Family Guide
2016-2017

196 Allen Avenue
Portland, ME 04103
Ph (207) 874-8160
http://cbhs.portlandschools.org/

Course of Studies & Student Handbook

GET SMART TO DO GOOD
Table Of Contents

Welcome 3

PART ONE: COURSE OF STUDIES

School Philosophy 4
Graduation Requirements 6
Crew 8
Academic Program 10
Course Offerings 14
Intensives 25
Assessment 26
Family Grading Guide 27
Family Involvement 31

PART TWO: STUDENT HANDBOOK

Schedule 34
Staff Directory 34
Academic Procedures 40
Attendance 43
Co-Curriculars 44
Student Services 45
Student Code of Conduct 47
In-School Rules and Procedures 51
Technology 56
Final Word 59
School Calendar 60

196 Allen Avenue
Portland, Maine 04103
PH (207) 874-8160 • Fax (207) 797-5437
http://cbhs.portlandschools.org/
Dear Parents and Students:

Welcome to the twelfth edition of our Casco Bay High School (CBHS) Family Handbook. This year, our faculty theme is again “Preserve, Deepen and Grow.” Our commitment is to preserve what is exceptional about our community, to deepen our best practices and to capitalize on the new possibilities inherent in fulfilling our original vision for our maximum size. Our goal remains sustainable excellence, where students “Get Smart to Do Good.”

We are proud of the accomplishments of our first eleven years. Nearly 100% of our graduates have been accepted to college. CBHS students have consistently exceeded city averages, state averages and demographic expectations on the SAT and state tests. We have received a stellar external evaluation when measured against “Global Best Practices,” and national recognition from Edutopia and Ed Week. We are credentialed by EL Education and were an original “Mentor School” within their national network. This past spring, we were again named one of Maine’s top ten high schools by US News and World Report. More importantly, our students have consistently completed high quality work that matters – to themselves and to the world – through our learning expeditions. Our students’ work has been hailed as a state and national model of what engaged students can achieve. Still, we know that much work remains to be done if we are to educate each student to meet rigorous, vital standards as well as to consistently exceed personal bests in scholarship, service and character.

This handbook represents our best thinking, blending the design principles of EL Education, the philosophy and policies of the Portland Public Schools, and our lessons learned from our first decade. We are a great option for any Portland teen because we strive to actualize our profound commitment to our 3R's: Relationships, Relevance and Rigor. Our goals remain clear, ambitious and essential: a community of learners where the wonderful in each student is known and nurtured, where learning is catalyzed by student inquiry and academic adventure, and where every graduate is prepared for college, work, and citizenship.

Thanks to all of the educational pioneers – all of the CBHS families, students and staff - who have helped to write (and re-write) this handbook – and to forge our remarkable community. With your help, our best is in the near future.

Derek Pierce
Principal

---

Portland Public Schools

Learning to Succeed

Portland Public Schools' (PPS) Vision: All learners will be fully prepared to participate and succeed in a diverse and ever-changing world.

PPS Mission: The Portland Public Schools are responsible for ensuring a challenging, relevant, and joyful education that empowers every learner to make a difference in the world. We build relationships among families, educators, and the community to promote the healthy development and academic achievement of every learner.

Goal 1 - All Portland Public School students will graduate from high school.

Goal 2 - All Portland Public School graduates will demonstrate college readiness in the areas of academics, communication, and critical thinking.

Goal 3 - All Portland Public School students will participate in activities that demonstrate service to our community, individual creativity, and physical wellness.
PART ONE: COURSE OF STUDIES - School Philosophy

Since its inception, Casco Bay High School has been affiliated with EL Education (formerly Expeditionary Learning), an acclaimed national model for school reform that emphasizes mastery of essential skills and knowledge, student character and high quality student work. The EL Education network has over 160 schools, including Presumpscot Elementary and King Middle School. Please visit eleducation.org for more information. In 2006, Portland became the first city with a K-12 EL Education option for its children. From 2011-16, Casco Bay was one of EL Education's original twenty “Mentor Schools.”

EL Education’s “Mentor Schools stand shoulder to shoulder with some of the highest performing schools in the nation because of their students’ academic achievement, college readiness skills, and deep engagement in learning.”

~Scott Hartl, President and CEO of EL Education

EL Education's Design Principles

EL Education harnesses the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge and courage needed both to imagine a better world and to work toward realizing it. EL Education is built on ten design principles that reflect the educational values and beliefs of Kurt Hahn, the founder of Outward Bound:

1. The Primacy of Self-Discovery: Learning happens best with emotion, challenge and the requisite support. In EL schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students discover they can do more than they think they can.

2. The Having of Wonderful Ideas: Teaching in EL schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The Responsibility for Learning: Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and Caring: Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in our schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. Success and Failure: All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn struggles into opportunities.

6. Collaboration and Competition: Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with personal bests and with standards of excellence.

7. Diversity and Inclusion: Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. The Natural World: A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. Solitude and Reflection: Students and teachers need time alone to explore their own thoughts, make their own connections and create their own ideas. They also need time to exchange their reflections with other students and with adults.

10. Service and Compassion: We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of our school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.
Casco Bay High School's Core Values – Our 3 R's

**Rigor**

At Casco Bay High School, rigor means:

- Each student will be pushed to attain and surpass their personal best - as often as possible - through challenging curriculum that is often differentiated and personalized.
- Students only earn course credit when they have met each course standard assessed.
- Students may strive to “exceed the standards” and earn “honors” in every course.
- We assess our students on their “habits of work,” as well as their academic achievement, and we expect - and teach - students to behave ethically, respectfully and responsibly.
- Students will often complete multiple attempts and drafts to meet course standards, and they will be encouraged to take academic risks, learn from their mistakes and persevere.
- Students will take ownership of their learning and progress while holding themselves to a high level of academic integrity.
- Each of our students will be asked to present and defend their significant learnings publicly, several times a year.
- Each student will be encouraged to earn college credit before graduation.
- All of our classes are college preparatory, and all of our students will complete a college application.
- The particular and powerful intelligence of each child will be valued and cultivated.

**Relevance**

At Casco Bay High School, relevance means:

- We encourage students to ask: “Why are we doing this? Why does this work matter?”
- There are clear and important “learning targets” for each class lesson and expedition.
- Our curriculum is often interdisciplinary, drawing on the natural connections among courses to both enrich and deepen our studies.
- Our learning expeditions center around compelling issues of social and environmental justice through local, national and global case studies.
- We frequently bring in outside experts or bring students out into the field as a part of expeditions, capitalizing on community resources.
- Our culminating performances and products typically have an authentic value, both to the creator and the broader community.
- Students and parents partner with staff in forming and re-forming our school community, practicing democratic values and tackling the issues of the day.

**Relationships**

At Casco Bay High School, the core value of “Relationships” means:

- We are intentionally small, no more than 100 students per grade level, and each of our faculty serves as both course teacher and crew advisor.
- Our school is designed – through structures such as crew and teaming – to set up long-term connections between teachers and students.
- We work deliberately to create a cohesive, inclusive community for our students – at the crew, grade and school levels – because students are more likely to put forth their best when they feel a part of something, both cared for and valued.
- Our faculty work collaboratively – every day. We know we are role models, and we strive to be as good to one another as we are to our students.
- We seek and welcome partnerships with our students' families, so we can all work together to promote consistently meaningful progress and learning.
- We actively forge connections with community leaders and organizations that can further and deepen our students' learning.
- We are committed to know each student deeply, as a person and as a learner – to inform our instruction as well as to support him/her through challenges.
Graduation Requirements

The Portland School Board has established that each student through the Class of 2017 must earn **forty-one credits** to participate in graduation exercises and receive a high school diploma. The forty-one credits are typically earned over a four-year period, but some students may need more – or less – time to meet our standards. **All course credits and requirements must be completed in order for students to participate in graduation exercises.**

Required course credits are as follows:

- 4 years of English 8 Credits
- 3 years of Social Studies 6 Credits
- 3 years of Mathematics 6 Credits
- 3 years of Science 6 Credits
- 1 semester of Health 1 Credit
- 1 year of Physical Education 2 Credits
- 1 year of Fine Arts 2 Credits
- Elective Courses 10 Credits
- **Total for Graduation** 41 Credits

Students earn two credits for meeting standards in a yearlong course. In a trimester, Casco Bay High School students typically earn two-thirds credit (.66) for each course successfully completed. Humanities courses meet every day, all year, and so are worth four credits per year. Each Humanities course completed counts as one year of English and one year of social studies. Intensives are typically worth one-third credit.

**Casco Bay's External Evaluation**

“As can be seen from the scores awarded to Casco Bay in twenty different areas, the school has demonstrated consistently high levels of accomplishment in every dimension, with exemplary performance (scores of four or five) in many areas. In our view, such scores would be rare if other high schools were measured by the same standards.”

~ Excerpted from the Great School Partnership's “Comprehensive Program Review,” Spring 2011

**ADDITIONAL DIPLOMA REQUIREMENTS FOR THE CLASS OF 2018-20**

In accordance with Maine law and Portland Public School’s proficiency-based system of learning, beginning in the 2017-18 school year, to earn a diploma, a student must, in addition to meeting the credit distributions above:

1) **Complete a capstone and/or milestone project demonstrating in-depth research, presentation, and technology integration skills.**
   *CBHS students will meet this expectation through their Senior Expedition (p 17).*

2) **Complete an individualized post-secondary success plan**
   *CBHS students will complete this requirement through Senior Crew.*

**NEW DIPLOMA REQUIREMENTS FOR THE CLASS OF 2021**

In addition to completing #1-#2 above students in the Class of 2021 must also complete the following to earn a diploma in accordance with state law and PPS policy.

**A. Demonstrate proficiency in meeting district graduation standards in math and English Language Arts as well as in at least two of the following disciplines:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career and Education Development</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Health Education and Physical Education</td>
<td>Visual and Performing Arts</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>World Languages</td>
</tr>
</tbody>
</table>
B: Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results.

A student graduating from Portland Public Schools is expected to be:
- A clear and effective communicator
- A self-directed and life-long learner
- A creative and analytical problem solver
- A responsible and involved citizen
- An integrative and informed thinker

At CBHS, students will have opportunities to demonstrate their competencies in the Guiding Principles through the culminations of learning expeditions (p 10) and student reflections.

For more details on the School Board's graduation policy, please go to the “policy” link at the district website (http://www2.portlandschools.org/school-board) and view the following: Graduation Policy -IKF

CBHS graduates (2009-16) have been accepted to several hundred colleges and universities. CBHS graduates have enrolled at institutions in the U. Maine system as well as many of the nation's top colleges and universities, including, Bates, Berkeley, Barnard, Bowdoin, Brown, Colby, Emory, McGill, Middlebury, NYU, Oberlin, Smith, Tulane, Vassar and Yale.

STEM Diploma Endorsement

PPS students who excel in STEM (Science, Technology, Engineering and Math) have the opportunity to earn a STEM endorsement on their diploma. The purpose is:

1) To recognize and support PPS students who achieve excellence, demonstrate commitment and pursue personal best in their STEM learning through both their high school coursework and extended learning opportunities.
2) To promote more students becoming college and career ready in STEM and striving to reach for a higher academic bar.

To earn a STEM Endorsement on the PPS Diploma, a student must:
1. Complete a minimum of 20 credits in STEM coursework;
2. Show competency in PreCalculus concepts (minimum);
3. Earn credit in at least one STEM college course or STEM A.P. course;
4. Demonstrate substantial commitment and excellence with STEM learning beyond our STEM courses. This is typically done with at least 50 hours of STEM learning in at least 2 of the 3 categories below.
   - STEM-Related Internships (min. of 10 hours);
   - Extended Learning Opportunities (ELOs) (min. of 30 hours)
   - Senior Capstone Projects/Expeditions (min. 20 hours)

A student who does not pursue this typical path must have their individualized plan pre-approved by the conclusion of their junior year. Students will be responsible for planning, documenting and reflecting on their progress towards their STEM endorsement annually, beginning in the spring of their sophomore year. At the end of junior year, in order to be officially “on track” for their STEM endorsement (and to be able report this out for college admissions) a student must have earned at least 16 credits and 30 hours of STEM learning (or the approved equivalent).

In August 2014, CBHS was nominated by the Nellie Mae Foundation as Maine's candidate for the Larry O'Toole Award for “great leadership through innovation in moving student-centered approaches to learning forward in New England.” When CBHS won the $100,000 award, Nicholas Donohue, President and CEO of the Nellie Mae Education Foundation, commented, “Casco Bay High School is deepening the practice of student-centered learning... CBHS is a proven leader of putting students at the center and leveraging community support to lay strong foundation so that all learners will succeed at high levels.”
The Pathways to Success represent the cross-disciplinary skills and dispositions that Casco Bay High School strives to have all students achieve before graduation. The Pathways were adopted in its revised form by CBHS faculty in the spring of 2012 and was introduced to the broader community in fall 2012. Students will routinely reflect upon aspects of the Pathways – and their individual progress and achievement - during conferences and expeditions.

Crew

Each student at our school is a member of a crew. We strive to have student crews stay together for four years, often with one advisor for grades 9 & 10 and another for grades 11 & 12. Crew advisors are also often their advisees’ classroom teachers. Our primary focus in Crew is to ensure that each student: (1) is known well by at least one adult within the school and (2) is an active member of an on-going, small peer community. Crew activities are organized around three guiding questions:

Who am I?
What can I do to become more aware of who I am as an individual, a learner and a contributor to the school and broader community?

How am I doing?
How am I doing relative to the Pathways to Success (above)? Course standards? My own academic, personal and character goals?

What are my plans for the future?
Where am I going? Which college will I attend? What careers do I want to explore? What steps am I going to take now to get where I want to go?

Over four years, these three guiding questions will be explored through seven Crew Elements:
Crew Elements

**RELATIONSHIPS**
- Crew provides each student a one-to-one relationship with an adult advisor.
- Crew provides an ongoing, small and supportive peer community.
- Crew advisors serve as the student’s advocate in challenging situations.
- Advisors monitor and support student progress, including Habits of Work.
- Crew advisors act as the primary contact point between parents and the school.

**GOVERNANCE**
- Crew is when school issues and proposals are reviewed and discussed.
- Crew is the heart of CBHS student democracy.

**SERVICE**
- Crews identify needs in the school and in outside communities, and develop projects to address those needs.

**PORTFOLIO AND PASSAGE**
- Students practice presentations of their conference portfolio, the Freshmen Finale and the Sophomore Passage in crew and are coached through both processes by their advisor.
- Students present their conference portfolio, the Freshmen Finale and the Sophomore Passage to an audience that includes the advisor - and often fellow crew-mates and parents.

**ADVENTURE AND FITNESS**
- Crew offers opportunities for team-building, adventure, fitness and wellness, guided first by the crew leader and then gradually led by students.

**POST-SECONDARY PREPARATION**
- Crew advisors assist in the exploration of career and post secondary options and ensure students have specific post-secondary plans upon graduation.
- Advisors coach students in application processes and college selection.

**SCHOOL ADMINISTRATION**
- Student administrative business is generally accomplished during crew, from surveys and announcements to course sign ups.

Crew is a required, one credit course and typically meets daily for thirty minutes. Each year, a student must meet all Crew standards in order to pass. This includes preparing for and leading student-parent-advisor conferences, one in the fall and one in late winter.

**Ninth Grade Crew**
Ninth grade crew will address the three overarching questions by focusing primarily on “Who am I?” and the Crew Elements of Relationships, Governance, Portfolio, and Adventure/Fitness. In the first trimester, crew members will learn more about themselves and one another as they explore who they are and where they want to go through activities such as goal-setting and learning profiles. Advisors will regularly check in with advisees to monitor progress with academics, habits of work, and character. Crew members will learn about their responsibilities to the broader school community and the power of their voice in the school governance process. In late September, students will complete a kayaking and writing expedition, the Casco Bay Quest, with crew mates. In the spring, crew members will share what they have learned about themselves and what they need to do be successful with their peers and advisor through the Freshmen Finale.

**Tenth Grade Crew**
Tenth grade crew will address the three overarching questions by focusing primarily on “How am I doing?” and the Crew Elements of Relationships, Post-Secondary Preparation, Portfolio, and Passage. In the first trimester, crew members will focus on welcoming new sophomores and re-connecting as crews and as a class; they will also prepare for October’s PSAT’s. Advisors will continue to regularly check in with advisees to monitor progress with academics, habits of work, and character. Over the course of the year, crews will begin research of post-secondary interests and options and complete a college visit. They will also draft a resume’ and prepare for a career exploration week (internship) junior year. At the end of the year, Crew advisors will help sophomores complete a comprehensive look at their growth and achievement through the Sophomore Passage process.
The Successful Practices Network on Casco Bay High School

“Casco Bay High School ... strongly emphasizes rigorous academics which connect to students’ personal interests and their long-term goals... requiring real-world research projects that culminate with presentations and community action... Casco Bay High School is a community of learners, where the students are known and nurtured.... Students care because they are sharing their learning with a vested audience and the products/performance are real and have real implications.... A significant percentage of the learning... takes place beyond the school’s walls, connecting the students to the real world.... Everyone at Casco Bay expects high-quality work from each of the students. Drafts of projects are done over and over again.... Students always have opportunities to stretch.... The entire school is focused on high-quality curriculum and instruction to prepare students for the 21st century.”

~ Excerpted from a 2010 “Model Schools” Case Study by the International Center for Leadership in Education

Eleventh Grade Crew

Eleventh grade crew will address the three overarching questions by focusing primarily on “What are my plans for the future?” and the Crew Elements of Relationships, Post-Secondary Preparation, and Service. In the first half of the year, crew members will prepare for and complete a week-long career exploration in a field of interest. Each crew will also be tasked with devising and executing Junior Journey fundraisers. Advisors will continue to regularly check in with advisees to monitor progress with academics, habits of work, and character. In the second half of the year, crew members will begin the college search process, drafting a post-secondary plan, a college list and interviewing with a college expert.

Twelfth Grade Crew

Senior crew will address the three overarching questions by focusing primarily on “What are my plans for the future?” and the Crew Elements of Adventure and Fitness, Relationships, Post-Secondary Preparation, and Service. In late September, crew-mates will participate in a multiple-day Casco Bay Quest adventure course. Throughout the year, advisors will continue to regularly check in with advisees to monitor progress with academics and habits of work as well as the entire college application and transition process. Crew will also serve as a place where Seniors receive support and guidance in matters concerning the particular stressors of senior year, including graduation and life after high school.

Academic Program

A set of distinct practices define Casco Bay High School’s academic program.

“Casco Bay has built a thriving SCL [Student-Centered Learning] environment. Measures of collaborative culture are robust, instruction and assessment aim at helping each student encounter rigor and relevance in learning tasks, the Crew advisory structure provides frequent and sustained support for students across the whole range of academic and personal issues that confront high school students as they figure out how to succeed. Student engagement with learning and student perception of adult support for learning are at high levels and increasing.”

~ The Education Development Center, March 2016

Learning Expeditions

Our curriculum is organized around Learning Expeditions. Learning Expeditions are long-term, in-depth studies of a single topic that explore vital guiding questions. They incorporate standards and involve fieldwork, service and research, culminating in a project, product or performance. Expeditions require strong habits of work and quality thinking that come through the daily rituals of reading, writing, research, problem solving, and discussion. Individual and group projects are designed to unify and ignite student learning by calling for concrete products or actions that address authentic problems, typically with a component of social or environmental justice. In past expeditions, students explored topics ranging from Portland’s Working Waterfront to bio-
ethics, from “Africa Rising” to Hurricane Sandy; they investigated questions from “How and why do I change the world?” to “What is the impact of a generation?”

