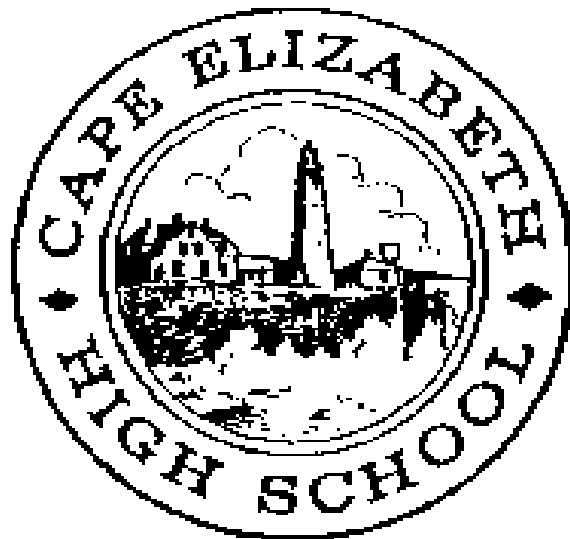


CEHS School Counseling

Grade 10 Parent Handbook



Class of 2028
September, 2025

How to Contact Us

MAIN OFFICE: 799-3309

FAX: 767-8050

Principal: Joe Greenberg

Admin Assistant: Cynthia Morgan

Asst. Principal: Elizabeth Yarrington & Andrew Lupien: cehsap@capeelizabethschools.org

For: Attendance, administrative questions, student absences, teachers

SCHOOL COUNSELING OFFICE: 799-7265 ext. 4401

Counselors:

Grades 9 & 11

Eamon Keenan

ekeenan@capeelizabethschools.org

Grades 10 & 12

Brandy Lapointe

blapointe@capeelizabethschools.org

College Counselor:

Elizabeth Thomas

ethomas@capeelizabethschools.org

Registrar:

Eileen Hetrick

ehetrick@capeelizabethschools.org

Admin Assistant:

Kate Thibeault

kthibeault@capeelizabethschools.org

For: Primary contacts for student concerns (social/emotional, academic, and post-secondary planning)

SOCIAL WORKERS:

Jennifer Shumway, LCSW

799-3309 ext 4437 jshumway@capeelizabethschools.org

Danielle Grimes, LCSW

799-3309 ext 4451 dgrimes@capeelizabethschools.org

For: Confidential assistance with student social emotional concerns and referrals

HEALTH OFFICE: 799-3309 ext 4420

Nurse: Jill Young, RN, BSN

For: Health records, health questions, student medications

ATHLETIC OFFICE: 799-3309 ext 4410

Athletic Director: Jeffrey Thoreck

Admin Assistant: Susan Ray

For: Scheduled sports events, athletic issues, coaches, questions & policies

SPECIAL EDUCATION: 799-3309

Case Managers: Ben Raymond, Dan Meeken, Elaine Brassard, Kim Huchel

For: Questions about IEP's and referrals

WEBSITES:

For general High School information, a link to the PowerSchool Portal, the Program of Studies and access to the staff email directory: <https://cehs.cape.k12.me.us/>

[School Counseling website](#): helpful information about academics, post-secondary planning, financial aid and more.

10th Grade Academics

Sophomore English: Texts include representative works from a variety of genres, and by the end of the course, students will be able to interpret an appropriately challenging text independently. Students will examine various types of writing with the goal of learning techniques, including language, tone, and structure, for writing in different genres. Our studies of grammar and vocabulary will complement the reading and writing units, and students will regularly practice discussion and presentation skills.

Chemistry: Students will cover topics in properties of matter, periodic table, structure of atoms, chemical bonding, chemical reactions, quantitative chemistry and energy through inquiry and collaborative thinking. Evaluation will be based on knowledge, experimental design, data analysis and scientific communication. Students will use conceptual reasoning, particle diagrams and basic mathematical reasoning in solving problems. Honors will cover topics with more mathematical rigor including trigonometry.

