities is closely related to learning in the classroom, supporting the Guiding Principles of Maine's System of Learning Results. In competition and practice, student participants learn skills, strategies, relationships, leadership, self-discipline, and responsibility. They also learn the importance of setting goals for themselves and the collective participants, and planning how to achieve those goals.

The Board also believes that participation in extracurricular is related to physical and emotional health. These activities provide the incentive for developing and maintaining healthy bodies and active minds. Participation in extracurricular activities builds self-confidence and a sense of personal responsibility for making healthy lifestyle choices. Being part of a team, cast, or group also creates a feeling of belonging and offers a supportive network that contributes to emotional well-being. Participation in the extracurricular program should assist our students in developing the knowledge, skills, behaviors, and attitudes to become successful individuals and citizens.

While students are entitled to a core academic education, extracurricular activities participation is a privilege and not a right. In earning and retaining that privilege, student participants are held to clear and appropriate academic and behavioral expectations.

Cape Elizabeth has a very strong tradition of excellence in school extracurricular activities. This tradition exists because of the collaborative effort of the students, their families, the schools, the athletic department, booster groups, and the community. By modeling discipline, high expectations, and ethical decision-making, that tradition is nurtured and enhanced.

It is the Board's intent that the school unit offers students the opportunity to experience developmentally appropriate and diverse extracurricular programs. The diversity of extracurricular offerings in schools is important to providing students with a wide range of opportunities to explore and excel in various extracurricular experiences. This ensures that students with different interests and abilities can find a suitable activity that aligns with their passions. It is equally important to provide appropriate levels of competition within each activity, allowing students to participate with students of similar skill levels and/or interests.

At the middle school level, extracurricular activities and athletic programs will be designed to support the developmental needs of middle level students. Programs at this level will provide opportunities for students to explore a variety of interests, develop skills, and foster sportsmanship, teamwork, and personal growth.

At the high school level, extracurricular activities and athletic programs will offer more focused and challenging opportunities for students ready to deepen their engagement and/or competition with other students who share like-interests. The programs will emphasize further development, sportsmanship, teamwork, healthy competition, and advance training in specific areas.

The Board will be responsible for approving the school sponsorship of extracurricular activities and interscholastic athletic programs. The Superintendent/designee (e.g., Athletic Director, principal) shall be responsible for making recommendations concerning the approval of new extracurricular programs or the modification or elimination of existing programs. The Board may articulate, through policy, criteria to be considered in decision-making or may delegate the responsibility for developing such criteria to the Superintendent/designee.

Cross Reference:

- JJIBB—Sportsmanship
- JJIBC—Relations with Booster Groups

Adopted:

- May 12, 2002

Revised:

- September 11, 2007
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