In 2013 CBHS was named 1 of 20 “Deeper Learning” schools in the nation by Getting Smart.

Rigorous Academics and Focus on College Preparation
CBHS has a rigorous curriculum and promotes a high level of student engagement through real-world learning focused on issues of concern to teenagers. All students will meet college entrance requirements by graduation and will be proficient in the core subject areas of English, math, science, and social studies. We also place a strong emphasis on world language, wellness and the arts. Staff members take students to visit colleges and help them through the college application and financial aid process, especially in Crew and Senior Humanities.

Building Character and an Ethic of Service
Students learn that values such as collaboration, perseverance, and craftsmanship are essential to the production of high quality work. Casco Bay's paramount values - best represented in the Pathways to Success (p 8) - are routinely assessed, reflected upon and taught. Service to the community is an ethic that permeates CBHS. Students will experience authentic service to the community as an important element of their academic work, including expeditions. At CBHS, we are all crew, not passengers. Each year has its own theme designed to build character by providing numerous opportunities to learn, practice and demonstrate the trait.

9th Grade: Community
10th Grade: Stewardship
11th Grade: Service
12th Grade: Leadership

Portfolios
Students will often use portfolios to organize their work and reflect on their progress, for instance at student-led conferences.

Adventure and Fitness
Our innovative health and physical education program has a focus on lifelong fitness and nutrition and includes an outdoor expedition in 9th and 12th grades. This year's freshmen and seniors will spend four days adventuring and kayaking in Casco Bay – or backpacking in the White Mountains. As sophomores, each student develops a personalized “wellness plan” that may be monitored and revised throughout high school.

Fieldwork
Learning extends beyond our school’s walls; it connects to the world. Students at Casco Bay learn from fieldwork, experts, and service in addition to learning from texts. Students frequently work in the field during expeditions. Our students have worked with scientists, writers, politicians, businesspeople, graduate students, actors, documentarians, inventors, and more. Off-site fieldwork has ranged from deep-sea fishing to Augusta internships. When in the field, students are active investigators, using the research tools, techniques of inquiry, and standards of presentation used by professionals. In addition to having students conduct research outside the school, teachers bring experts from the community into the classroom. These experiences maximize students’ motivation to learn and achieve.

Use of Primary Sources
Although our students have access to textbooks, they more often gather information from non-fiction texts, historical fiction, the arts, local experts, periodicals, and the Internet. By reading literature and exploring primary sources, students gain information-gathering and interpretive skills that they use to independently problem-solve and conduct research in the real world.

High Quality Work
Students at Casco Bay normally aren’t finished with a significant piece of work until they do multiple drafts of it. This expectation reaches across grades and disciplines. Improving on work again and again is a common practice. Teachers guide students from draft to draft. Students collaborate to assess the work of their peers. Rubrics set high standards for finished pieces and guide students as they strive to get their work to meet these high standards.
Learning is Public and Collaborative
Our students’ work is often assessed by their peers. Students read their writing out loud, solicit comments, and present project drafts for formal peer critiques. We also seek a public, outside audience for student work whenever appropriate. Having an authentic audience supports quality work with high standards – while extending the impact of student ideas and learning.

Freshman and Sophomore Year

Freshmen and sophomores take a core curriculum of six, yearlong courses that enables students to build foundational skills and knowledge in math, science, and the humanities while participating in interdisciplinary learning expeditions. All freshmen and sophomores take math, science, humanities (English and social studies), and crew. In addition all freshmen take a year of Visual Arts, and all sophomores take a year of an integrated health and physical education course called Wellness. For a sixth course, 9th and 10th graders take Spanish, French, Chinese, Supported Study, Academic English (for ELL students), or, for some students with an IEP, either Academic Strategies or Literacy & Numeracy.

<table>
<thead>
<tr>
<th>TYPICAL FRESHMAN COURSE LOAD</th>
<th>TYPICAL SOPHOMORE COURSE LOAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities 1</td>
<td>Humanities 2</td>
</tr>
<tr>
<td>Math 1: Geometry and Probability</td>
<td>Sophomore Algebra or Sophomore Pre-Calculus (for students with requisite algebra skills)</td>
</tr>
<tr>
<td>Biology</td>
<td>Physics</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Wellness (Health and PE)</td>
</tr>
<tr>
<td>French (1-4), Spanish (1-5), Chinese (1-2), Academic English 1, Academic Strategies or Literacy &amp; Numeracy</td>
<td>French (1-4), Spanish (1-5), Chinese (1-2), Academic English 2, Supported Study or Literacy &amp; Numeracy Support</td>
</tr>
<tr>
<td>Freshmen Crew</td>
<td>Sophomore Crew</td>
</tr>
<tr>
<td>Elective Intensives (Casco Bay Quest, Winter Intensives, and Spring Intensives)</td>
<td>Elective Intensives (Winter Intensives and Spring Intensives)</td>
</tr>
</tbody>
</table>

Special Learning Opportunities for Sophomores
The purpose of the Sophomore Passage Presentation is, at the halfway point of high school, to give each student an opportunity to:
- demonstrate who s/he is and where s/he wants to go
- reflect on growth
- develop presentation skills
- share (and develop) talents and passions

The “Sophomore Passage” is a gateway to being an upperclassman. In late spring, each sophomore will review classroom work with teachers and eventually complete a ten to fifteen minute, public presentation that addresses the overarching questions of Crew: Who am I? How am I doing? What are my plans for the future? The presentation will include a demonstration of a talent or passion as well as substantive reflection on the three questions and the Pathways to Success. The audience will include crewmates, parents and staff. The presentation grade will appear on a student's transcript.

Junior and Senior Year
The goal of the junior and senior year at CBHS is to graduate each student:
- Self Aware: with a clear sense of who they are and where they want to go.
- Ready: for college, career, and citizenship, with the skills and knowledge they will need to both follow their dreams and be productive citizens.

Our junior and senior year curriculum will ensure all students…
1) become more aware of themselves, their community, and their world.
2) meet essential learning targets in math, science, and the humanities.
3) experience structured opportunities to pursue their particular passions and interests in
4) assume greater independence and responsibility for the nature and course of their education.
5) develop the habits, skills, and knowledge necessary for quality craftsmanship and responsible, involved citizenship.

Juniors and seniors continue a college preparatory core curriculum through crew, humanities, math, and science as well as electives which might include second language study, a college course, a PATHS course, an independent study or a course at Deering or Portland. Interdisciplinary learning expeditions will continue to drive curriculum, but, as compared to expeditions in 9th and 10th grade, junior and senior expeditions are more likely to involve fewer courses and more student ownership and choice. **All CBHS upperclassmen are strongly encouraged to enroll in at least one USM or SMCC course before they graduate. CBHS students will be eligible for at least one course, tuition free, thanks to our partnership with the two colleges called** **U. Start Ahead.**

<table>
<thead>
<tr>
<th>TYPICAL JUNIOR COURSE LOAD</th>
<th>TYPICAL SENIOR COURSE LOAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities 3</td>
<td>Senior Humanities</td>
</tr>
<tr>
<td>Junior-Senior Algebra, The Code, Pre-Calculus, Statistics or Calculus</td>
<td>Junior-Senior Algebra, The Code, Pre-Calculus, Statistics or Calculus</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Engineering or AP Env. Science</td>
</tr>
<tr>
<td>Junior Journey</td>
<td>AP English or AP US History</td>
</tr>
<tr>
<td>French (1-4), Spanish (1-5), Academic English 3 (ELL) or Supported Study</td>
<td>French (1-4), Spanish (1-5), Academic English 4 (ELL) or Supported Study</td>
</tr>
<tr>
<td>Junior Crew</td>
<td>Senior Crew, Senior Quest</td>
</tr>
<tr>
<td>Electives: USM and SMCC College Courses, CBHS Electives and AP's, PATHS Courses, Common Schedule Offerings, Winter Intensives and Junior Journey</td>
<td>Electives: USM and SMCC College Courses, CBHS Electives and AP's, PATHS Courses, Common Schedule Offerings, Winter and Spring Intensives</td>
</tr>
</tbody>
</table>

**Special Learning Opportunities for Juniors**

Most juniors will experience two different kinds of compact expeditions: the internship and Junior Journey. The first is **a one-week Career Exploration (.5 elective credits) in February.** In collaboration with staff and community partners, students will design an internship in a field of interest. After the internship, staff will help students reflect on their experience and synthesize their learning. With staff approval, some students may elect to complete their Career Exploration week during an alternate time, such as over the summer.

As their Spring Intensive, all juniors will be supported to participate in the Junior Journey. The mission of the **Junior Journey** is to involve CBHS juniors in a one-week, cross-cultural learning experience that will expand students’ sense of both their world and who they are through service and adventure learning. Previous junior classes have engaged in service and documentary study in Biloxi, Mississippi, West Virginia, Brooklyn and Queens. Last year, the juniors travelled to Detroit as the culmination of a months-long study of income equality, ultimately creating a full-length documentary. This year’s juniors will return to Detroit for further service and oral history work. Students must complete substantial fund-raising so that all juniors can participate, but we expect the Junior Journey will remain a foundational piece of the Casco Bay education.

> “When I walked into Juanita's house, I was shocked. The floors were torn up and dirty. The walls were broken in various places, and the windows didn't look like they did much to keep the cold out. Juanita's home is a former FEMA trailer. Juanita is an old, unemployed squatter who is unable to fix her situation. Seeing the inside of her home was very humbling to me, but knowing that the rain won't leak through her ceiling because of the roof that I helped build for her is very inspiring.”

~ Eliot McInnis ('09), reflecting on the Junior Journey to West Virginia, May 2008
Special Learning Opportunities for Seniors

All seniors will design and complete their own Senior Expedition focused on the intersection between a personal passion and a need in the world. Seniors will be coached through this process in Senior Humanities, publicly presenting their learning in the early spring. One requirement of Senior Humanities will be that each senior complete an application for a college or post-secondary program as well as a post-secondary plan. Senior Humanities teachers will support students through this process—with regular assistance from crew advisors and our guidance counselors. Senior year curriculum is launched with the Senior Quest (p 23) and ends with the Final Word (p 59).

“[D]ata reveal consistently high-quality instruction occurring across classes at Casco Bay...[C]lassroom observations suggest that Casco Bay delivers a consistently high level of academic rigor, varies instructional approaches, and values interactions between students and teachers as a key component of learning.”

~ Excerpted from the Great School Partnership's “Comprehensive Program Review,” Spring 2011

Course Offerings

Common Schedule Offerings at Deering and Portland

All high school students in Portland are able to take advantage of common schedule offerings at Casco Bay, Deering and Portland High Schools. For the first blocks of the day, start times are synched so that PPS students may take a course that their home school may not offer or which otherwise does not fit in their schedule. Bus transportation can be provided to and from the home school. Casco Bay students have taken advantage of courses such as Band, Chorus, Latin, Java Programming, Public Speaking, US History and World Religions through the “Common Block.” Enrollment is subject to class size and logistics. Given the number of required team core courses for freshmen and sophomores, common schedule offerings are more likely to be an option for juniors and seniors. Please contact Mr. Hale for more information.

Early College – U. Start Ahead

CBHS is thrilled to offer the opportunity for each student to take a college course – tuition free – before s/he graduates from high school. This is a crucial part of our pledge to prepare each student for college, for career and for citizenship. We call it U. Start Ahead. USM Education Professor Lynne Miller notes that “freshmen who arrive on campus with 3-6 college credits gain momentum and increase the probability of graduating from college on time.” We are able to offer at least one USM or SMCC course to all interested and eligible juniors and seniors.

Certain standardized test scores (on the SAT's, Accuplacer and/or PSAT's) and a 3.0 GPA may be required to enroll in a particular course and/or be eligible for free tuition. CBHS students will be limited to courses where there is space available after matriculated USM students have completed their sign-ups. In addition, for USM, CBHS students will be limited to “100 level” classes (except by professor approval) and primarily classes that meet after 2pm on the Portland campus. See Ms. Doyle for the extensive list of potential courses. So far, nearly half of CBHS students have taken advantage of the opportunity to earn college credit before graduation, by taking courses ranging from Women's Studies to Oceanography. In addition, this year two of our faculty will be teaching USM classes on our campus, College Chemistry (fall) and College Calculus (spring).

With SMCC, in 2016-2017, we plan to offer the following college courses on the CBHS campus, Introduction to Sociology (fall), College Algebra (fall) and Introduction to International Relations (spring).
Like all USM students, CBHS students will be responsible for some University fees (which provide athletic facilities access) as well as the cost of buying course books. Participating students may be eligible for early dismissal or late arrival on some days. Taking an early college course is a significant challenge, opportunity and responsibility. Interested students must complete all of the requisite paperwork and requirements. Students must turn in their final college grades to CBHS in order to earn credit towards graduation and to have the course and grade listed on their CBHS transcript.

English Language Learning

Casco Bay High School is proud of our global community and follows an inclusive model of education for our multilingual learners. Our ELL staff provide multilingual students with additional, substantive support within mainstream classes. In addition to our Academic English courses, we will again be offering our ELL students the possibility of a supported study as well as the extended day learning and mentoring opportunities of the "Make It Happen!" program.

Academic Language One, Academic Language Two, Academic Language Three and Academic Language Four

The Academic Language courses are designed to develop the literacy skills and academic English needed to succeed in content area classes, with particular emphasis placed on the key academic language and background knowledge integral to grade-level expeditions. Academic Language One focuses on supporting Humanities One and other freshman courses, while Academic Language Two supports the sophomore curriculum. Academic Language Three is designed to support junior courses and expeditions. In addition to supporting students in their senior course work, Academic Language Four will support them in the post-secondary college application process and in general college readiness. Each course is worth two elective credits.

In April 2010, CBHS students took the national “We Learn” survey designed to assess students’ perceptions about the quality of our instruction and learning environment. By that time, nearly 200,000 other students, grades 6-12, had taken the survey. On the 60 question survey, CBHS students responded more favorably on 98% of questions, 81% by 10% or more.

Humanities

Humanities is the study of being human – what people think, feel, do, and create. Our Humanities courses integrate what is typically taught in high school English and social studies courses. These courses are team-taught by one English teacher and one social studies teacher. Each section meets every day, all year long. Each year, students develop their reading, writing, research and presentation skills through expeditionary units that include vital, emblematic historical case studies and a range of classic and contemporary literature.

Humanities One

In Humanities One, we will spend the year investigating the idea and nature of community. Our studies will begin in the fall with a close look at how communities are built. This study will include both an introspective look at the community of Casco Bay High School and the new Class of 2020, highlighted by a four-day retreat to Cow Island, and a broader study of various local and global communities. Following this, we will explore the role belief plays for individuals and communities and we will investigate governmental systems and policies that influence communities and their individual members. In the spring, we will shift from our study of the foundational components of community to a close examination of how communities and individuals make important decisions and some of the complex decisions facing our communities today. Each expedition or learning experience will have its own texts, writings, activities, field work, case studies, expert guidance, and culmination. Learning standards in the disciplines of both Social Studies and English Language Arts will be rigorously assessed to provide each 9th grade student with a relevant and holistic Humanities education. Humanities One is worth four
Humanities Two
This four-credit course integrates the study of social studies with English language arts. The first trimester begins with consideration of two essential questions, "What are the historical roots of inequality?" and "How can our community effectively help other communities?" These questions will guide the first trimester's expedition, “Africa Rising.” In this expedition, we will investigate the impact of colonization in creating the modern conditions of poverty and inequality that exist throughout the developing world, and the ethics and efficacy of using international aid to address those issues. In addition, we will investigate the cultural and political history of an African country, discover how it has shaped the country as it exists today and consider the ethics of decision making and the issues of equity at play in the access to, and use of, global resources. In our second trimester, students will use dramatic skills to express their understandings and interpretations of a work of Shakespeare through performance. In the third trimester we will embark upon our final expedition, "The Arc Towards Justice." This expedition consists of a close look at the history of the Civil Rights Movement, leading into the present Black Lives Matter movement. We will kick off by reading Ta-Nehisi Coates' award winning book Between the World and Me in order to better understand the experiences of Black Americans in the 20th and 21st century. Following this close read, we will investigate the Civil Rights Movement of the 20th century through the lens of both historical events and music, poetry, literature, and art. We will then investigate how the present echoes the past through analysis of the contemporary Black Lives Matter movement and more modern manifestations of protest and struggle seen in the arts. Our expedition will culminate with students creating podcasts that can be shared with the larger community and represent a deep understanding of the ways in which history influences the present.

9th and 10th Grade Exceeds Reading Seminar
Students have the opportunity to “exceed” the standards in all courses. This often means taking on additional or more sophisticated challenges. For 9th and 10th graders, there is an Exceeds Reading Seminar. During this weekly offering, students will explore literary theories, devices and philosophical ideas in conjunction with reading literature above and beyond what's required in Humanities courses. Students will be expected to attend weekly and keep up with the syllabus. Students who achieve a "3" or above in all of the standards in this seminar will automatically receive a .25 increase in their over-all grade for English standards in their Humanities course. Each trimester will be a new literary adventure, so students may attend one, two or all three trimesters for academic enrichment.

Humanities Three
This four-credit course continues the integrated study of social studies with English language arts, with a focus on the historical development and current implementation of US public policy. The year is driven by the question, “What impact will you have as a generation?” with an emphasis on how to affect change through policy, active citizenship, and the power of human story. While we work to address our guiding question, Detroit will be our signature case study as this is also the location of Junior Journey 2017. We begin with the expedition titled, Mind the Gap, where we will explore the question, “How can we address the widening gap between rich and poor?” To build background knowledge, students will study the Industrial Era, the US system of government, and basic economics. Students will then choose public policy issues to research related to this economic inequality, each ultimately crafting a policy solution. Their work will culminate with a symposium for local experts where each student will present a proposal and defend their position. For the second half of the year, we will shift to look at the potential power of human stories, as we explore the question, “How does a community reshape itself in the face of adversity?” We will study the Great Depression and the more recent economic crises, read related literature, and develop documentary skills of interview and photography. In April we will travel to Detroit on Junior Journey in order to experience first hand one city working to rebuild
itself in the wake of a dramatic economic collapse. We will engage in service, explore the city, and work to document stories of individuals of Detroit. Upon return, students will write oral histories and create video pieces capturing these stories. Throughout the year, we will also read literature (e.g.: Eggers, Faulkner, Hughes, Hurston, O’Brien and Steinbeck), and focus on close reading and literary analysis. The Junior Humanities program emphasizes a variety of skills, including: researching, reading informational texts, drafting evidenced based claims, writing for a variety of purposes, mastering rhetoric, inferring, synthesizing, and interviewing.

**Senior Humanities**
This four-credit course continues the integrated study of English and Social Studies and is organized into three distinct, trimester-long mini courses centered on the concept of the Hero:

**Trimester 1 - From Subject to Citizen: Heroic Struggle in the Modern Middle East**
This course will explore the heroic struggle in the Middle East of people trying to transform themselves from subjects to citizens. Looking closely at the conflict in Israel/Palestine, the recent history of Iraq, and the Arab Spring, students will investigate the conditions that make historic social change possible. Texts will include *The Thief and the Dogs* by Nobel Prize-winning author Naguib Mahfouz, as well as posts, tweets, blogs and news articles. We will culminate with a pop-up museum that depicts the struggle in the Middle East. Students will also be required to write a college essay and literary analysis during the first trimester.