World History II: This course is a continuation of World History I, where students analyze the development of the modern world and hone research, writing, and persuasive skills. It covers topics from the European Enlightenment and the Age of Revolutions, to modern economic and political systems as well as the causes and consequences of World Wars I and II. Finally, students explore a contemporary global issue throughout the year through a research paper and in a formal presentation to the public.

PE II: Cooperation, communication, and leadership skills are all developed during a mixture of adventure, fitness, recreation, and sports. Students have the opportunity to explore their fears and apply their strengths as well as receive CPR recertification in this class. Evaluation includes knowledge testing, projects, presentations, and active participation.

Mathematics: Students will likely study Geometry, Algebra 2, and Statistics. The pace and content are based on prior year knowledge and skills.

Electives: While courses offered by Cape Elizabeth faculty are the most typical way for students to earn credit, they are not the only way. The following list provides some examples of how students may further their academic learning and growth.

- College Study Programs
 - AP4ME
 - ExplorEC (UMaine & Community Colleges)
- Extended Learning Opportunities
 - Individual Projects
 - Internships
 - Science Research
- Independent Study
- Portland Arts & Technology High School (PATHS)
- Westbrook Regional Vocational Center (WRVC)

Sophomore Alternative Pathways Events

Later in the Fall, there will be an important assembly for your sophomore student(s). This large-group presentation will see Portland Arts & Technology High School (PATHS) visit our campus to present about their programs and the opportunities that CEHS students have access to as a sending school to this regional career and technical education center. Students will learn about PATHS's prospective student timeline for visiting and applying starting in January 2026. Visits take place through March and PATHS then confirms student application(s) to potential programs and announces their acceptance decisions in April. For more information about PATHS, visit: <https://paths.portlandschools.org/>

A second important event will take place in Sophomore Advisories later this semester. Our Extended Learning Opportunities Coordinator, Lauren Tarantino, will be presenting details about CEHS' timeline for students to apply for an ELO for their Junior year. Additional information about our ELO program can be found on Ms. Tarantino's website:

<https://sites.google.com/capeelizabethschools.org/cehseloprogram/home>

Reading in High School and Beyond

The ability to read is essential for students to succeed both in school and throughout their lives. In early stages of this process, students learn to match letters to sounds, to recognize a collection of site words and to use comprehension strategies. As students progress through the stages, they are developing ever more sophisticated reading tools. By the time students reach high school, they are asked to be sophisticated readers who use reading as a tool to gain new knowledge. Their teachers will call on them to synthesize new knowledge with their previous knowledge as well as to analyze texts critically.

How does a student successfully move through the stages of reading?

- **Daily reading:** Experts have found that even 20 minutes of daily reading will greatly increase reading proficiency.
- **Wide reading:** Students should explore a variety of genres, topics and authors.
- **Balanced reading:** Students should accept the challenge of a classic text, but easy reads are important as well as they help build fluency and speed.
- **Active reading:** As students read they should be applying a wide range of comprehension strategies such as predicting, questioning, visualizing, summarizing, and monitoring comprehension.

	MAROON DAY	GOLD DAY
7:55- 9:10	1	5
9:10- 9:20	Morning Break	
9:20- 10:35	2	6
10:35- 11:10 11:15- 12:30	Lunch A 3	Lunch A 7
OR	OR	OR
10:40- 11:55 11:55- 12:30	3 Lunch B	7 Lunch B
12:35- 1:00	Achievement Period/ Advisory	
1:05- 2:20	4	8
Lunch A — Floors 1 & 3		Lunch B — Floor 2 & Math

Achievement Period

The Achievement Period is a 25-minute block of time between 12:35 and 1:00pm, Monday – Thursday when all classes will stop. Teachers will be available to provide extra time and attention to students.

Advisory Program

All CEHS students are assigned a staff advisor. Advisory groups are organized by grade level. The same advisor will stay with the student all four years of high school. Each group will have 12 or 13 students. A student's Advisor group will be the same as his/her Achievement Period group. Consequently, there will be daily contact between student and advisor. Specific advisory activities will be held on Fridays. The goals are connecting every student with a positive and caring adult in school (in addition to a supportive network of peers), recognizing students when things go well and noticing when things may not.