**Trimester 2 - Senior Expedition**
Students will design and share a senior expedition. Expeditions will require research into a chosen social or environmental need or injustice and the creation of a culminating product for an authentic audience. The shared anchor text to explore the journey of self-discovery and social impact is *I Know Why the Caged Bird Sings* by Maya Angelou.

**Trimester 3 - The Power of Words: Unearthing the Hero Within**
As we visualize and express our strengths, we will use the power of words to unearth our true heroic selves. In English, students will then have the opportunity to choose one of three artistic genres: poetry/spoken word, short story or memoir - to express their heroic self. In social studies, students will use various kinds of rhetoric to explain and convince others of their perspectives. Culminations include "Soap Box Speeches" and "Cafe Night." Texts will be self-selected to support the genre studies. At the end of the trimester, students will write and present their "Final Word." (See page 59 for details about “Final Word.”)

**Advanced Placement (AP) English Literature and Composition**
Advanced Placement English Literature and Composition is designed to be a college-level course. This course will provide students with the intellectual challenges and workload consistent with a typical undergraduate university English literature course. Students will explore representative works from the Western literary canon including (but not limited to): *The Canterbury Tales*, *Hamlet*, *Frankenstein*, *Pride and Prejudice*, *Beloved* and *Rosencrantz and Guildenstern Are Dead*. Students will explore a variety of genres, and they will analyze the works in a comparative fashion, exploring how authors choose to converse with the world and why. Students will apply background knowledge about the authors and their eras to the texts to better understand the authors’ original intent, and students will compare this intent with the interpretations readers apply to the text today. Composition assignments for this course will include informal journal responses exploring a student’s close reading of a passage or a poem as well as formal essays—personal, expository and persuasive. As a culmination of the course, students are required to take the AP English Literature and Composition Exam given in May. A grade of 4 or 5 on this exam is considered equivalent to a 3.3-4.0 for comparable courses at the college or university level. A student who earns a grade of 3 or above on the exam will be granted college credit at many colleges and universities.

**Advanced Placement (AP) United States History**
During this survey United States History course, students will chronologically explore America's
past, from exploration and early colonization to today. We will use a college level text in order to prepare students for the reading, writing and thinking they will need to do once they enter a college setting. We will use a mix of rich primary and secondary sources. Throughout the year students will explore historical evidence and investigate multiple historical perspectives. Class discussions and activities will be designed to help students analyze the past through the lens of historians. A primary objective is to prepare students for successful performance on the Advanced Placement United States History Test administered in May. It will be assumed that students who sign up for this course are self-directed and independent learners who have an intense interest in the study of history. In order to prepare for the A.P. U.S. History Exam in May, students will be asked throughout the year to respond to document-based and free response question essays, take historical era unit tests as well as practice multiple choice questions from past A.P. Exams.

**Independent Study**

The CBHS Independent Study is an opportunity for juniors and seniors to study in-depth a topic that is not available through our regular courses. It requires significant responsibility on the part of the student, and interested students must have their Independent Study proposals approved in advance. (See Mr. Pierce for the appropriate form.) Participating students will initiate and complete thoughtful, challenging, and in-depth independent study that results in significant learning and will meet learning standards agreed upon by the student and the mentoring teacher. Students will work actively, efficiently, and responsibly to meet individually tailored semester goals as designated by a timeline. Students will design their own rubric(s) – or do so in consultation with their teacher – that will guide assessment. Ultimately, students will produce a comprehensive product representing their accumulation of study and present it to/share it with a public audience. They will also complete a 3-5 page “learning paper” that answers two questions: What are my most important learnings about my topic? About myself? Independent studies typically last one semester (one credit), but may be extended with teacher approval.

**Math**

As Galileo notes, the language of the universe is mathematics. CBHS mathematicians learn this language through rigorous study of the essential concepts and their authentic applications. CBHS mathematicians must master fundamentals but often make use of technological tools, from a graphing calculator to computer applications, to allow for more complex problem-solving and modeling as well as more sophisticated mathematical products. Our math curriculum sequence is designed to facilitate rich connections with our sequence of science courses. In 2012, we added new opportunities for self-paced, computer-aided learning in our math classes, for purposes of both remediation and acceleration. All math courses are year-long and are worth two credits.

**Probability and Geometry**

Most all ninth grade students at Casco Bay High School will take this course. The standards and rigor will be differentiated to accommodate the skills and challenges of the students. Students will study Probability through the lens of our first Expedition "Build Community". Concepts of Geometry will be taught using technology, art, and various forms of problem solving. A math Exceeds class, as well as a support class, will be offered during the weekly Academic Support blocks to give students focused attention on specific needs and interests.

**Sophomore Algebra**

This course will use secondary math topics from Algebra, Geometry, Trigonometry, and Statistics to investigate the guiding questions: "How can we compare things in the real world using data?" and "How can we communicate these relationships in a precise and convincing way?" Students will deepen their understanding of real-world relationships through mathematics modeling, particularly using experimental data from their Physics course. Students will focus on recognizing patterns of change in linear, quadratic, exponential, and trigonometric function families and apply characteristics of those families to physics concepts. Students will learn and apply concepts from statistics, primarily linear regression, correlation, and central tendency, in
order to use data effectively in support of their arguments. Students will also practice traditional algebra techniques of arithmetic and symbolic manipulation.

**Sophomore Pre-Calculus**

Sophomores with substantial skills and experience with algebra may take Pre-Calculus. With a dual focus on application and abstract understanding, Pre-Calculus is designed to prepare students for Calculus and to set the foundation for a career in science, technology, engineering, or math. To facilitate deeper learning, we use a model (EL Education's Workshop 2.0) that asks students to grapple with challenging material before receiving direct instruction. The primary topics we will investigate are: functions and function families; roots of polynomial equations; complex numbers; trigonometry; and sequences and series. Whenever possible and appropriate, Sophomore Pre-Calculus will connect to and extend upon learning in sophomore Physics.

**Junior-Senior Algebra**

This course uses secondary math topics (Algebra, Geometry, Trigonometry, and Statistics) to investigate the guiding questions, “How can we compare things in the real world using numbers?” and, “How can we communicate these relationships in a precise and convincing way?” With a continued emphasis on group-work, investigation, project-based assessment, authentic application, and technology, students deepen their understanding of real-world relationships through mathematical modeling. This course also includes practice and preparation for the math section of the SAT and integrates when appropriate with junior and senior expeditions.

**The Code: A Programming Approach to Advanced Topics in Algebra**

In this introductory computer science class, students learn the basics of programming from digital logic to object oriented app development. During the course, students build a series of projects of increasing complexity. Projects are designed to teach logic, numeracy, and algebraic thinking while simultaneously developing coding skills. The course is taught primarily using Apple’s Swift 3 programming language and the Xcode application. Completion of CBHS Algebra is a prerequisite.

**Statistics**

This introductory course in statistics will revolve around case studies such as the issue of fairness in the draft for the Vietnam war, or using probability to prove guilt or innocence in murder trials. Topics will include probability, probability distributions, correlation, linear regression and hypothesis testing. The goal is to prepare students for success in rigorous college statistics programs. CBHS Algebra is a pre-requisite.

**Junior-Senior Pre-Calculus**

With a dual focus on application and abstract understanding, Pre-Calculus is a high level math class designed to prepare students for Calculus and to set the foundation for a career in science, technology, engineering, or math. To facilitate deeper learning, we use a model (EL Education's Workshop 2.0) that asks students to grapple with challenging material before receiving direct instruction. The primary topics we will investigate are: functions and function families; roots of polynomial equations; complex numbers; trigonometry; and sequences and series. This course also includes practice and preparation for the math section of the SAT and integrates when appropriate with junior and senior expeditions.

**Calculus**

Casco Bay High School Calculus uses active pedagogy to explore the infinite and the infinitesimal. Students will learn the mathematical and historical origins, as well as the practical applications of two powerful new operations: differentiation and integration. With a greater emphasis on proof, Calculus prepares students for upper level college math coursework.
PATHS

Portland Arts & Technology High School (PATHS) courses are open to CBHS students in grades 11-12 (and earlier only in exceptional circumstances). PATHS courses are designed both for career-bound and college-bound students who are serious about gaining new skills and knowledge through applied learning. Classroom instruction, extensive labs, and community-based internships combine to give students real life experience in career directions. PATHS classes typically meet daily and are an extension of the high school schedule, counting towards graduation, usually as elective credits. CBHS students who would like to visit PATHS classes schedule visitations through Mr. Hale. Parents who are interested in visiting PATHS should telephone Mr. Stilphen at 874-8165 to schedule a visit. PATHS courses are currently offered in the following areas:

<table>
<thead>
<tr>
<th>Automotive Technology</th>
<th>Occupations</th>
<th>Plumbing/Heating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Collision</td>
<td>Fashion Marketing</td>
<td>Recreational Marine</td>
</tr>
<tr>
<td>Technology</td>
<td>Food Services</td>
<td>Repair</td>
</tr>
<tr>
<td>Carpentry</td>
<td>Health Science Careers</td>
<td>Robotics and Precision</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>Landscape Management</td>
<td>Engineering</td>
</tr>
<tr>
<td>Culinary Concepts</td>
<td>Masonry</td>
<td>Welding Tech./</td>
</tr>
<tr>
<td>Dance</td>
<td>Music</td>
<td>Blacksmithing</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>New Media</td>
<td>Woodworking</td>
</tr>
</tbody>
</table>

Science

CBHS scientists learn scientific knowledge and processes which enable them to understand how our world does work and could work. All of our science courses have a significant lab component. Our science sequence meets college expectations and creates possibilities for rich and deep curricular integration, especially with math.

<table>
<thead>
<tr>
<th>9th – Biology</th>
<th>10th – Physics</th>
<th>11th – Chemistry</th>
<th>12th – Env. Science or Engineering</th>
</tr>
</thead>
</table>

Biology

Freshmen focus on understanding the interconnected nature of living and nonliving systems on earth. We will explore the impact that advancing scientific knowledge has had on society and the factors that lead to those advances. We will also discuss ethical implications of science and technology. Topics will include cells, microbiology, genetics, ecology and evolution. Students will develop problem-solving skills, participate in scientific fieldwork, learn to complete labs, and communicate as scientists. Biology is a two-credit course.

Physics

This course is designed to have students learn how to describe and explain the events that occur in the physical world. Students will routinely be asked to problem-solve, complete labs and communicate as scientists and engineers. There will be a strong emphasis on describing and explaining motion using a variety of representations including mathematical representations. Throughout this course, students will use physics concepts to design innovative solutions to problems using an engineering approach. Whenever possible, physics is integrated with instruction happening within sophomore math courses. Topics we will study include position, velocity, acceleration, Newton's Laws, kinetic and potential energy as well as heat transfer and theoretical physics. Each year there is one physics/math expedition. Expeditions past and present have included Play IS Work and Engineering Community.

Chemistry

Junior science will focus on how chemistry impacts our daily lives and the world as a whole. Juniors will investigate the many facets of chemistry, which can be defined as the study of matter and the changes that matter undergoes. The study of science includes both processes and bodies of knowledge. Processes are the ways scientists investigate and communicate about the natural world. The scientific body of knowledge includes concepts, principles, facts, laws, and theories about the way the world around us works. When studying chemistry, students will be immersed in
scientific processes and scientific knowledge. Students will perform lab work, analyze data, and communicate as scientists. Topics will include: atomic structure, structure and properties of matter, chemical reactions, conservation of energy, and the interactions between matter and energy. Chemistry will integrate with junior courses and junior expeditions whenever appropriate. Chemistry is a two-credit course.

**Introduction to Engineering**
In this two credit course for juniors and seniors, students will learn about the processes of engineering through the exploration of design, electronics and some basic robotics. Students in this class will learn how to use computer aided design, basic electronics (like Little Bits and Arduino), as well as use tools in our Digital Fabrication lab (with LASER Cutter/Engraver, 3-D printers, Milling Machine and Vinyl Cutter) to evolve ideas to prototypes. Physics is a pre-requisite.

**Advanced Placement (AP) Environmental Science**
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. AP Environmental Science is a full-year course designed to be the equivalent of a one-semester, introductory college course in environmental science. This course is interdisciplinary covering a variety of sciences, including geology, biology, environmental science, chemistry, and geography. AP Environmental Science is a rigorous science course that stresses scientific principles and analysis. This course includes a laboratory component taught concurrently with the lecture occurring the equivalent of once per week. AP Environmental Science is a two-credit course and culminates with the May AP exam.

**Special Education**
*Casco Bay High School welcomes Special Education students! Our faculty is highly skilled at differentiating curriculum and instruction to meet diverse learners’ needs, and our percentage of special education students is reflective of the district; however, we do not currently have the resources to staff any self-contained behavioral or academic programs. Many of our freshmen and sophomores with IEP’s do access the courses described below and some may access our new learning lab. Additional academic support is available for juniors and seniors as well, but the focus is less on skill development and more on helping students be successful in core academic classes (and this support is not credit-bearing).*

**Academic Strategies**
This two-credit elective course is designed for freshmen with IEP’s who need to develop further the organizational talents which are often called “Executive Skills,” from time management to goal setting. Under the guidance of a special educator, students develop the key executive skills and habits of work that will help them be successful in rigorous, mainstream core classes, especially humanities and math. Students also have an opportunity to receive additional academic support. Each trimester, students must meet all executive skills standards in order to pass. The executive skills standards include: goal-directed action, task initiation & completion, flexibility, time management, work organization, emotional management, using an agenda, and thinking before acting.

**Literacy and Numeracy Support**
This two-credit elective course is for students with IEP's who need additional support and skill development to meet the reading, writing and math standards in core content courses. Half of the focus will be on cultivating the literacy and writing skills required most frequently in our Humanities courses, and the other half will focus on developing the numeracy and problem-
solving skills needed to be successful with algebra and geometry.

In the 2014 book *Deeper Learning* by Monica Martinez and Dennis McGrath, Casco Bay High School was featured throughout as one of the “eight innovative public schools” that are “transforming education in the twenty-first century.”

### Visual and Performing Arts

*The arts can provide a new window into one’s self and one’s world. All freshmen strive to complete the district arts requirement through the year long Visual Arts course. In addition, music and the arts are often integrated into Humanities, school performances and cross-disciplinary expeditions. During winter and spring Intensives, music and the performing arts are inevitably featured. Each year, CBHS students stage a musical, perform a full-length play and enter a student-written entry into the state's one act play festival. CBHS students also access arts courses through the district's common offerings, PATHS, USM and MECA.*

#### Visual Arts

In this introductory course, art-making will be used to explore issues such as the relationship of art to the environmental movement, the role of art in ancient and contemporary communities, and how advertising targets an audience. Projects will include drawing, pen and ink, printmaking, graphic design, poster design, mask making and sculpture. Students will be encouraged to develop their own voice and to achieve a high level of craftsmanship. They will learn the habits and skills necessary to continue studies in visual arts. Critical thinking about art is developed through analysis of art and written reflections on the art making process. Art is often connected to ninth grade expeditions. Visual Arts is worth two credits.

#### Advanced Art

Advanced Art is a course that challenges students to develop style, technique and personal voice in a shared studio environment. Explorations of contemporary art and gallery visits will be used to develop ideas and work methods. Students may use this course to develop art portfolios for college admission. The course is offered in semester blocks, typically for juniors and seniors.

#### Photography

Introduction to Photography is a course that explores digital photography in relation to fine art. Students will learn about the history of photography, develop proficiency with their cameras, and ultimately arrive at their own personal vision expressed in a portfolio of images. Class time will be spent discussing and practicing the mechanics of capturing images, looking at the work of important photographers and critiquing each other's work. Students will meet art standards related to Creation, Performance and Expression, Creative Problem-Solving, Aesthetics and Criticism and Composition Skills. This course is two-credits and typically offered to juniors and seniors.

In spring 2015, 92% of CBHS students agreed, “*My teachers have high expectations of me and are invested in my success.*” The district average on this question was 77%.

### Portland Public Schools' Orchestra

The Deering High School Orchestra combines forces with the Portland High School Orchestra, and qualified students from Casco Bay High School, in a variety of performances and community events. Orchestra is a one-year course. This course provides ensemble and performance opportunities for string players and qualified woodwind, brass, and timpani-percussion players. Class enrollment in good standing qualifies a student to audition for District II and Allstate Honors Orchestra. Membership in Orchestra will require after-school rehearsals and performances. Students in good standing are eligible to participate in Honors-level Orchestra, with additional coursework that may include program annotation, library work, and other assignments.
Instrumental Ensemble and Vocal Ensemble
The ensembles meet weekly before school in the PATHS music studio during the year and are designed for students with some vocal or instrumental experience. **Instrumental ensemble** will meet regularly to listen to, study, and rehearse instrumental music from various genres. The instructor will work with students to develop individual musicianship, as well as create ensembles based on available instrumentation and experience/ability levels. Improvisation, solos, and student arrangements and compositions will be encouraged and supported. The emphasis will be on developing as an ensemble, playing together, and exploring instrumental music. **Vocal ensemble** will meet regularly to listen to, study, and rehearse choral music from various genres, including world music, a cappella traditions, rounds, traditional literature, and popular culture. Vocal exercises, improvisation, soloing, and student arrangements will be encouraged and supported. The emphasis will be on developing as an ensemble, singing together, and exploring choral music. Performances will be determined by the ensembles and the instructor. Students who successfully meet course standards in either course will earn .5 credits in the arts.

Wellness
*Wellness at CBHS integrates what is typically offered separately as health and physical education courses. We are committed to cultivating citizens who can forge their particular path to sustainable health and comprehensive wellness.*

The Freshmen Casco Bay Quest
The Freshmen Quest consists of four days and three nights on Casco Bay focused on kayaking, writing and leadership. As freshmen launch the expedition of high school, they will take stock of who they are and who they want to become - as well as the path between the two. They will get to better know one another, the values of CBHS and the nature of expeditionary work. They will also gain insight into the overarching question for the year: How do you create and sustain community? Freshmen will reside on Cow Island and take day trips to surrounding islands and peninsulas. Organized by crews, students will face rigorous leadership and group challenges both on the island and on the water. Their experience and musings will be recorded in writing through facilitated workshops and solo time. This course is the result of a collaboration between Ripple Effect, The Telling Room and Casco Bay High School and in 2016 is funded primarily by grants from the White Pine Foundation, the Nellie Mae Foundation and the Hoyt Foundation. The Casco Bay Quest is worth .5 physical education credits.

The Senior Casco Bay Quest
Seniors crews will participate in a four day, three night kayaking or backpacking expedition. The kayakers will use Casco Bay's Cow Island as an embarkation point for an adventure through the surrounding islands and peninsulas; hikers will take to the White Mountains. Beyond developing transferable writing and outdoor skills, the aim of the quest is for seniors to conclude with a deeper sense of who they are and where they want to go. Quest curriculum will connect to both Senior Humanities and Senior Crew, and seniors will begin exploration of their big tasks for the year: the college essay and the senior expedition. Senior crews will face rigorous leadership and group challenges whether on the water or on the trails. Their experience and musings will be recorded in writing through facilitated workshops primarily before and after the Quest. This course is the result of a collaboration between Ripple Effect, The Telling Room and CBHS and in 2016 is funded primarily by grants from the White Pine Foundation, the Nellie Mae Foundation and the Hoyt Foundation. The Casco Bay Quest is worth .5 physical education credits.

Wellness
*This sophomore course integrates health and physical education. It is designed to assist sophomores in making wise decisions related to their health and in developing lifelong positive attitudes and behaviors. Study will include personal health, community health, nutrition,*
communicable and chronic disease as well as identifying risky behavior. In addition, students will
learn first aid and CPR skills. Central themes include the interrelationship among physical, social,
emotional and mental health, respect for and promotion of community health, informed use of
health related information and services, and the role of heredity in future health. Students will
develop a personal wellness plan and learn interpersonal skills through a variety of psychomotor
activities. Wellness is worth two credits, one in physical education and one in health.

**Personal Fitness**
The purpose of this course is to motivate students to achieve lifetime personal fitness with an
emphasis on the health-related components of physical fitness. The concept of wellness is the
cornerstone of this course and is exemplified by one of the course objectives: students designing
their own personal fitness program. Students will develop the skills necessary to become fit and
will become more fit during the course. This course will meet in the fall semester and is worth
one credit in physical education.

**Advanced Health Topics**
This course will help students learn how to acquire valid information about health issues and how
media, culture, family and peers influence their decisions regarding good health. Topics may
include: the potential health impact of climate change, the health effects of technology use, a
comparison of western and eastern medical philosophies - and much more. The course will use
complex texts, class discussions and outside experts to guide students thinking around these
topics. Assessments will have a common rubric but allow for choice in demonstrating student
knowledge. This course meets in the spring semester and is worth one credit in health.

**World Languages**
All world language courses at CBHS introduce the student to both the target language and target
cultures as they relate to Portland, Maine and the world. Students are expected to use the target
language in their classroom interactions, and interpersonal communication is a major focus.
Vocabulary and grammar concepts are introduced in context and linked to real life situations.
World language courses will focus on speaking, listening, reading, and writing while students
gain an appreciation for the power of language as a catalyst for making connections to other
people. In addition to the course listings below, through a partnership with USM and the
Confucius Institute, we are able to offer Introductory Chinese and Chinese Two for the 2016-17
school year. All world language courses are year-long and worth two elective credits.

**Chinese One**
Level one language courses focus on building the foundational skills necessary to become
effective communicators in the target language. Students will be immersed in thematic units
structured around concepts of communication, self, school life, family, transportation and
traveling, and holidays. Students will be expected to learn Mandarin phonetic symbols, Pinyin,
and basic character recognition and writing; they will also learn how to use basic and everyday
words and phrases to communicate to Chinese speakers in Chinese.

**Chinese Two**
Level two language will build on the skills achieved in level one in order to further
communication skills, especially the listening and speaking skills of the Chinese language.
Students will become proficient in basic sentence patterns and character recognition and writing,
be able to initiate some limited conversations in Chinese, such as asking questions concerning
daily life, and provide proper answers to these questions during the communication.

**Spanish One and French One**
Level one language courses focus on building the foundational skills necessary to become
effective communicators in the target languages. Students will be immersed in thematic units
structured around concepts of family, self, work, school, and culturally relevant stories and
holidays. Students will be expected to use memorized words and phrases to communicate to
peers and teachers in the target language in the present tense. (French One will not be offered in
Spanish Two and French Two
Level two language will build on the skills achieved in level one in order to further the communication and comprehension skills. Classes will be mostly conducted in the target language. It will especially focus on reading comprehension, decoding authentic texts and building vocabulary. Students will learn and be able to use the past and future tenses, initiate a conversation, ask questions, and provide answers to both peers, teachers, and native speakers using simple sentences.

Spanish Three/Four/Five and French Three/Four
Upper level language courses will focus on refining and practicing communication skills gained in previous language experiences and courses. Levels three and four are structured around a language expedition, providing students with an opportunity to engage in the target language in a real-world setting and champion or oppose a current issue. Through the preparation for, execution, and completion of the expedition, students will read authentic texts, speak with native speakers, write first person narratives and persuasive essays as well as hone various language skills in order to practice proficiency in the target language. Spanish Five will focus heavily on using literature from the Spanish speaking world in order to discuss a variety of topics relevant to the lives of students and our society.

In October 2013, an article in Education Week by Tom Vander Ark cited Casco Bay High School as one of 35 high schools nationwide “worth visiting,” schools “that personalize and blend learning; they challenge students with real work and ask them to show what they know.”

Intensives
Intensives are mini-expeditions: one week, elective courses that occur once in winter and once in spring. Students choose among a dozen course offerings and engage in in-depth study, all day (8:00am-2:30pm) for five days. Current and past Intensive courses include:

- Aerial Silks
- Black Holes
- Boat-Building
- Filmmaking
- Flash Animation
- Fractal Geometry
- Guitar-Making
- International Dance
- Journalism
- Philosophy of Love
- Playwriting
- Portland Pirates Apprenticeship
- Robotic Art
- Songwriting
- Structural Engineering
- Winter Camping

“I’m extremely impressed with Casco Bay High School. Your innovative programs and enthusiastic students are making a difference.”

~ Joe Foley, Senior Vice President, UNUM

Sign ups for this year’s Winter Intensives will take place in October. Each Intensive will be worth .33 or .5 elective credits. Sophomores, juniors and seniors may propose Independent Intensives. See Mr. Shibles for details. Intensives offerings will be finalized with students and staff during the school year, and both intensive slates will include at least one offering within the following subject areas: the arts, the performing arts, the humanities, fitness, math & science, and the natural world. In recent years, several Spring Intensives have been co-led by seniors and staff as a culmination for senior expeditions. Grades in Intensives count towards GPA, but, because of their timing, they do not impact Honor Roll.
Assessment

Our school assessments prepare students to do the kinds of work required in college and the workplace. Students earn course credit by successfully meeting course standards that demonstrate essential skills and knowledge. Students will be regularly assessed to both inform future instruction and measure student progress and achievement. The form of assessment will vary depending on instructional goals but will routinely include both formative and summative assessments.

**Formative Assessment** – a range of smaller stakes learning tasks (e.g.: quizzes, teacher observations and journal entries) designed to give teachers and students a sense of where they are on progress towards meeting short-term or long-term learning targets (p 28) in the midst of an instructional unit. The results of formative assessments should help inform students and teachers what to do next in order for students to master the target: Assessments for Learning.

**Summative Assessments** – higher stakes learning tasks (e.g.: end of unit tests, final draft essays, culminations) which are designed to measure whether or not students have mastered long-term learning targets or course standards (p 28) once a unit of instruction is complete: Assessments of Learning.

CBHS recognizes that standardized test scores are often crucial factors in the college admissions process, and we prepare our students to neither undervalue or overvalue their importance. All CBHS students will typically complete the NWEAs as freshmen, the PSATS as sophomores and juniors and the SATs and MHSA (the state assessment) as juniors. Upperclassmen will also take the Accuplacer, a college placement test used at institutions, such as USM and SMCC.

| In May 2014, CBHS juniors' scores on the state assessment surpassed both state and district averages in each test: reading, writing, math and science. (The state assessment included the SAT’s.) The percentage of CBHS students who met or exceeded the standards surpassed state and district averages by between 11% and 24%. Between 2008 and 2014, the percentage of CBHS students meeting the standards in reading, writing and science has been about 10% higher than state and district averages – and 6% higher than district averages in math. |

**Portfolios**

A portfolio is a collection of work showing what a student has been thinking about, working on, and learning to do. It may contain written work, artwork, recordings of performances, photographs of three-dimensional constructions, and more. It can be used as a formative or summative assessment. A portfolio does not include all work; instead it is a selection made by the student with teacher help. The purpose of the portfolio is to give an ongoing record of:

- how a student’s thinking about significant issues and questions has grown
- how a student’s range of knowledge and skills has developed
- the effort that the student has made to achieve worthwhile goals, taking into account reflection on and revision of work

Portfolios can help students learn at a deeper level and measure their growth over time.

**Culminations**

A culmination is a public demonstration or exhibition that often occurs at the end of an expedition and which lets students show parents, teachers, and members of the community what they are learning. Culminations often involve education of the broader public and a call to action. The exhibit may be artwork, research, results from an experiment, written work, tests, or other projects; it may involve performances or presentations. The culmination is a type of summative
assessment that can demonstrate what has been learned more clearly than just a grade on a report card can. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work from all students. In expeditions, the combination of a high stakes audience, purposeful work, teacher support and focused revision can lead a student to creating professional quality work that even s/he did not think possible. The public sharing is an important way for us to both celebrate work and to hold students and the school accountable to parents and others who care about our school. Recent culminations include the freshmen’s “Bio-Ethics Symposium” for local policymakers, the seniors' museum exhibit “The Arab World: From Subject to Citizen” and “Off the Hook,” a premiere of the juniors' multimedia oral histories of Hurricane Sandy survivors. Seniors can design their own culminations as part of the Senior Expedition.

“At top-ranked, proficiency-based Casco Bay High School... students know from the beginning what learning standards they must master, such as the ability to analyze a central idea in a text or demonstrate the concept of probability.”
~ Bangor Daily News Editorial, March 6, 2014

### Casco Bay Family Grading Guide

#### Our Grading Principles & Practices:
Our standards-based grading system uses the following principles to guide how we assess student achievement and communicate progress to families:

**Principle:** Grades should clearly communicate what students know and are able to do in each class.
**Practice:** We report on student mastery of specific skills and concepts within a course (called “course standards”); traits like participation and effort are reported on separately.

**Principle:** Students should have multiple opportunities to show what they know and can do.
**Practice:** We ask students to build a body of work to demonstrate their mastery of each course standard.

**Principle:** Schools should support students in acquiring all of the essential knowledge and skills in a course, versus just a portion of it.
**Practice:** To earn credit, all of the course standards must be met.

**Principle:** Academic knowledge and work habits are both important to acquire for college and life.
**Practice:** Students receive both academic grades (based on course standards) as well as habits of work (HOW) grades for each class.

**Principle:** If students are working hard (as shown by their habits of work grade) to meet standards, they deserve more time and support to learn the material.
**Practice:** Students receive additional time after the term has ended to meet course standards if they have a “3” or above in Habits of Work.

**Principle:** All students should have the opportunity to excel.
**Practice:** Achieving “with Honors” is an option for all students in all courses.

**Principle:** Multilingual students acquire academic English most successfully through integrated language and content instruction. Consequently, English language learners may require access to language-rich content instruction adjusted for their language proficiency.
**Practice:** Intermediate and beginning language learners may earn a letter designation (L or M) next to their grade for courses in which they have received language-scaffolded or adjusted content coursework. This letter denotes that the student is focusing on the acquisition of academic
Principle: Regular communication with families about student progress supports deeper learning.

Practice: We formally report progress 10 times a year through report cards, progress reports, and conferences. Infinite Campus, our on-line grade book, is updated frequently by teachers and is always open to parents.

Principle: Learning cannot be averaged: students need time to practice and learn from mistakes.

Practice: We determine trimester grades based on trends, and take more recent performance into account. Trimester grades reflect a student’s current level of achievement.

Grading Language and Scale

Course Standards: Each CBHS course is built around ten to fifteen course standards. A course standard is a description of concepts or skills that can be achieved during a particular course; they represent the essential things students must know or be able to do in that course. Teachers have derived CBHS course standards from the Common Core, the national standards in math and literacy, as well as the Maine State Learning Results. Report cards communicate a student’s achievement level of assessed course standards.

Learning Targets: Projects and daily lessons are built around learning targets, which are stepping-stones towards meeting course standards. Learning targets are discussed with students, so they have a clear picture of what they are learning through doing the work.

Our standards-based grading language and scale is consistent with the scale that the state has used and is comparable to the 4.0 scale which is used in many schools and colleges.

1 = Does Not Meet the Standards
2 = Approaches the Standards
3 = Meets the Standards
4 = Exceeds the Standards

“The old system of grading (A-F) is based more on a teacher’s own personal standards which can vary greatly from one teacher to another - what is one teacher’s B might be another teacher’s A. In standards-based grading... the faculty has some basic agreements of what they consider the standard. It is good to know my daughter is grasping the information that is considered to be the basic standard of understanding. And if she should fall below the standard, she understands what it will take to get back up there, and she pushes herself to do that. And when she gets anything slightly above meeting the standard, she seems to take great pride in that and tries even harder.”
~ MaryAnne Lloyd, CBHS Alumni Parent

For each major assessment, teachers will develop rubrics (often with student input) that make clear the criteria that a student will have to meet in order to receive a 2, 3 or 4. The chart on the next page describes the grading scale in more detail:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>For an overall course grade on a report card this means...</th>
<th>On a classroom assignment this means...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does Not Meet the Standard</td>
<td>A student’s body of work has not met the majority of the standards assessed. <strong>This is not a passing grade and does not earn course credit.</strong></td>
<td>A student's work does not demonstrate substantive progress towards meeting the standard or criteria of a given assessment by an established deadline. This may mean that a student has not met the majority of performance indicators or criteria for that assessment, or a student has not made an attempt to meet criteria. <strong>This is not a passing grade.</strong></td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Approaching the Standard</td>
<td>A student’s body of work has met a majority of the standards assessed, but has just partially met several of them. <em>This grade does not earn course credit.</em> A student's work demonstrates a substantive attempt to meet the standards of a given assessment by the established deadline, but needs more time to achieve competency and meet all the criteria for the assessment. <em>This is not a passing grade.</em></td>
<td></td>
</tr>
<tr>
<td>2+</td>
<td>Very Close to Meeting the Standard</td>
<td>A student has either met all the standards assessed but one, or it means that with continued, steady practice and growth, the student can meet all course standards by year’s end. <em>This grade does not earn course credit.</em> A student's work is very close to meeting the standard. <em>This is not a passing grade,</em> but it lets the student know s/he does not have far to go before meeting the standards being assessed.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Meets the Standard</td>
<td>The student has met (earned a 3) on each and every one of the course standards assessed during the trimester. This does <em>not</em> mean that a student has to pass each and every assessment, but his/her body of work demonstrates competency in each of the assessed standards. <em>At the end of a trimester, this grade earns course credit.</em> A student's work fundamentally and competently meets the standard being assessed. <em>All of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work. This is a passing grade.</em></td>
<td></td>
</tr>
<tr>
<td>3.25 to 3.75</td>
<td>Partially Exceeding the Standard</td>
<td>See “Between 3 and 4,” below.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Exceeds the Standard</td>
<td>A student’s work has consistently and/or lately Exceeded the Standard in each and every course standard assessed up to that point. <em>This grade earns course credit.</em> The student’s work goes substantially above and beyond the course standards in quality and rigor. Sometimes, a student will have to opt to complete a particular task(s) or prompt(s), not required of all, in order to be eligible for an Exceeds. <em>All of the criteria for Exceeds the Standard (e.g., in the rubric) are demonstrated in the work. This is the highest grade possible.</em></td>
<td></td>
</tr>
</tbody>
</table>

**Between 3 and 4:** On many assessments, especially those that are less complex (e.g.: a quiz), only the grades 1, 2, 3 or 4 are possible. (On occasion, on assessments of crucial factual knowledge (e.g.: science lab safety), only grades of 1, 2 or 3 may be possible.) On more complex assessments that include rubrics with multiple criteria for a standard, a grade between 3 and 4 is possible. The indicators within the rubric define the qualities a student’s work must have in order to earn a score between 3 and 4.

On an assessment of a course standard, this means in addition to meeting the criteria for a 3…

- **3.25:** A student’s work meets about 25% of the Exceeds criteria.
- **3.5:** A student’s work meets about 50% of the Exceeds criteria.
- **3.75:** A student’s work meets about 75% of the Exceeds criteria.

For overall grades, students may receive grades between 3 and 4, which means…

- **3.25:** Consistently or lately, the student’s work has met about 25% of the “Exceeds” criteria.
- **3.5:** Consistently or lately, the student’s work met about 50% of the “Exceeds” criteria.
- **3.75:** Consistently or lately, the student’s work has met about 75% of the “Exceeds” criteria.

An “Incomplete” grade may be granted at the end of a trimester in the event of an extended, excused absence or a HOW grade of 3 or higher. (See below for details.) Barring exceptional
circumstances, students will have two weeks to meet remaining standards following a grade of Incomplete.

**Habits of Work (HOW)**

Quality habits of work are an essential part of students' Pathways to Success. Students receive a separate HOW grade in each course. There is a clear correlation between quality Habits of Work, academic achievement and learning. The better one's Habits of Work, the more s/he will achieve and learn. Our Habits of Work grade assesses how you interact with others, how you approach learning challenges, and how you participate in class. Habits of Work are grounded in elements of the Pathways to Success, such as “Be Accountable” and “Pursue Personal Best.” Habits of Work are regularly assessed in each course and each marking period, using the same grading scale (1-4). There is a HOW Honor Roll for all students who earn a 3 or higher for a HOW grade in every class. “HOW Students of the Week” are recognized at School Meeting.

**To Earn a HOW of 3, Do the Big 3.**

Students must consistently (about 80% of the time):

1) Complete homework.
2) Meet deadlines.
3) Participate effectively in class activities (includes regular, on time attendance).

**How do you earn a 4 in HOW?** Do the Big 3 all of the time.

A student with a HOW of “3” cannot receive a trimester grade of 1 or 2. At the end of the trimester, a student with a HOW of 3 or higher who has not met standards will receive an Incomplete. This means that the student will be granted additional support and time, two weeks, to meet remaining standards. If a student has a HOW grade lower than 3 and is not meeting academic standards, the student will receive a 1 or 2 on the report card and may not have the opportunity to make up standards for the course until Pre-Summer School or Summer School. (See the “Student Services” section (p 45) for details.)

“As long as students show consistent habits indicating concern for school work, they are given opportunities to show their achievement of high standards. Seeing a 2 on [a progress report] seems as though it is close to a 50% of the highest possible grade, a 4; it shouldn’t be seen that way. The student has shown he or she has achieved some of the targets needed to meet the standard, and can meet the standard with extra time.” ~ Jill Roland, CBHS Parent

**CBHS Universal Habits of Work (HOW) Traits**

The list below describes the Habits of Work traits that CBHS faculty teach and assess; it includes “the Big 3” described above and is organized around elements of the “Pathways to Success.” Teachers may provide additional criteria to define what a particular HOW trait looks like in their course or discipline.

**Work Ethically**

- Behave ethically.
- Treat others with respect.
- Accept responsibility for personal decisions and actions.

**Work Collaboratively**

- Work cooperatively to achieve group goals.
- Perform a variety of roles within a group.
- Fulfill responsibilities within the group.

**Be Accountable**

- Complete homework; prepare for class.
- Use class time effectively.
- Meet deadlines and established criteria.

**Persevere**

- Persevere when things are hard.
- Complete revisions when necessary.
- Access appropriate resources to solve problems.

**Be Community**

- Participate effectively and positively in class.
- Make sure classmates feel safe and comfortable.
- Demonstrate stewardship.

**Pursue Personal Best**

- Be willing to try new things; take constructive risks.
- Learn from setbacks and feedback.
- Seek challenge and solutions.
Family Involvement

In spring 2015, 91% of CBHS parents surveyed would recommend CBHS to a “family considering other Portland area educational options.” The district average on this same question was 72%.