The Achievement Center

Located on the main floor of the high school, the Achievement Center is open to students during the school day.

The goal is to provide individualized academic support—above and beyond what is already provided by our outstanding classroom teachers—to every student at Cape Elizabeth High School.

A place for all students, offering a variety of academic services:

- Individualized academic support
- Small study groups
- Appointments with English and Math teachers as available.

Note: Students access center resources during their free time – primarily during study halls.

TESTING – 10th Grade

Maine Through the Year Assessment: October 8th & 15th, 2025: The state of Maine now requires sophomores to take the “Maine Through the Year” Assessment.

PSAT: October 10, 2025

- Optional for sophomores (contact Counselor for registration)
- Score reports will be available in December/January
- Use www.collegeboard.org/quick to view

College Board Account

- In the 1st semester, sophomores will set up a personal College Board account to use when registering for SAT’s. Students should copy their College Board username and password in a secure place so they can access it in the future.

AP Statistics Exam: May 7, 2026

- CEHS invoices you and registers your student
- Results available online in July

TESTING - 11th Grade

PSAT/NMSQT: October, 2025

- Optional for juniors (contact Counselor for registration)
- Score reports available in December/January

SAT: The state of Maine no longer offers the SAT to students in the spring and will now require juniors to take the Maine Science Assessment in the spring. If your student wishes to take the SAT, they will need to register themselves for the test through their College Board account (www.collegeboard.org) and pay the registration fee.

ACT - Some students also choose to take the ACT in place of or in addition to the SAT. It is more content specific than the SAT. Colleges view the SAT and ACT equally. A side by side comparison can be found here: <https://www.princetonreview.com/college/sat-act> . Students must register themselves and pay for the ACT at www.actstudent.org

AP Exams will be given at CEHS in May 2026

TESTING- 12th Grade

Many students take the SAT/ACT again in the fall of senior year. We recommend testing no later than October to have scores in time for early applications.

School Counseling Timeline

GRADE 9

1. Freshmen parents attend a 9th grade Parent Night in September
2. Freshmen attend an extracurricular Activities Fair
3. Freshmen take the “Maine Through Year Assessment” in October
4. School Counselor Classroom Lesson in September
5. Freshmen meet individually with their School Counselor

GRADE 10

1. Sophomore parents attend a 10th grade Parent Night in September
2. Sophomores may elect to take the PSAT in October
3. Sophomores take “Maine Through Year Assessment” in the fall and spring.
4. School Counselor Classroom Lesson in the 1st semester
5. Sophomores meet individually with their counselor

GRADE 11

1. Junior parents attend an 11th grade Parent Night in September
2. Juniors may elect to take the PSAT exam in October
3. School Counselor Classroom Lesson in the 1st semester
4. Juniors will take the Maine Science Assessment in the spring
5. College Counselor Lesson in the 2nd semester
6. Juniors and their parents attend College Admissions Panel and Financial Aid Seminar in the spring

GRADE 12

1. Seniors work with the College Counselor to navigate the college application process
2. Senior parents attend a 12th grade Parent Night in September
3. Seniors complete and submit college applications
4. Seniors and parents file FAFSA after October 1st
5. Seniors and parents file CSS Profile, if required
6. Students select college by May 1st
7. Seniors complete two week Senior Transition Project in May

Sophomore Career Activities

Your student will do more sophisticated career exploration and begin linking career interests with college majors this year. In the 1st semester, your student's School Counselor will deliver this unit in World History classes. Students will complete an interest inventory and career assessment online through their SCOIR account. They will also introduce students to the CollegeBoard's website, www.collegeboard.org.

Other Resources:

- The federal **Occupational Outlook Handbook** site (OOH) has an alpha index to careers and detailed information about the Nature of Work, Working Conditions, Educational Requirements, Job Outlook and Salary for each career: <https://www.bls.gov/ooh/>
- www.careeronestop.org: a page for students sponsored by The US Department of Labor for a variety of resources.