Supporting Success

At CBHS, we don’t just enroll students; we enroll families. We look forward to partnering with parents and families to help our students to achieve their best. Here are some recommendations for how you can help:

| …creating an effective learning environment at home | • Set a schedule and structure to support your teenager’s study, completion of homework, and meeting of standards.  
| • Enact reasonable limits on screen time and engage your teenager in other educational activities. Keep books and other reading material in your home.  
| • Set aside a reading time each day.  
| • Let your child see that you are committed to lifelong learning. |

| …learning about and supporting our school’s values and programs | • Allow your teenager to participate in fieldwork and extended trips.  
| • Be familiar with this handbook, the Parent Field Guide and the school web site.  
| • Attend school events and parent meetings as you are able.  
| • Join our parent e-mail list (e-mail kiersd@portlandschools.org), so you can receive CBHS news and updates.  
| • Let a Portland friend or neighbor know about CBHS and EL Education. |

| …staying informed about your child’s progress | • Attend your child’s student-parent-teacher conferences.  
| • Attend events where your child’s work is publicly exhibited.  
| • If possible, use online resources to stay informed, such as Infinite Campus and teacher blogs.  
| • Read teacher communications and respond promptly when asked for input. |

Volunteer Opportunities

Parent volunteers both enrich the life of our school and provide vital support for our programming. We appreciate any time you spend supporting our school. Please note that classroom volunteers must complete the Portland Public Schools’ volunteer screening process. Contact Partnership Developer Kathy Cole for more information (colek@portlandschools.org).

| School Projects | Parents at our school may lead or help with volunteer projects ranging from school beautification to governance. Parent contribution is key to our school’s success. Please contact Principal Derek Pierce if you are interested in learning more. |
| Classroom/Library/ Tutoring Help | If you would like to help out in the classroom or library, or if you could volunteer as a tutor, please contact Kathy Cole. |
| Fieldwork | We are often in special need of help on fieldwork days. If you are able to volunteer, please contact your child’s relevant teacher or crew leader. |
| Crew Parent/ Hospitality | Each crew has a designated parent who works with the crew advisor to contact or organize the crew families when appropriate. Contact your child’s advisor for details. Additionally, parents are sometimes asked to support events by providing food, drink, or related supplies. |
| Professional Services/ | Oftentimes, a parent’s special skill, expertise, experience, hobby, etc., can be brought into the |
Expertise | classroom or contribute to an expedition. Examples of classroom contributions include a nurse’s aide providing feedback on a student's health care presentation, an artist hosting a junior intern, a recent immigrant discussing their native culture or a veteran serving on Vietnam panel. Please contact Kathy Cole or Derek Pierce if you have a service or expertise that you are willing to share.

Parent Advisory Group | The Parent Advisory Group (PAG) meets monthly with the principal and is open to any interested parent. The purposes of the Parent Advisory Group are:
- To advise the principal on select issues.
- To facilitate communication between the school and the parent body (and the broader community).
- To promote parent involvement at Casco Bay High School.
- To lead efforts to appreciate CBHS staff.
- To provide feedback on governance proposals.
- To assist with fundraising and securing resources that will improve teaching and learning.
- To support one another as parents of teens.

Meetings are held the second Tuesday or Thursday of the month from 5:30-7:00pm. Please contact Principal Derek Pierce for more information.

Parent Information

Early Release Days
On Early Release Wednesdays during the 2016-17 school year (9/28/16-5/31/16), the student day will begin at 8:00am and end at 1:30. Additionally, on the following Wednesdays, PPS high school students will be dismissed at 11:30 am to allow for staff development: 10/12, 11/9, 12/14, 1/11, 2/8, 3/8, 4/26 and 5/10.

Emergency Information Forms
Please promptly return the Emergency Information Forms so that school staff are aware of your child’s medical information and know how to reach you during the school day. Please let us know as soon as possible whenever you have a change in address, telephone number, place of employment, or emergency contact person. Thanks!

Immunizations
Maine law requires all students to receive and provide evidence of the following immunizations: Five doses of Diphtheria/Pertussis/Tetanus (DTP, Tdap, Dtap, Td) or four doses if the fourth dose was given after the 4th birthday; four doses of Polio vaccine (IPV, OPV) or three doses if the third dose was given after the 4th birthday; two doses of measles/mumps/rubella (MMR); two doses of varicella vaccine (Varivax) if age 13 or over; one dose if younger than age 13. Non-immunized students are not permitted to attend school unless the parent/guardian provides a written statement from a physician that immunization against one or more diseases may be inadvisable, or the parent/guardian provides a yearly written statement that immunization is contrary to their philosophical beliefs. The Superintendent and/or public health officials may exclude non-immunized students from school if there is a health threat to the student or others.

School Cancellation or Delay
In the event of emergency or weather-related school delay, cancellation, or early closing, announcements are made on the district website as well as on local radio and TV stations, including Channel 3. Please do not call the school as telephone lines are very busy during these times. School delays or cancellations are announced around 6:00 am. Early school closings may require announcements during the school day.

Student Records
Students’ rights of confidentiality and protection from improper disclosure of their records are respected by Portland Public Schools in accord with the Federal Family Educational Rights and Privacy Act of 1974 and with Maine law. For more details please go to the “policy” link at the district website (http://www2.portlandschools.org/school-board) and view the following: Student Education Records and Information Rights (JRA-R). Additional information about these rights is sent home.

Messages for Students
To minimize classroom disruptions, when a parent/guardian calls with a message for a student, the message will be given to the student during lunch. If the message is urgent, the student will be called to the office.
Edutopia on Casco Bay High School

“Our Schools That Work series explores what goes on at some of the most innovative, successful schools in the country. We visit each school to take a close-up look at the best practices...”

Here are the areas in which Edutopia rated Casco Bay as “Strong.”

- Cohesive school culture with high expectations
- Use of project learning and integrated studies
- Availability and meaningful use of technology
- High student achievement and engagement
- High or improving scores on standard measures
- Use of authentic assessment with real-world application
- Emphasis on inquiry and student-directed learning rather than only teacher directed
- Collaborative planning among teachers
- Culture of trust fostered between staff and students
- Teachers given input and leadership in shaping school environment
- Relevant ongoing professional development tailored to individual teacher needs
- Meaningful involvement of parents and community members
- Eagerness among staff to share best practices and help other schools”

Source: http://www.edutopia.org/maine-project-learning-school-strengths

***

Note to Students and Parents

Students and parents/guardians are responsible for reading and following the rules in this handbook. CBHS reserves the right to change the terms of the handbook at any time and without prior notice when it is in the best interests of the school. Any change will be communicated to the school community. Course offerings are subject to change due to the evolutionary nature of our work (and resources). This handbook has been developed within the framework of the Portland Public School Board Policy Manual. In case of a conflict between a School Board policy and the rules in this handbook, the School Board policy will prevail. The handbook is provided solely for the convenience of students, parents and staff; the Portland Public Schools, to the extent permissible by law, expressly disclaims any liability that may be incurred. If you have any questions about this handbook, please contact the principal.

“The Casco Bay is a shining example of what’s possible when schools embrace proficiency-based learning and a project-based curriculum.... Casco Bay gets results.”

~ Bob Moore, CEO, Dead River Company, July 2016, Portland Press Herald
### PART TWO: STUDENT HANDBOOK - Daily Schedule

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Block 1/4:</strong></td>
<td><strong>Block 1/4:</strong></td>
</tr>
<tr>
<td>8:00 – 9:26</td>
<td>8:00 – 9:28</td>
</tr>
<tr>
<td><strong>Crew:</strong></td>
<td><strong>Block 2/5:</strong></td>
</tr>
<tr>
<td>9:30 – 10:00</td>
<td>9:32 – 11:00</td>
</tr>
<tr>
<td><strong>Block 2/5:</strong></td>
<td><strong>Crew:</strong></td>
</tr>
<tr>
<td>10:04 – 11:30</td>
<td>11:04 – 11:34</td>
</tr>
<tr>
<td><strong>Lunch:</strong></td>
<td><strong>Lunch:</strong></td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>11:34 – 12:04</td>
</tr>
<tr>
<td><strong>Team Support:</strong></td>
<td><strong>Academic Support:</strong></td>
</tr>
<tr>
<td>12:04 – 1:00</td>
<td>12:08 – 12:58</td>
</tr>
<tr>
<td><strong>Block 3/6:</strong></td>
<td><strong>Block 3/6:</strong></td>
</tr>
<tr>
<td>1:04 – 2:30</td>
<td>1:02 – 2:30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEDNESDAY (1:30 Release) 9/28/16-5/31/17</th>
<th>WEDNESDAY (2:30 Release) September &amp; June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Block 1/4:</strong></td>
<td><strong>Block 1/4:</strong></td>
</tr>
<tr>
<td>8:00 – 9:20</td>
<td>8:00 – 9:34</td>
</tr>
<tr>
<td><strong>Block 2/5:</strong></td>
<td><strong>Block 2/5:</strong></td>
</tr>
<tr>
<td><strong>Crew Lunch:</strong></td>
<td><strong>Crew Lunch:</strong></td>
</tr>
<tr>
<td>10:44 – 11:17</td>
<td>11:12 – 11:45</td>
</tr>
<tr>
<td><strong>School Meeting:</strong></td>
<td><strong>School Meeting:</strong></td>
</tr>
<tr>
<td>11:21 – 12:06</td>
<td>11:49 – 12:52</td>
</tr>
<tr>
<td><strong>Block 3/6:</strong></td>
<td><strong>Block 3/6:</strong></td>
</tr>
<tr>
<td>12:10 – 1:30</td>
<td>12:56 – 2:30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Block 1/4:</strong></td>
<td><strong>Block 1/4:</strong></td>
</tr>
<tr>
<td>8:00 – 9:24</td>
<td>8:00 – 9:23</td>
</tr>
<tr>
<td><strong>Block 2/4:</strong></td>
<td><strong>Block 2/5:</strong></td>
</tr>
<tr>
<td><strong>Lunch:</strong></td>
<td><strong>X Block:</strong></td>
</tr>
<tr>
<td>10:52 – 11:22</td>
<td>10:54 – 11:34</td>
</tr>
<tr>
<td><strong>Academic Support:</strong></td>
<td><strong>Lunch:</strong></td>
</tr>
<tr>
<td>11:26 – 12:28</td>
<td>11:34 – 12:02</td>
</tr>
<tr>
<td><strong>Block 3/6:</strong></td>
<td><strong>Block 3/6:</strong></td>
</tr>
<tr>
<td>12:32 – 1:56</td>
<td>12:06-1:29</td>
</tr>
<tr>
<td><strong>Crew:</strong></td>
<td><strong>Crew:</strong></td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>1:33-2:30</td>
</tr>
</tbody>
</table>

- Students are assigned to courses for six blocks. Most students experience three of these courses each day.
- Courses meet every other day (A Day or B Day), with the exception of Humanities courses (English + Social Studies) which meet every day.
- The first blocks are synched with Portland and Deering High School's schedule to allow students to take advantage of “common block” offerings at each high school.
- The daily schedule is subject to change, depending on the needs of curriculum, instruction and fieldwork.

### Staff Directory

**Ekhlas Ahmed, ELL** (ahmede@portlandschools.org) - BA at USM
Ms. Ahmed (CBHS '09) is our first alumni staff member. Her remarkable talents to make students “super comfortable” were lauded in an MPBN piece this summer. She is the co-founder of Darfur Youth of Tomorrow. This year, she will again serve as our Make It Happen Coordinator for ELL students.

**Sarah Alechnowicz, Math** (alechs@portlandschools.org) – BS from Cent. CT State
Ms. Alechnowicz taught for 32 years in Connecticut, much of it in Stratford, but upon relocating to Maine, she has been eager to continue teaching part-time at CBHS. Besides being a revered teacher, she was also a professor to aspiring middle school math teachers and a tutor for high school and college students.

**Leslie Appelbaum, Humanities (English) and Literacy Coach** (appell@portlandschools.org) - BA from Bowdoin; MA from Iowa
Ms. Appelbaum has taught in schools from Waynflete to Portland Adult Ed.. During her time at the Southern
Maine Partnership, she authored a booklet on “instructional differentiation.” Ms. Appelbaum teaches AP English and Senior Humanities. She also oversees our library and supports staff in her role as literacy coach.

**Beth Babcock, Social Worker and High School Completion Coordinator** (babcoe@portlandschools.org) – BA from Dartmouth, MSW from BC

Ms. Babcock was a highly regarded Day Treatment Clinician at Sweetser before joining CBHS. Ms. Babock’s diverse social work experience includes stints with families and adolescents in both schools and residential facilities. Ms. Babcock is the captain of the faculty’s oft-trounced kickball team.

**Becky Bell*, Nurse** (bellre@portlandschools.org) – BS and MSN from St. Joseph's

Ms. Bell has served with distinction in numerous healthcare capacities, from school nurse to a teacher of nurses. A board certified holistic nurse and statewide leader, Becke's interpersonal and clinical excellence includes expertise in stress management and nutrition. Her hobbies range from singing to rowing.

**Matt Bernstein, Humanities (Social Studies)** (bernsm@portlandschools.org) - BA from Bowdoin

Mr. Bernstein student taught at CBHS and will now be starting his third year with us, this year teaching Humanities One. He has also taught 9th and 10th grade social studies at the Greene School, an EL Education school in West Greenwich, RI. Mr. Bernstein's precocious wisdom matches his exuberance.

**David Burke, Math** (burked@portlandschools.org) - BA from St. Lawrence; MA from UVM

Mr. Burke was inducted in 2009 into the Sea Dogs' Maine Teachers' Hall of Fame. He joined us from Poland Regional High School, where he was also a founding teacher. His interests range from ukulele to sudoku. At CBHS, Mr. Burke is the originator of both the cardboard boat race and Junior Journey.

**Kathy Cole*, Partnership Developer** (colek@portlandschools.org) – Westbrook College

Ms. Cole is an experienced partnership developer (and alumni parent) with deep community connections. She also serves as the partnership developer at Riverton and East End. She bolsters our volunteer corps and enriches the resources our students and staff can access during expeditions.

**Stewart Croft, Humanities (Soc. Studies)** (crofts@portlandschools.org) - BS from Univ. of Arizona

Mr. Croft will teach the social studies component in Humanities Two though he is certified in English as well. Before teaching at Casco Bay, Mr. Croft taught at a school remarkably similar to CBHS in Arizona, Tuscon's City High School. Mr. Croft gravitated to teaching after a career as a professional musician.

**Sandra Davis*, Office Secretary** (daviss@portlandschools.org)

Mrs. Davis is a legendary data specialist within Portland Public Schools, and we are overjoyed to have her expertise at Casco Bay. A Deering grad, she worked for most of her career at Portland High. Her attentiveness to detail and creative problem-solving skills consistently result in high quality outcomes.

**Stephanie Doane, Humanities (Soc. Studies)** (doanes@portlandschools.org) - BA from VPI; MS from USM

Ms. Doane returned last year from a sabbatical doing curriculum development for a national company and will again co-teach Humanities Three and lead AP US History. Ms. Doane formerly taught at Bonney Eagle and Deering where she remains the Girls Varsity Tennis Coach.

**Suzanne Dodson, ELL** (dod sos@portlandschools.org) - BA from Colby; MA from NYU

Ms. Dodson taught in Ithaca, Old Orchard Beach and at Deering before joining CBHS last year. At DHS, she was the ELL department chair as well as the advisor to the Photography Club and Students Without Borders. This year, Ms. Dodson will teach Academic English One and Two and lead a freshmen crew.

**Kyara Dorvee*, French** (dorvek@portlandschools.org) - BA from Berkeley (CA)

Ms. Dorvee's love of language and culture was sparked during her time as a (stellar) student at Casco Bay High School (Class of 2011). Now she will strive to do the same for her French students. A Peace and Conflict Studies major, Ms. Dorvee's thesis was about the impact of Arabic in Sudanese schools.

**Stephanie Doyle, College & Career Transition Coordinator** (doyles@portlandschools.org) – BS from Ithaca; MA from Goddard

Ms. Doyle assists our students, especially seniors, with developing and enacting plans for life after CBHS. Ms. Doyle's counseling experience encompasses work at Portland High, Fair Harbor Shelter and the Center for Grieving Children. She's also taught first grade in Costa Rica. Ms. Doyle's talents include yoga and ultimate.
Mark Ford, Humanities (Soc. Studies) (fordm@portlandschools.org) – BA from University of Utah; MA from St. John's College
Mr. Ford started teaching in Texas before migrating to Maine. Prior to CBHS, Mr. Ford taught at Portland High. After years of teaching ELL, Mr. Ford will again be teaching Senior Humanities this year as well as a new photography course. Mr Ford completed a painting residency last summer and is our Model UN advisor.

Jennifer Galasso, Science (galasj@portlandschools.org) - BS from UNE; MST from USM
A former intern with Ms. Teller, Ms. Galasso returned to CBHS last year to teach Biology after five years at Bath Middle School (another EL school) as a science teacher and curriculum leader. Ms. Galasso has led her students through expeditions on topics ranging from the green crab invasion to bio-ethics.

Heather Giese, Special Education (gieseh@portlandschools.org) -BA from UNH; MA from UVM
Ms. Giese begins her third year at CBHS this fall after launching her career in Vermont. Ms. Giese is an experienced running coach and outdoor leader; she also co-directs our intensives program. She joins Team 9 this year and will lead a freshmen crew.

Carla Gill* - Special Ed. Team Leader, (gillca@portlandschools.org) – BS from USM; MA from USM
Ms. Gill is a National Board Certified Teacher, and she is mentoring several CBHS staff who are now in this process. This year, she will once again be serving as the Special Education Team Leader for Portland's high schools. Ms. Gill is one of nine staff members who will also be a CBHS parent in the 2016-17 year.

Mallory Haar, ELL (haarma@portlandschools.org) - BA from Hollins; MA at USM
Ms. Haar returned to CBHS after a year at Lyman Moore. Ms. Haar launched our after-school ELL program and also served as an intern with Ms. McCray. Ms. Haar completed her Master's Degree in Applied Literacy. Before relocating to Maine, Ms. Haar was a Creative Arts Specialist in St Paul Public Schools (MN).

Nancy Hagstrom, Spanish (hagstn@portlandschools.org) – BA from Gettysburg and MA at USM
Ms. Hagstrom joined us with a stellar background in Spanish, outdoor adventure and progressive education. A former colleague asserts, “I have never met a more talented, dynamic, organized, well-respected and beloved teacher.” Ms. Hagstrom will be teaching Spanish 3-5 this year.

“I am so glad I visited Casco By High School. I learned so much, and there is so much more to be learned from the incredible set of educators.”
~ Chris Sturgis, Competency Works: Learning from the Cutting Edge, blog post, November 2015

Michael Hale, Guidance Counselor (halem@portlandschools.org) - BA from Neb. Wes.; MS from USM
Mr. Hale is one of ten founding CBHS faculty members (out of thirteen) still on staff. Mr. Hale's myriad talents include team building, theater, technical theater, music and all things digital. In addition to his counseling duties, Mr. Hale will lead a sophomore crew and oversee our RTI and 504 programs.

John Hardy*, Wellness (hardyj@portlandschools.org) - BS from University of Maine
Mr. Hardy will lead our Personal Fitness and Advance Health courses this year – as well as teaching Health at Deering. Mr. Hardy was a stand-out scholar-athlete and wide receiver at both Deering and the University of Maine before turning his attention to teaching. Last year, he taught in the Bangor School System.

Deb Kierstead, Administrative Assistant (kiersd@portlandschools.org)
Ms. Kierstead has been integral to the success of CBHS. Her competence and integrity are impeccable. She once was a mainstay in the Jack Elementary office, and previously worked for the Portland Partnership. Most every year, Ms. Kierstead ascends Mt. Katadhin, hosts a mammoth lobster bake and attends a Broadway show.

Elizabeth Koharian, Wellness (kohare@portlandschools.org) – BA from USM
Ms. Koharian joins us after teaching health at both Deering and Portland High. A graduate of PHS, Ms. Koharian also earned an Advanced Certificate in England in Human Osteology and Paleopathology. Known for her energy, humor and caring, Ms. Koharian will be teaching Wellness and leading a sophomore crew.

Will Leque, Math (lequew@portlandschools.org) - BA from U of Washington; ETEP at USM
Mr. Leque was a pioneer in the “flipped” classroom at Westbrook High School before joining CBHS last
year. He has also served in the Navy as a Flight Officer, an Operational Planner and currently as the (part-time) Officer in Charge. Mr. Leque will again be on Team 9, teaching Geometry and Probability.

**Anne Loughlin, Science** ([lougha@portlandschools.org](mailto:lougha@portlandschools.org)) - BS from UMass.; MS from USM
Ms. Loughlin has been teaching science in Portland Schools since 1991. In 2003, Ms. Loughlin earned recognition as one of the nation’s top teachers by winning the prestigious Milken Award. Ms. Loughlin created our Digital Fabrication lab and will be teaching Engineering and AF Environmental Science.

**Silas Lunetta, Special Education** ([lunets@portlandschools.org](mailto:lunets@portlandschools.org)) – BS and BA from UMF
Mr. Lunetta worked at the Crotched Mountain School and interned with Mr. Murray before joining our faculty full-time. Mr. Lunetta has led several philosophy intensives and coached CBHS's ultimate frisbee team, the Black Mambas. This year, Mr. Lunetta will work with Team 10 and lead a sophomore crew.

**Rebecca Lynch Nichols*, Spanish** ([nicholre@portlandschools.org](mailto:nicholre@portlandschools.org)) - BA from Marlboro; MA from Middlebury
Ms. Lynch Nichols has taught Spanish at the high school, middle school, and elementary levels, beginning in the Boston Public Schools in 1998. A local expert in Comprehensible Input (CI) methods, she has lived in Costa Rica and Spain. Her non-classroom passions include ceramics, dance and painting.

**Patricia McClure, Educational Technician** ([mclurp@portlandschools.org](mailto:mclurp@portlandschools.org)) - BA from UMass Amherst
Ms. McClure joined us in opening CBHS after a tenure working with special education students at Portland High School. Each day she bring her passion for working with teenagers and her expertise in areas ranging from the law (she has a law degree) to gardening. Her daughter, Annie, graduated from CBHS in 2012.

**Susan McCray, Humanities (English)** ([mccras@portlandschools.org](mailto:mccras@portlandschools.org)) - BA from Yale; Ed.M. from Harvard
Junior Humanities (English) teacher Ms. McCray was involved in one of the first Outward Bound high schools and was a former course instructor in North Carolina. Ms. McCray is one of our founding faculty, and in 2013 she received the first ever Klingenstein Award for the nation's outstanding teacher of EL Education.

**Albert Morales, English** ([morala@portlandschools.org](mailto:morala@portlandschools.org)) - BA from Boston College
Mr. Morales returns to CBHS to teach Humanities One (English) - and coach Ultimate Frisbee - after a sabbatical in Nicaragua. His career includes successful stints teaching English and Spanish at a start-up NYC high school, a Boston charter middle school, and most recently, Deering.

**Kevin Murray, Special Education** ([murrak@portlandschools.org](mailto:murrak@portlandschools.org)) - BA from Puget Sound; MS from USM
Mr. Murray came to CBHS after five years as a top special educator at Poland Regional High School. His passions range from meditation to bad jokes. A past colleague notes, “Kevin has a wonderful rapport with students. He is an invaluable resource for teachers.” He will be working primarily with Team 11 this year.

**Priya Natarajan, Math** ([natarp@portlandschools.org](mailto:natarp@portlandschools.org)) - BS from Ohio U; MA from Harvard and MIT
Ms. Natarajan was a math teacher and department head at Deering for 12 years before coming to CBHS. Prior to that, she was a founding teacher at Boston Arts Academy. She has taught the full spectrum of math courses and is ELL endorsed. Ms. Natarajan will be teaching sophomores and USM Calculus this year.

In spring 2015 survey of our faculty, 100% “strongly agreed” with the statement: “I have a positive and productive relationship with the teachers with whom I work most closely.” In Portland Public Schools as a whole, this figure was 62%.

**Nathan Nichols, Math** ([nichon@portlandschools.org](mailto:nichon@portlandschools.org)) - BA from Cal State
Nate Nichols returned to Maine after two years at Venice High School (CA). Mr. Nichols worked in the New Media Academy and taught web design – as well as math. Prior to teaching, Mr. Nichols was a computer programmer, musician and filmmaker. Mr. Nichols will teach The Code, Pre-Calculus and Calculus this year.

**Alison Perkins*, ELL** ([perkia@portlandschools.org](mailto:perkia@portlandschools.org)) - BS from UVM; MS from Husson; MAT from St. Michael’s
Ms. Perkins has extensive experience working with Portland’s non-native English speaking population, and is a founding faculty member at CBHS and a coach of our Model UN team. This year, Ms. Perkins will be focusing on helping our ELL students be successful in STEM.
**Derek Pierce, Principal** (piercd@portlandschools.org) - BA from Brown; Ed. M from Harvard
Mr. Pierce is the proud, founding principal of CBHS and was formerly the principal at Poland Regional High School. He has taught English, theater and American Studies in schools from Los Angeles to Gorham. He has lived in Portland with his family since 1993. He remains, some say tragically, a Mets fan.

**Linda Pinard*, Registrar-Receptionist** (pinarl@portlandschools.org) – AS from Cape Cod Comm College
Ms. Pinard was recommended to CBHS by three former mayors of Portland who each lauded her skills and professionalism in executing critical office tasks. Ms. Pinard began her career in the financial office at Smith College and returned to CBHS after a brief stint at East End School.

**Mary Ellen Randall, Ed Tech/Media Assistant** (randam@portlandschools.org) – BA from Coll. of New Rochelle
Ms. Randall came to Casco Bay with deep experience in both tutoring and libraries. She is also well-versed in CBHS since her son is an alum. After 14 years as a clerk in the Portland Public Library, Ms. Randall began dedicating more time to working with learners in settings ranging from elementary schools to prisons.

**Peg Richard, Art** (richape@portlandschools.org) - BA from UMO; MA from Lesley
Ms. Richard has taught art to Portland students for over 20 years. Her affinities range from watercolors to bookmaking. Ms. Richard's art career includes a stint directing the Ram Island School of Dance and another as a costumer for the Boston Ballet. Ms. Richard teaches all freshmen as well as Advanced Studio Art.

**CC Robinson*, Humanities (English)** (robinc@portlandschools.org) - BA from Yale; MA from Middlebury
Ms. Robinson will again teach Senior Humanities (English) this fall. Ms. Robinson has had a distinguished career which includes teaching English at Phillips Andover Academy, Deerfield, El Puente Academy for Peace and Justice and Gorham High School. She is also co-founder of the "Hive" writing camp for teens.

**Scott Shibles, Director of Student Life** (shibls@portlandschools.org) - BS from Castleton; Ed. M from UMO
Prior to being our first wellness teacher, Mr. Shibles was the athletic director at Deering for a decade. Mr. Shibles has created our outdoor education program, including annual winter camping and rafting expeditions. This year, Mr. Shibles will transition to becoming our full-time Director of Student Life.

**Stacey Woidt, Science** (woidts@portlandschools.org) - BS from Boston U; MA from Boise State and Northwest Nazarene
A trained engineer, Ms. Woidt joined us after a winning tenure teaching math and science at Nampa High School in Idaho where she advised the National Honor Society, assisted with the Robotics program and helped lead professional development. Ms. Woidt will again be on the sophomore team, teaching Physics.

**Brooke Teller, Science** (telleb@portlandschools.org) - BA from Smith College; MS from Central CT State
Ms. Teller was nominated as “Teacher of the Year” in Connecticut. She has taught chemistry for over fifteen years, most recently at two start-up high schools. Ms. Teller's many roles at CBHS include Graduation and STEM Endorsement Coordinator. She will be teaching a new Chemistry of Mars course this year with USM.

**Sarah Welch, English** (welchs@portlandschools.org) - BA and MA from USM
Ms. Welch joined us after ten years at Deering, the last five as department chair. She has taught the full gamut of English courses and launched our “Poetry Out Loud” program. Ms. Welch has also taught at Cheverus and South Portland. This fall, she will be looping up with Mr. Croft and teaching Humanities Two.

***

Other PPS part-time staff include: **Daniel Stokes** (technology support) and **Jane Mack** (speech and language).

*denotes part-time faculty and staff for 16-17

_Casco Bay High School “has produced superior results for less [money].” ~ The Portland Press Herald, lead editorial, May 8, 2009_
In spring 2013, CBHS parents solicited feedback from fellow parents to describe our faculty. The following “Word Cloud” was the result:
Academic Credit and Honors

Course Credit and Course Load: Partial course credit (.66) is awarded at the end of each trimester. Most CBHS students attempt to earn between 13 and 14 academic credits a year, including 12 through 6 year-long classes. Juniors and seniors may substitute a semester college course for one of the 6 CBHS courses in their schedule. Juniors and seniors must attempt the equivalent of at least 10 credits (or 5 a semester) to be considered a full-time student – and to be eligible for PPS athletics. Any student who wishes to consider a reduced schedule (fewer than the equivalent of 5 year-long courses) must first complete the Request for Reduced Schedule Form and have the plan reviewed and approved in a meeting that involves the student, their advisor, an administrator and a parent/guardian.

Honor Roll
Meeting the Standards in a course is a significant accomplishment. Although a direct translation to a non-standards-based grading system is not possible or advisable, the GPA translation of 3.0 fairly reflects our rigor. All students who Meet the Standards in all of their classes by the final day of the trimester – while attempting at least five courses (excluding crew) – will be recognized for achieving Honor Roll have a GPA of at least 3.0.

With Honors
Doing work that consistently Exceeds the Standards is an exceptional achievement. It often requires completing not just more work, but different, more sophisticated and rigorous work. Students who complete the trimester with an overall grade of 3.75 or higher will be said to have completed the trimester “With Honors” in that course.

High Honors
Students with a GPA of 3.75 or higher for a trimester achieve the High Honor Roll.

National Honor Society
The National Honor Society recognizes students for exemplary scholarship, service, leadership and character. To be eligible for application to the Casco Bay chapter, a student must be in attendance at CBHS for at least a semester and meet the following minimum requirements of scholarship and character:

- Honor Roll for 6 or more trimesters and at least once junior (or senior) year.
- Met the Standards in each and every course taken at CBHS (including common block courses).
- Achievement with “Honors” (3.75 or higher as a course grade, an “A” in a college course, 96 or higher in an Honors course at another high school) at least fifteen times – not including Intensives.
- HOW Honor Roll for 4 or more trimesters and at least once junior (or senior) year.
- No suspensions in the preceding twelve months and no more than one suspension during high school.

NHS inductions will occur twice a year, once in the winter and once in the spring.

Special Report Card and Transcript Designations
Following a course grade (1 to 4) on a report card or transcript, several different letters or symbols might appear. These are designed to provide more precise information about a student's achievement. The symbols and their meanings are as follows:

- H = “With Honors” (See section “With Honors” above.)
- * = A student met course standards, but not in the typical time frame due to inadequate Habits of Work.
- Y = A student met intermediate level of course standards. (for some students with IEP's)
- Z = A student met foundational level of course standards. (for some students with IEP's)
• **L** = Student met content standards, but required language scaffolding appropriate for an intermediate language learner (for some ELL students)

• **M** = Student met modified course standards and earned elective credit; the language demand to meet typical content-standards is currently beyond his/her English proficiency level. (for some ELL students)

**Homework**
Families should assume that the time necessary for students to complete homework will average two hours each day, though this will vary by student and by day. Included in the two hours, there will typically be a minimum of thirty minutes of reading assigned. Families should help set aside this time and work with students to plan ahead if some days are busier than others. Teachers will post homework on the board during class each day, and students are expected to copy the assignment into their agenda books or iPads. Many teachers also post assignments digitally.

**Late Work**

1. Late work will not be accepted for daily formative assessments (p 26) such as reading quizzes (excused absences exempted). Students will receive a HOW grade of “1.”*

2. If a student has missed a formative assessment, he/she can arrange to receive feedback from the teacher at a pre-arranged block 7. If the work is acceptable, the teacher can move the HOW grade from “1” to “2” (a grade of “3” is not possible).

3. Late work will not be accepted for summative assessments (p 26).* However, a student can request to make up the summative assessment by turning in a “Summative Assessment Extension Request Form.”

   a) The Extension Request Form should be turned in by the assignment due date or earlier whenever possible. Students who fail to complete the Extension Request Form will only be able to make up that assessment in mud/summer school - if otherwise eligible.

   b) The student and teacher will conference in Block 7 to determine the new deadline and the body of work required to demonstrate readiness (which will likely include many of the daily, formative assessments that might have been missed earlier).

   c) After the new due date and required work is added to the Request Form, the student will then have the form signed by their parent/guardian, as well as their crew advisor.

   d) The student must then hand in work on the date specified in the Request Form.

   e) Students will be allowed one extension form per course per trimester, subject to teacher approval – and NEVER for an expedition culmination (for example: Africa Rising, the Public Policy symposium, Final Word).

4. Students who fail to meet the extension deadline or who miss more than one summative assessment per trimester must attend mud school or CBHS summer school for another opportunity to make up the standard(s) associated with the missed assessment, if eligible.*

* Students who have IEPs, 504s, RTIs, MET plans (for ELL students) may have mandated plans which allow for extended time or additional opportunities to meet standards, without penalty. In these cases, students and teachers will negotiate an appropriate deadline in advance. If the student then misses the negotiated deadline, this late work policy takes effect.

**Reporting of Grades**
At any time, students and parents may review credits, attendance and grades through the PPS web portal, “Infinite Campus.” Contact your child's crew advisor for details. In addition, we provide the following reports and structures:

1. **Half Way through the Trimester: Progress Report**
   Each student receives a progress report that includes an overall grade for each course.

2. **Two Weeks Before The End of the Trimester: Danger of Not Meeting the Standards Report**
   Any student in danger of not passing one or more courses will receive this one-page report.
3. Near the End of the (Fall and Winter) Trimester: Student-Led Conferences
Students will present to their parents and crew advisor about their current level of achievement. Conference participants will review progress, strengths, and needs – and establish steps for moving forward.

4. Within Two Weeks After the End of Trimester: Trimester Report Card
Students will receive their final trimester grade and HOW grade in each course.

Working Ethically
On summative assessments, students will be asked to initial their work before it's turned in if s/he can assert that s/he has “worked ethically” on the assignment. A student may write a “?” if s/he is not sure and then a teacher will meet with the student to discuss. No summative assessment will be accepted without initials, a question mark - or an admission of wrong-doing. Working unethically is not only wrong, but it impedes what you learn.

One of our “Pathways to Success” is “Working Ethically.” What does this mean?

**Working Ethically Means…**

<table>
<thead>
<tr>
<th>I use technology in class for an appropriate educational purpose.</th>
<th>I do not use technology to waste class and learning time.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>When working collaboratively, I do my share of group work and contribute to the group's success.</td>
<td>I do not let down my peers.*</td>
</tr>
<tr>
<td>I make appropriate use of peers and other resources to further my learning as permitted by the teacher.</td>
<td>I do not cheat by presenting others' learning and knowledge as if it is my own.</td>
</tr>
<tr>
<td>I am honest with myself and others about what I have learned and what I have not.</td>
<td>I do not cheat by turning in work that contains answers obtained elsewhere that I do not understand or that misrepresents what I have learned.</td>
</tr>
<tr>
<td>Even when I am unusually stressed or behind, I turn in my own work and accept any consequences for late work.</td>
<td>I do not take immoral short-cuts to try to “catch up” or “get it done.”</td>
</tr>
<tr>
<td>When I am asked to complete an “on demand” and/or independent assessment, I show what I know and can do.</td>
<td>I do not cheat by giving or receiving unauthorized assistance.</td>
</tr>
<tr>
<td>When doing research, I make clear what is my own thinking and use citations for ideas and information that came from others. I give credit for any work that is not my own and when necessary I seek the creator’s permission ahead of time.</td>
<td>I do not include copyrighted material or others' intellectual property in my products without the proper credit and/or permission.</td>
</tr>
</tbody>
</table>

*Working unethically in these ways will impact HOW and/or academic grades.

**In the table above, shaded and bold indicates cheating or plagiarism and will result in academic and disciplinary consequences.** To plagiarize is to use and pass off the ideas or writing of another as one’s own. It is a form of stealing. When a teacher determines that a student has plagiarized, s/he will first determine if the student’s actions were knowing or ignorant; did the plagiarism occur before or after a related research skill has been taught? If the plagiarism is deemed inadvertent (e.g.: improperly cited sources), the student will be educated. If the plagiarism is deemed flagrant (e.g.: an essay copied from the Internet or a repeated offense), disciplinary and academic consequences will ensue. With confirmed incidents of cheating and plagiarism, consequences begin with a grade of “1” on the assignment and the student making a phone call to his or her parent/guardian. Consequences can rise to the level of suspension or expulsion, depending on the circumstances. Please see School Board policy JICD on “Academic Honesty” for more details.
Attendance

Regular, punctual school and class attendance is essential to a student’s educational success. Students are expected to attend school every day unless they have an excused absence. Excused absences are defined by Maine law and School Board policy as follows: personal illness; an appointment with a health professional that must be made during the school day; observance of a religious holiday; a family emergency; or a planned absence for a personal or educational purpose which has been approved in advance by the school. Other absences are considered unexcused and may result in disciplinary and academic consequences. Upon returning to school following an absence, a student must report directly to the Main Office, with a note from his/her parent or guardian explaining the absence. In the event that a student is absent from school and does not bring a note from his/her parent or guardian, the absence will be marked as “UNEXCUSED,” and the student will be given the opportunity to bring the note in the next day. Students with a note explaining a legitimate absence will be “EXCUSED” for attendance records. All others will be marked “UNEXCUSED.” Students are expected to arrange for and complete make-up work for excused absences. Teachers may establish deadlines for submission of make-up work.

(Planned) Absence Form
The Request for Absence Form is used for students who know they will be out of school for a planned period of time. This form will allow the student to have the absence excused ahead of time and will also serve as notice to the teachers that the student will be out. The form can be obtained from the Main Office.

Absences and Course Credit
School Board policy limits absences per course. A student who is absent for ten days or more in full-year courses shall lose credits toward graduation requirements. A parent can request a waiver of the attendance policy. This request must be in writing and submitted to administration. Administrators shall have the right to use discretion in cases of:
- long-term illness – an illness that results in more than three days of absences may be waived with medical documentation. The first three days will count towards the nine allowable days; the days thereafter may be waived. Chronic illness (such as migraines) may also result in waivers with medical documentation.
- accident or other unusual circumstances.

Tardiness
Students are expected to be in class at the designated time. Students arriving late miss learning and cause disruptions to the educational environment.
- Students who arrive late for the first class of the day should report directly to their first class. For a tardy to be excused, a student must either present to the teacher a signed note by a parent/guardian with a legitimate reason, or the parent/guardian must call the main office. “Oversleeping” will result in an unexcused tardy.
- A student who misses more than half of a class will be considered absent from that class.
- If you are unexcused absent or tardy, any classwork, homework, or formative assessment work missed as a result of this absence or tardy will not be accepted and graded. Feedback and support around that work will only be available during Block 7, and the unexcused class time will be reflected in HOW grades.
- If a student is unexcused (tardy or absent) for a summative assessment, then that work will not be accepted. See the late work policy above for more details.
- When there is a pattern of a student being tardy (3 or more) or one unexcused absent (e.g.: cut) of a class (including crew and academic support), there will be tiered interventions that will begin with phone calls home and escalate with continued recurrence to consequences that could include attendance contracts, parental meetings, detentions, suspensions and/or loss of opportunity for academic credit.