Beginning College Planning

I. What Colleges Look For

When colleges evaluate a student's application, they look first at the **transcript**.

- What courses has the student taken? How well has the student done in their classes?
- Has the student taken advantage of opportunities to challenge themselves when possible and appropriate?
- Is there an upward or downward trend in grades?

Grade Point Average: At the end of grade 11, a weighted GPA is calculated using an academic core which awards weighted points for grades in AP courses (1.10) and for grades in Honors courses (1.05). An unweighted GPA is also calculated which includes all final grades in all courses. Both the unweighted and weighted GPA are reported on the grade 11 transcript. CEHS does not rank students.

Some, but not all, colleges also consider **standardized test scores**, either the SAT or ACT exams. Most colleges are now test-optional. At test-optional institutions, scores are not a required component of the student's application and will only be considered if the student chooses to submit them. Students who apply to test optional schools and choose not to submit test scores will *not* be disadvantaged in the application process.

Colleges also consider **letters of recommendation** from the student's College Counselor and teachers as well as **essays** and **activities**. Students applying for art or architecture programs usually must submit a portfolio.

The 'Well-Rounded Student' Myth

Colleges do not expect all students to participate in everything. They understand how busy students are and know that everyone doesn't have time for every activity. Colleges seek to build a well rounded incoming class. They will look for scholars, athletes, volunteers, musicians, etc. **Students should focus on dedicating themselves to a few activities they truly enjoy instead of trying to do everything on a superficial level.**

It's important to consider that colleges have their own **"institutional needs"** which may factor into the admissions process and play a significant role. For example, a given college may need a soccer goalie or a tuba player, may want more students in a particular major, or may wish to recruit students from a particular demographic. These needs change each year and are not advertised by colleges.

How you can help your student prepare:

Research Individual Colleges

- o Sophomore students can access the college search feature in their SCOIR account.
- o Use individual college websites and the [College Board](#) "Big Future" college search feature to research colleges.

Consider costs

- o Learn more about the different kinds of financial aid available on the Finance Authority of Maine (FAME) website: www.famemaine.com and on the federal student aid website <https://studentaid.gov/>
- o You can estimate your eligibility for financial aid and cost of attendance using **net price calculators** on individual college websites.
- o Wide range of costs:
 - Southern Maine Community College: \$4,156 (tuition only)*
 - University of Maine: \$27,874 (tuition, fees, room and board)*
 - Bowdoin College: \$93,800 (tuition, fees, room and board)*

Building College Credentials

During high school, your student will be building the credentials necessary for college admission.

- o Encourage your student to take advantage of opportunities to challenge themselves in their courses when possible. Please note that colleges vary in terms of their expectations of student course selection and admissions standards. If your student has a particular area(s) of interest or strength, that is typically the best opportunity to challenge themselves with a more rigorous course level.
- o We recommend that students plan to take four years of all core classes (English, Math, Social Studies, Science & Foreign Language) to have the strongest application possible.
- o Encourage your student to try something new and get involved in an extracurricular activity. A record of commitment to a few activities strengthens college credentials. Developing ability and skill in an area of interest matters more than trying to do everything to become "well-rounded." School clubs, sports, music, art, community service, Scouts, and employment can all be valuable.

USEFUL WEBSITES

[CEHS School Counseling Website \(new and improved!\)](#): Information and resources for parents and students by grade level including: standardized testing, college and financial aid information, and relevant forms and documents.

www.collegeboard.org SAT registration and information. College search.

www.actstudent.org ACT test registration and information. College Search

www.fairtest.org List of colleges that are test optional

www.studentaid.ed.gov Financial aid information from US Dept. of Education.

<https://www.bls.gov/ooh/> Occupational Outlook Handbook. Current information on careers including job outlook, education, and salary.

www.famemaine.com Financial aid basics, scholarship search, college aid calculator

www.collegeessayguy.com A wealth of information about the college application process.

ACTIVITY	9	10	11	12	NOTES:

Job Title	Employer	Dates	Hours/Week