For more details on the School Board’s related student absence policies, please go to the “policy” link at the district website (http://www2.portlandschools.org/school-board) and view the following: Student Attendance/ Absences/ Tardiness (JEAA) and Student Absences and Excuses (JH)
Co-Curriculars

The Portland Public Schools are committed to providing a balanced, inclusive, and diversified co-curricular program of activities as an important dimension of student learning. Co-curricular participation is often a great predictor of an adult’s success. **GET INVOLVED!**

**Co-Curriculars at Casco Bay**

Casco Bay High School offers a growing slate of co-curriculars on our campus. Our offerings currently include: Musical Theater, Mock Trial, Drama, House Band, Math Team, the A-Z Alliance, Ultimate Frisbee, Improv, *The Compass*, One Act Play Competition, Yearbook, Model UN, DIY Club, Science Bowl, Volunteer Club, the Ukulele Club and many more. Most all students participate in at least one co-curricular each week – from Dance to Podcasting – during our Friday X Block (p 33). In addition, there are numerous opportunities for students to serve their school through groups such as the Prom Committee, the Junior Journey Leadership Team, Peer Tutors, the Civil Rights Team, the Student Ambassadors and the School Cabinet. Students may propose launching a new club or group. See Mr. Pierce for a proposal form.

**Co-Curriculars at Deering and Portland**

CBHS athletes participate in every sport that Portland schools offer, from football to sailing, from field hockey to cross-country skiing. CBHS students have the option of participating in the co-curricular programs of Portland or Deering High Schools (but not both). CBHS students declare that either Portland or Deering will be their school for co-curriculars. Once this designation is made and a student has begun at CBHS or with PPS sports, it cannot be changed. CBHS students are also eligible to participate in any co-curricular activity offered by their declared school – as long as this offering is not replicated at CBHS. CBHS students must meet the same eligibility requirements (see below) and undergo the same audition or tryout process as DHS or PHS students. CBHS students can use the METRO to get practices after school each day. We will also accommodate special transportation needs, such as early dismissals for away games.

**Co-Curricular Eligibility**

All students who wish to participate in interscholastic athletics and activities must adhere to the district eligibility policy. This means:

1. All athletic teams, including CBHS’s ultimate frisbee team.
2. Theatrical groups, math, music, and clubs when competing under MPA rules.
3. Class officers and students serving in governance positions.
4. Any other activity determined so by the School Board and administration.

Students must be passing the minimum load of classes to be academically eligible to participate in athletic or co-curricular activities. **Casco Bay High School students must take and pass five academic classes per trimester, excluding Crew.** Eligibility and progress will be checked approximately once a month. When a grade check occurs while a trimester is still in progress, a student with a 2+ in a course and a HOW of at least 3 will have this grade count positively towards his/her eligibility. A schedule of check-in dates will be determined annually. A student must be academically eligible on the first day of the activity in order to begin participating. For 10th through 12th graders, eligibility for activities which begin in the fall will be determined by grades checked the previous June. Students may make up a failed course by completing an approved summer class. Such courses must be approved in advance by the Principal.

**Academic Ineligibility Process**

a. If a student is found to be academically ineligible, he/she will be placed on Academic Probation. The Academic Probation period is 21 calendar days. During this time the student is able to practice and be part of the team or activity. He/she cannot participate in games, scrimmages, competitions, tournaments, exhibition games, and/or other official team/club activities. The student will not be in full uniform (for athletic teams, with the exception of any required safety equipment).

b. If a student continues to be ineligible at the end of the three-week Academic Probationary period, he/she will be placed on Level 1 Academic Ineligibility for an additional three weeks.

44
During this time the student cannot participate in any practice, games, scrimmages, competitions, tournaments, exhibition games, and/or other team/club activities. The student will not be allowed to travel with the team/club. The student is required to develop a specific plan to become academically eligible which includes a minimum of four extra hours a week and must provide a copy of the plan to the Athletic/Co-Curricular Administrator.

c. If a student remains ineligible at the end of the Level 1 Academic Ineligibility period, he/she will be placed on Level 2 Academic Ineligibility and be ineligible for the rest of the season or the duration of the activity.

*Please see the PPS Co-Curricular Handbook on the district website for further details about this policy and other co-curricular rules and issues.*

For more details on the School Board’s co-curricular policies, please refer to “Co-Curricular and Extracurricular Activities” (JJ and JJ-R) after clicking the “policy” link at [http://www2.portlandschools.org/school-board](http://www2.portlandschools.org/school-board).

## Student Services

### Block Seven
On Monday, Tuesday, Thursday and (sometimes) Friday, all students are encouraged to stay for Block Seven, from 2:30-3:30. This block is intended for students to use for extra help, for “exceeds” work, for quiet study, or for CBHS co-curricular activities or special events. Each teacher designates at least one Block 7 a week to work with students. Students who stay for Block 7 may use the METRO or find their own transportation home. If a student is not staying for one of the Block Seven activities listed above, s/he should take the bus or leave campus at 2:30.

### Bus Transportation and Student ID’s
All Portland high school students are eligible for free METRO bus transportation during the school year. In the hours before and after school, METRO busses will be running in both directions in a crosstown loop (Bus #9) that stops at all three high schools about every 20 minutes. Students are advised to plan the best route(s) ahead of time! Call METRO for advice (774-0351) or use the “trip planner” function on their home page ([http://gpmetrobus.net/](http://gpmetrobus.net/)) to review options. The free app “Transit” can tell you precisely when the next bus will arrive at your stop. For students, Your Metro Pass = Your CBHS Student ID. If you need to replace it, please visit the Metro Office (774-0351) at 114 Valley Street. The replacement card fee is $5.

### Lockers
Some lockers are available for student use. The locker is issued for student convenience, but a locker remains the property of the school department. Students may only use their assigned locker. School administrators and other school department personnel, including teachers, have the authority to search student lockers and any items in the locker such as book bags, coats, etc.. Students will be held accountable for the condition and contents of their lockers. Only school padlocks are to be used on school lockers. These locks are available in the main office. Any non-school lock will be removed. A $5 deposit is required to rent a lock. This deposit is refundable at the end of the school year or upon graduation.

### Lunch and Snacks
CBHS students are offered the same school lunch menu as other students in the district. Limited breakfast, snack, a la carte, salad bar and drink options are available to students. When the weather is appropriate and there is teacher supervision, students may eat outside in the front field or by the greenhouse. Otherwise, students eat inside, on the 2nd floor. Juniors and seniors may eat off-campus with permission. (See page 53.)

### Pre-Summer School (AKA Mud Season School)
As part of our commitment to do whatever it reasonably takes to help students meet rigorous, vital standards, we offer Pre-Summer (aka “Mud Season”) School in late March for eligible students to meet any remaining course standards - and earn credit - in a course (or two) from the first or second trimester. Students in grades 9-12 are eligible for Pre-Summer School, only if
invited by a teacher, typically because of an “I” or a “2+” as an overall course grade at the end of a trimester, indicating that a student is close to meeting course standards, but has not yet done so. Barring exceptional circumstances, students will be limited to attempting to meet standards in no more than two courses during that time frame. Mud Season School is free for students with a HOW of “3” or an “I.” Since ample opportunities and time and help are offered within the trimester to meet the standards, eligible students who did not earn a “HOW” of 3, will have to pay to participate: $30 per course – and a maximum of $60. (Free and reduced lunch students will pay $10 per course.) Mud Season School is the ONLY time for eligible students to make up remaining standards from Trimester One and Trimester Two (excluding seniors who complete graduation contracts).

**PPS Summer School and CBHS Summer Standards Intensives**

Portland Public Schools offers summer school courses in English, math, social studies and science. The courses run weekdays in July at a cost of approximately $100 per course ($50 for free lunch students). In addition, CBHS has offered summer courses available to all students for either enrichment or remediation. 2016 summer offerings included science electives in Astronomy and Geology as well as a Math Workshop. Finally, CBHS offers six-hour Summer Standards Intensives in late June for students to complete remaining standards from the spring trimester (only). As with Mud Season School, students in grades 9-12 are eligible only if invited by a teacher, typically because of an “I” or a “2+” as an overall course grade at the end of the spring trimester, indicating that a student is close to meeting course standards, but has not yet done so. The intensive will provide individualized support for students as they complete remaining standards. Once students successfully complete their remaining standards, their intensive is finished. Students may sign up for one, two or three Standards Intensives. Students must provide their own lunch (if relevant) and transportation. Since ample opportunities and time and help are offered within the trimester to meet the standards, eligible students who did not earn a “HOW” of 3, will have to pay to participate: $30 per course – and a maximum of $60. (Free or reduced lunch students will pay $10 per course.)

*In a spring 2013 district survey, 100% of CBHS faculty agreed with the statement: “My school fosters an environment where every child can succeed.”*

**Social Work/Counseling Services**

Beth Babcock is our school social worker. Students also have access to Health Affiliates Social Worker Karen Potenziano, most days, by appointment. Michael Hale and Stephanie Doyle are our guidance counselors. They are available daily for college, school and career counseling.

**School Nurse and Health Services**

We share a full-time nurse, Becky Bell, with PATHS. We also have a health clinic on site that will provide CBHS students – who have parent permission and a nurse referral - access to dental, medical, and psychiatric services. Interested students should contact Ms. Bell for a referral.

Whenever possible, the schedule of medication administration should be arranged to allow a student to receive all medication - prescribed and otherwise - at home. If, under exceptional circumstances, it is necessary for a student to take medication during school hours, and the parent cannot be at school to administer the medication, the nurse or Administrative Assistant Deb Kierstead will supervise self-administering of the medicine – once the appropriate permission form has been completed. Students who arrive at school with prescription medication should turn it over to the school nurse as soon as possible. Vision screening is conducted in grades 9 and 11. Vision or hearing screenings may be conducted upon request.

Students who become ill during the school day should report to the nurse’s office. No student should be dismissed as ill from school without first checking in with the nurse. If it becomes necessary for a student to go home, a parent/guardian will be notified and regular dismissal procedures will be followed. If a student leaves school without permission, the student will be given an unexcused absence for classes missed, and there will be disciplinary consequences. Accident reports are completed for injuries that occur on school grounds. Parents/guardians will be notified about any incident, the extent of the injury, and the treatment provided.
Students must have a physical examination every two years in order to participate in school sponsored athletic programs. Evidence of a physical exam must be signed by a health care provider and given to school staff before a student will be allowed to participate.

For more details on the School Board’s related student services policies, please go to the “policy” link at the district website (http://www2.portlandschools.org/school-board) and view the following: Student Bus Code – Discipline Process (JICC-R), Student Transportation Services (EEA), Student Searches (JIH) and Administration of Medication to Students (JLCD, JLCD-E1, E2)

“At a time when most high schools are trying to survive, Casco Bay High School is raising the bar for all schools to model.... Casco Bay is exceptional. It is clear to me that Casco Bay promotes self-worth for students, ensures students are actively engaged in the learning process and above all have a real sense of purpose in their education.”

~ Dr. Russell Quaglia, President Quaglia Institute for Student Aspirations, October 2007

Student Code of Conduct

CBHS believes that our Code of Conduct must be widely understood and supported by the greater school community. The Code of Conduct is grounded in three components of the Pathways to Success: Build Community, Be Accountable and Work Ethically. Positive behavior is defined here as any behavior that promotes constructive learning or contributes to these Pathways. Negative behavior means any behavior that either distracts from learning and/or does some harm to our community or individual members of the community. The following precepts are essential in ensuring that all students feel welcome, safe and supported in their learning.

- Students are responsible for their actions.
- Students respect the rights of others to attend a safe and orderly school.
- Students understand the consequences of negative behavior.
- Parents play a primary role in making a school behavior system successful.
- All students can learn and practice skills essential to self-discipline and positive behavior.

“We dropped into wholesome Casco Bay High School... where hugs abound and everyone is a friend.... [W]hat seems to have the most impact on students is the interdependence of the school community.” ~ Humanly Magazine, 2016

POSITIVE BEHAVIOR PHILOSOPHY

At CBHS, the response to negative behavior will be consistent and support a safe atmosphere with respect for the dignity of all community members. To create positive learning environments, everyone will be responsible for his/her own behaviors and the consequences. The entire school community, both staff and students will participate in, and support the behavior philosophy and procedures. Families and the school community will play an active role in promoting the positive behavior philosophy.

One of the pillars of excellence that CBHS uses to measure our success is Relationships. The response to negative behavior is best accomplished by involving all community stakeholders in a restorative process: student, victim(s), parents, crew advisors, student body, and administration. By addressing negative behavior in a non-confrontational manner, we can help students to make amends.

Students are accountable for their behavior and:

- The emotional safety of all CBHS community members.
- The physical safety of all CBHS community members.
- The respectful treatment of school property and the property of CBHS community members.
- Regular attendance, work completion, and cooperation in the classroom and when
learning in the broader community.

**Three Level Behavior System:** The Three-Level Behavior System recognizes that consistent adult responses to low-level challenging behaviors (e.g., non-compliance, disruption etc.) produces a positive school climate in which more serious infractions will be infrequent.

### LEVEL 1

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Off task behavior(s)</em></td>
<td><em>Appropriate apology</em></td>
</tr>
<tr>
<td><em>Minor to moderate disruption</em></td>
<td><em>In/out of class break</em></td>
</tr>
<tr>
<td><em>Inappropriate verbal interactions</em></td>
<td><em>Any missed work completed during Acad.,Block 7</em></td>
</tr>
<tr>
<td><em>Non-responsive to teacher direction</em></td>
<td><em>Verbal behavior plan</em></td>
</tr>
<tr>
<td><em>Inattention to classroom work</em></td>
<td><em>Loss of privileges</em></td>
</tr>
<tr>
<td><em>Unprepared for class</em></td>
<td><em>Parent notification/involvement</em></td>
</tr>
<tr>
<td><em>Tardy to class</em></td>
<td><em>Behavior reflected in HOW grade</em></td>
</tr>
<tr>
<td><em>Wandering</em></td>
<td></td>
</tr>
</tbody>
</table>

### LEVEL 2

*Any Level 1 behaviors continue unabated during one class or over a period of classes.*

*Student behavior causes a major disruption to others’ learning or safety.*

<table>
<thead>
<tr>
<th>Automatic Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Appropriate apology</em></td>
</tr>
<tr>
<td><em>Parent, Crew Advisor and Administrator Notification</em></td>
</tr>
<tr>
<td><em>Restitution</em></td>
</tr>
</tbody>
</table>

### LEVEL 3

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Possible Administrative Actions</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Chronic violation of school or classroom rules</em></td>
<td><em>Notify Superintendent</em></td>
<td><em>Interagency referral such as Youth Court, Substance abuse counselor or Learning Works Community service</em></td>
</tr>
<tr>
<td><em>Verbal aggressions or threats</em></td>
<td><em>Seek assistance from Student Assistance Team</em></td>
<td><em>Mediation with Victim(s)</em></td>
</tr>
<tr>
<td><em>Possession, use or sale of alcohol/drugs or paraphernalia</em></td>
<td><em>Refer for functional behavioral assessment and behavior intervention plan</em></td>
<td><em>In school suspension</em></td>
</tr>
<tr>
<td><em>Damage to school or community property</em></td>
<td><em>Participate in any parent conferences and re-entry meeting</em></td>
<td><em>Out of school suspension</em></td>
</tr>
<tr>
<td><em>Physical altercations or assault</em></td>
<td></td>
<td><em>School community service</em></td>
</tr>
<tr>
<td><em>Weapons possession or use</em></td>
<td></td>
<td><em>Consideration for placement in alternative educational programming</em></td>
</tr>
<tr>
<td><em>Harassment</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Theft/Forgery</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Civil Rights Violations</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Plagiarism</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>False Alarms</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Automatic Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Ensure the accused student “due process,” hearing their perspective</em></td>
</tr>
<tr>
<td><em>Notify Portland Police</em></td>
</tr>
</tbody>
</table>
as well as gathering information and evidence from all relevant parties.

<table>
<thead>
<tr>
<th>Automatic Responses</th>
</tr>
</thead>
</table>
| *Appropriate apology*  
| *Meeting with Parent/Guardian, Crew Advisor and Administrator*  
| *Restitution*  

Students should be aware that colleges routinely require schools to report if a student has had any suspensions as a part of the college application process.

For details on the School Board’s student discipline policies, please go to the “policy” link at the district website (http://www2.portlandschools.org/school-board) and view the following: Student Discipline (JK), System-Wide Student Code of Conduct (JIC), Student Suspension (JKD) and Drug and Alcohol Use by Students – Procedures (JICH-R).

Respect for Community Members

Respect for Cultural Diversity
Our community is fortunate to include people from diverse backgrounds and perspectives. Students have the opportunity to learn from their peers – and that opportunity extends to matters of language, race, gender, sexual orientation, class, religion, disabilities and cultural traditions. Students are expected to offer the same kind of respect they deserve to receive from others - and will face disciplinary consequences if they fail to do so.

Respect for Individuals
Respect, at a minimum, means an environment free from harassment. Harassment is conduct or speech which is unwelcome, intimidating, derogatory, hostile and/or offensive, and which unreasonably interferes with a student’s ability to learn or a staff member’s ability to work. The Board has adopted a policy “Harassment and Sexual Harassment of Students” as well as complaint procedures (ACAA-R). Any student who believes that he/she or another student has been harassed is encouraged to bring this to the attention of a teacher or administrator. The policy and complaint procedure can be accessed here: http://www2.portlandschools.org/school-board. Bullying, cyber-bullying, and hazing are forms of harassment. Harassment may be student-to-student, staff-to-student, student-to-staff, or staff-to-staff. Harassment may be offensive to a person for variety of reasons, including his or her gender, race, ethnic background, religion, age, sexual orientation, ability, or disability.

Sexual harassment is harassment which is of a sexual nature. This can include a range of behaviors including sexual insults and name-calling, off-color jokes, intimidation by words or actions, offensive touching, and pressure for sexual activity.

Harassing behavior is subject to disciplinary consequences up to and including expulsion. It may also be grounds for legal action and fines through the civil justice system.

<table>
<thead>
<tr>
<th>Making the Pathways to Success Digital</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Make sure your online reputation doesn't ruin your “real” reputation. Before communicating digitally about someone else or with someone else, consider...</td>
</tr>
<tr>
<td>a) Would I and should I say it to the person's face? Remember The Human (who receives the communication.)</td>
</tr>
<tr>
<td>b) Would I want my parent or my crew advisor to read this? Remember Your Mom.</td>
</tr>
<tr>
<td>c) Would I want my employer or college admissions officer to read this? Remember My Future.</td>
</tr>
<tr>
<td>d) Would I respond the same way if I took a five minute break? Remember to Breathe.</td>
</tr>
<tr>
<td>2) Do no harm to others. Before communicating digitally about or with someone else, consider...</td>
</tr>
<tr>
<td>a) Is this my business? Am I causing drama? Am I making the situation better? Remember to Do No Harm.</td>
</tr>
</tbody>
</table>
Respect for PATHS Students and Staff – Building Norms

We share our space with the Portland Arts and Technology High School (PATHS). We are grateful for the partnership between our two schools, and we strive to be kind and courteous neighbors. All of our school rules and ideals apply when interacting with PATHS students and staff, whether custodians, administrators or fellow students. In 2007, a group of PATHS and CBHS students and staff created the following building norms to guide our behavior:

### CBHS-PATHS Building Norms

1) **Two Communities: One Building - Preserve It.**
   *Leave no trace - whether graffiti or trash - that could impact all of our ability to take advantage of this great facility.*

2) **Every Teacher is Your Teacher.**
   *Treat every staff member in the building, whether a PATHS secretary or a CBHS Crew Advisor, with the same deep respect that you deserve.*

3) **Each Student is Us.**
   *Treat every student, whether a PATHS senior or a CBHS freshmen, with the same respect you accord a close friend.*

4) **We Want You Here.**
   *Stay in designated areas unless with a staff member. Be on time and prepared.*

5) **Two Schools: One Goal - Learning.**
   *We are all to here to learn and become the best possible versions of ourselves. Support and celebrate one another.*

### Respect for the Environment

“Leave no trace” is a fundamental tenet of CBHS stewardship. Leave any school space you use cleaner than when you found it – and with no sign of your impact. Every student should also seek ways to be an energy saver, with both personal technology and school electrical use. Students should make daily use of available recycling and composting options. Finally, CBHS citizens are encouraged to seek and advocate for ways to make our school ever more “green.”

### Respect for Visitors

We are each CBHS ambassadors. Please welcome and introduce yourself to any school visitor.

Thanks to “[a team of profoundly talented educators],” there is “[s]omething powerful happening at Casco Bay.”

~ Maine Magazine, September 2012

### School Governance

The CBHS governance structure is designed to ensure that students, faculty, and parents can readily, substantively, and efficiently participate in a decision-making process.

#### Process Summary

Any constituent(s) from the school community can submit a proposal that will go through his/her crew (with the exception of parents who work through their crew equivalent: the Parent Advisory Group). The crew will provide feedback and guidance about the feasibility of the proposal. If the constituent(s) wants to continue with the proposal, the Cabinet will solicit feedback from the crews, and, if relevant, the Parent Advisory Group and the faculty. The Cabinet will prioritize proposals and set deadlines for receiving feedback. When the deadline has occurred, the Cabinet will convene and make a decision based on the feedback and the Casco Bay vision and beliefs. Cabinet membership is as follows: principal (chair), two faculty members, five students, two
parents (one from the Parent Advisory Group), as well as a non-voting representative from EL Education. All terms will be two years. In past years, the Cabinet has dealt with issues ranging from the school dress code and lunch offerings to full school rituals and academic credit for co-curriculars. In addition, the CBHS student body is represented on the Portland School Board by a CBHS student who is elected each November. Matthew Suslovic is the CBHS representative through November 2016.

In-School Rules and Procedures

Bikes, Roller Blades, and Skateboards
CBHS students are allowed to use bikes, roller blades, and skateboards to travel to and from school. Students should secure these possessions upon arriving at school. There is a bike rack by the main entrance. Students are not allowed to use bikes, roller blades, or skateboards for doing tricks or stunts anywhere on our campus unless by special permission and under staff supervision.

Bomb Threats
The Board has adopted a policy prohibiting bomb threats. Bomb threats cause a severe disruption of the educational program and put students and staff at risk. Bomb threats will not be tolerated and will result in disciplinary action as well as referral to law enforcement for possible prosecution. Any student who fails to report information or knowledge of a bomb threat on school property may also be subject to disciplinary consequences.

Cars and Student Parking
All traffic laws must be obeyed. Student parking is limited. Any student driving to school should be aware that School Board policy allows for the search of any vehicle on school grounds by an administrator with reasonable grounds. Any refusal to allow a vehicle search will result in a loss of driving privileges and/or suspension. Student drivers are asked to refrain from leaving the parking lot while any bus is in motion. Anyone driving themselves or others off campus at unapproved times will lose their driving privilege. Violations of the vehicle use policy will result in the loss of driving privileges for one week. Subsequent infractions will result in the loss of privileges for at least one month.

Dances
Dances will be held periodically during the year. Each CBHS student is allowed to bring up to two guests if s/he is pre-approved. Potential guest names must be submitted to the office by Thursday at 12:30 before the dance. Guests must be age appropriate and students in good standing at their own school. Students under suspension or with outstanding disciplinary consequences are not allowed to attend dances.

Dress Code
Over the last year, students and staff at the three PPS high schools devised the following revised dress code. The intent of the revisions was to craft a dress code that is clear and consistent across schools and to avoid a code that is gender-biased or punitive in nature. This revised dress code will be re-visited in January 2017 by a cross-section of stakeholders. For many, clothes are an important part of self-expression. And we respect and celebrate the different choices of our students with their clothing. However, all students must abide by the following parameters.

1. Student attire should include a top and a bottom (or a dress) as well as a form of footwear. Underwear is not to be exposed; bra straps are acceptable. Chests and midriffs are to be predominantly covered.

If part #1 of the Dress Code is violated, the individual will be asked to avoid wearing the article to school again. If the article is worn after the initial request, the student will be given school clothing and asked to alter their outfit accordingly after instructional time. If this behavior continues, it shall be considered an act of insubordination and will be disciplined as such.

2. Genitalia, nipples, and buttocks are to be covered at all times.
3. No clothing will be allowed that promotes illegal behavior, violence, gang material (i.e. colors) or drug/alcohol use or which includes discriminatory language, offensive language, or pornographic material. If part 2 or part 3 of the Dress Code is violated, the individual will need to make an immediate change of clothes. Staff will aim to have a private, respectful conversation with a student about a possible dress code infraction before turning to disciplinary action. Appropriate consequences of any dress code violation shall not include getting kicked out of class or lowering of academic grades. Any consequence of the timing of the confrontation, such as missing class time or a test, shall be considered the responsibility of the student to make up, but every accommodation shall be given to the student to make up lost class time, missed tests or class activities.

**Dropping a Course**

Barring exceptional circumstances, any student who “drops” a course after more than a month of the course start date – but before the end of the trimester – will receive a “1” or “2” on their transcript. Students who drop a course before the first month deadline will not have the course appear on their transcript.

**Fieldwork**

CBHS students often learn in and from the community. Whenever students are in the field, they are school ambassadors and are expected to represent themselves and CBHS appropriately. All school rules remain in effect. Misbehavior on fieldwork will result in disciplinary consequences, including, potentially, losing the privilege to participate in future fieldwork. All relevant paperwork and/or permissions must be obtained in order for students to participate in field work.

**Flyers and Educational Exhibits**

Before posting around school, any school-related flyer or exhibit should first be approved by the relevant staff advisor, or, if necessary, Mr. Shibles or Mr. Pierce. Factors such as content and purpose as well as the duration and location of the posting will be considered. Flyers and exhibits at school should be hung in designated places (e.g. bulletin boards), unless by special permission. With any educational flyer/exhibit, students should include the source material, if relevant, as well as their name(s) and contact information (e.g.: “This flyer is a part of Liz Jones's Senior Expedition. See Liz FMI. Source: enddatingviolence.com”). Please use paper resources sustainably and responsibly.

**Food, Gum, and Drink**

Students should be careful to follow classroom rules regarding food, gum and drinks. No food or drinks (including water) are allowed near school computers or iPads.

---

On a winter 2012 survey of CBHS parents, 91% of respondents agreed: “*My child is encouraged to learn and achieve to his or her highest potential.*”

**In District Transfers**

Students are allowed to freely transfer among Portland’s three high schools during the summer, space allowing, up until the first day of school. Once school begins, any transfer must be approved by both of the Principals involved. After the first full week of school, any transferring is not allowed, unless there are exceptional circumstances. Parents may appeal the Principals’ decision to the Superintendent.

**Grade Placement**

Forty-one credits are required for graduation in Portland Public Schools. (p 6) To be on track for an on-time diploma, a student should earn at least ten credits a year. The following describes the
absolute minimum which a student must achieve in order to advance to the next grade level. 

*After 9th Grade:* All freshmen will advance to a typical slate of sophomore courses as long as they arrive in their sophomore fall semester with two credits in English.  

*After 10th Grade:* In order to advance to junior year core courses, by their junior fall semester, a student must have at least sixteen credits, including four credits in English and two each in math, science and social studies.  

*After 11th Grade:* In order to advance to senior year (Senior Humanities and Senior Crew), a student must have at least twenty-seven credits and a reasonable path to achieving all graduation requirements by no later than the end of the following summer.  

Any student who does not meet this criteria above but who wishes to advance to the next grade must submit a formal appeal to the principal by August 1st.

**Graduation**

All of the necessary credits required to earn a diploma must be fulfilled, and by announced deadlines, in order to participate in the Casco Bay High School graduation ceremony.

**Leaving School Grounds**

Once students arrive on campus in the morning until 2:30pm, they are not allowed to leave our campus unless they are accompanied by a CBHS staff member or they have an approved dismissal. Under certain conditions and with parent permission, juniors and seniors may go off-campus for lunch and during academic support.

**Off-Campus Privileges – Academic Support and Team Support Block**

Juniors who are on both the HOW Honor Roll and the academic Honor Roll for the previous trimester may leave campus during Tuesday and Thursday academic support with parental permission. Seniors who are on the academic or HOW honor roll for the previous trimester may leave campus during Tuesday and Thursday academic support with parental permission. – unless otherwise required by faculty. School behavioral rules remain in effect whenever a student is off-campus during the school day. Complete the appropriate form for further details.

**Off-Campus Privileges - Lunch**

The privilege of off-campus lunch exists for all juniors and seniors who obtain parent permission and who meet the stipulations on the permission form. Students with CBHS-PATHS parking privileges may drive in cars to go off campus for lunch. Juniors may NOT take other students as passengers. Seniors with appropriate licensing credentials may take other seniors (only) as passengers. There is no off-campus lunch whenever there is crew lunch or a special school or crew activity during lunch. Student behavioral rules remain in effect during off-campus lunch. Students who drive irresponsibly during lunch or juniors who drive other students during the school day will lose their driving privilege. All students who leave campus for lunch need to sign out – through Ms. Kierstead’s office – and return on time. Complete the appropriate form for further details.

**PATHS Eligibility**

CBHS encourages students to take advantage of the many wonderful course offerings at PATHS. CBHS students who attend PATHS have the added challenge and responsibility of being a part of two school communities. Students can take a PATHS course as long as they are a junior or a senior in good academic standing (p 53). Other students may also take PATHS with a plan pre-approved by your parent, your crew advisor and the principal. Students must maintain their “academic good standing” in order to remain in a PATHS program. This means, at a minimum, that a student is either on the HOW Honor Roll or that they are meeting standards in every course (including PATHS) but one. Any CBHS-PATHS student not passing more than one course (including PATHS) at the end of a trimester will be on PATHS probation. At the mid-point of the year, a CBHS-PATHS student on probation must be in academic good standing in order to remain in the PATHS program. Any junior who is not in good academic standing after the 3rd trimester
will not be able to take a PATHS course the following fall unless they make up missing standards/credits through CBHS or PPS summer school. Seniors may be put on PATHS probation after any progress report if they become in danger of not graduating by the anticipated date.

**PATHS Students and Dismissal**

PM PATHS courses officially start for Portland students (DHS, CBHS, PHS) at 11:05. PM PATHS students will be dismissed from class/crew at 10:50, so they have time for a break and to get lunch before going to class. PATHS students are responsible for gathering any work or information they miss. Some PATHS students will be assigned to a supported study post-PATHS until 2:30. Other CBHS seniors enrolled in PATHS who are in good academic standing can be dismissed after the completion of their PATHS program. Juniors in good academic standing may be dismissed with parent permission. See Mr. Hale for the appropriate form. PATHS students remaining on our campus after their PATHS course but not in the supported study should report to the library or, if unavailable, to the designated area. No loitering will be tolerated while CBHS classes are in session.

**Passes and Classroom Sign-Outs**

Each classroom has procedures for signing out students who need to leave class (e.g., to use the restroom). Passes are not required unless a staff member thinks it will serve an important communication need (e.g., a late slip, a student services appointment or a special circumstance). A pass is required to see the nurse. Students who wander or leave class inappropriately may lose sign-out privileges or be required to carry a special pass.

**Casco Bay High School is a “particularly good” example of a school that provokes “deeper learning. They ask students to think and struggle.”**


**Personal Electronics**

Managing the use of cell phones, smart phones and other personal electronic devices is a part of communicating effectively. Strive to be present and attentive to other members in the community and to recognize the impact personal technology can have on your connections to your community. *Note:* During the school day, school phones will be available for student use on a limited basis (e.g., for emergencies, not for social calls).

**Cell Phones (including Smart Phones)**

- Cells phones may be used before school, between classes, during lunch, after school, but, otherwise only with explicit teacher permission.
- Cell phone ringers must be off during the school day.
- A cell phone should not even be visible during ANY instructional time. This includes crew, academic support, field work and team support time - without explicit teacher permission first.
- Cell phones should not be used for an agenda or calendar. (iPads should suffice.)

**Electronics/Music**

- Electronics should be used ONLY to promote learning during instructional time.
- Personal electronics and music may be used before school, between classes, during lunch, after school, but, otherwise, only with explicit teacher permission.
- Personal electronics (excluding headphones) should not even be visible during instructional time. This includes crew, academic support, field work and team support time - without explicit teacher permission first.
- No music during ANY instructional time (classes, CREW, ACAD, TST, fieldwork) unless by teacher permission first.
- No personal gaming during instructional time (including independent study time).
Consequences: If a personal electronic device is used inappropriately:

First offense: The device will be confiscated until the end of the day (or given to Mr. Pierce or Shibles).

Second offense: The device will be confiscated and returned to family/guardian or upon communication with family/guardian.

Personal Property
The Portland Public Schools are not responsible for safeguarding students’ personal property, such as money, musical instruments, audio equipment, electronic games, cell phones, clothing, jewelry, skateboards, and collectibles. Students are discouraged from bringing items of significant value to school unless needed during the school day.

Prayer in School
Students are allowed to pray in school. For Muslim students wishing to pray during school hours, the following protocol has been devised (in coordination with CBHS students, staff and a local iman). During standard time (March to November), students wishing to pray may be excused at 12:50 for ablutions and daily prayers. These students should return to class by 1:05. During daylight savings (November to March), participating students may be excused from class at noon and are expected to return by 12:15. Any student leaving class should follow the teacher’s typical sign-out procedures and should check in with the teacher about any missed activities.

Public Displays of Affection
Hand holding and brief, friendly hugs are permissible. More extensive public displays of affection are not permitted on school grounds.

Use of Physical Restraint and Seclusion
The Board of Education has adopted this policy (JKAA) and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents an imminent risk of injury or harm to the student or others.

U. Start Ahead Students – Late Arrival or Early Dismissal
Juniors and seniors who take an off-campus college course at USM or SMCC are eligible for late arrival or early dismissal on select days with parent permission. Complete the relevant form for further details.

Weapons in School
Weapons are defined as any instrument or device that has the intended use of harming oneself or others (e.g.: a knife). Any student found to be bringing such an object to school will face significant disciplinary consequences, up to and including a possible expulsion hearing.

Visitors and Shadowing
Although we welcome both young people and adults to view all dimensions of our school, no student may invite a visitor without the explicit permission of the school administration at least one day prior to the visit. Students interested in shadowing a CBHS student may schedule a visit through Ms. Pinard or their current guidance office. Visitors who do not have permission may be asked to leave campus or could be subject to arrest for trespassing.

For more details on the School Board's related student policies, please go to the “policy” link at the district website (http://www2.portlandschools.org/school-board) and view the following: Walking and Biking to School –Administrative Procedures (JLID-A), Bomb Threats (EBCC), Student Searches (JIH), Student use of Cellular Phones and Other Electronic Devices (JFCK), Student Dress Code (JICA) and Weapons, Violence and School Safety (JICIA).
Technology

The CBHS Vision for Technology Integration

- Students will develop the foundational technological literacies necessary for success in college, in the workplace, and in our community.
- Teachers will receive staff development and technical support so that they can use technology to advance how students learn and create as well as how students manage, share, and present data during the course of learning experiences and expeditions.
- Regardless of how our technological resources evolve over time, students will have equitable access.
- We hope to use technology to make connections with - and to provide services for - our parent body, Portland area citizens and learning partners beyond our community.

A technologically literate student will demonstrate the following skills and habits of work. S/he will:

- Craft or refine meaningful products using technology.
- Effectively organize and manage data using technology.
- Effectively share or present data using technology.
- Utilize technological tools to further learning and understanding.
- Take advantage of technology’s capacity to network people and ideas for new learning and knowledge creation.
- Efficiently navigate the Internet and locate reliable, relevant information, ideas, and data that deepen learning and understanding.
- Recognize both when to use technology resources and when books and human resources are superior.
- Understand that technology is a tool that can be used in society for both great good and great evil (and everything in between), depending on its user’s skills, care, and intentions.
- Recognize appropriate boundaries and etiquette with personal use of technology and avoid over-dependence on technology, especially at the expense of human interactions and relationships.
- Demonstrate proper care and respect for technological resources.
- Use technological resources for appropriate educational purposes during educational times and abide by stated use guidelines at all times.
- Recognize that technological needs and capabilities are ever evolving and strive to keep learning and improving his/her technological aptitudes.
- Practice healthy ergonomics and habits of computer work.

Appropriate Computer Use

PPS is proud to provide an iPad to each high school student. This remarkable tool brings us dramatically closer to fulfilling to our vision for technology integration. PPS provides a protection plan for the iPads issued to students; this plan covers said device for school and home use. There are two fundamental rules for device use:
1. When a student is assigned to use a school iPad or laptop, the student is responsible for its care and security at all times.
2. School computers should only be used for educational purposes at school.

Student iPad Classroom Norms
1. iPads should always be stored in the case provided when not in use.
2. iPads should be stored safely and should not be out when entering a classroom.
3. iPads should only be taken out in class when the teacher gives permission.
4. iPads should be put away when requested by the teacher.
5. When in use, iPads should be kept flat on the desk or at a slight angle. It should never be used in the student’s lap in class.
6. iPads should be placed face down until the teacher has finished giving instructions.

Inappropriate Computer Use
Our expectation is that school computers, including iPads, are used primarily for learning, and exclusively for learning during academic times.

Failure to comply with the School Board’s “Student Internet Acceptable Use and Internet Safety Policy Procedures” (JNDB-R) may result in denial of computer access. Students agree to not only follow the rules of this policy, but also to report any misuse of the network. Use of the Internet and of school computers must be in support of education and research and consistent with the educational objectives of the Portland Public Schools. Students need to remember that the use of school computers, the computer network and the Internet are a privilege, not a right. CBHS reserves the right to monitor, inspect, copy, review, and store at any time, and without prior notice, any and all usage of school devices, the computer network and Internet access, and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of Portland Public Schools, and no user shall have any expectation of privacy regarding such materials. Any user who violates this Policy may have his or her access to the computer network and Internet terminated, which Portland Public Schools may refuse to reinstate for the remainder of the student’s enrollment in Portland Public Schools. A user violates this Policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated.

1) Voluntary Restrictions: Students who recognize that they are currently too distracted by the non-educational capabilities of their iPad are encouraged to work with their advisors to put appropriate restrictions on their devices. This might include eliminating access to certain websites, deleting apps and preventing the download of additional apps (without advisor approval). The length and extent of these restrictions would be negotiated between the student and advisor (and potentially parent(s)).

2) Involuntary Restrictions:
   a) Misuse of iPads in Class: A student who is found by a teacher to be using his/her iPad for non-educational purposes during academic time will receive one warning. A second violation will be considered an offense and result in restrictions placed on the student's iPad by his/her advisor. Depending on the issue, this might include eliminating access to certain websites and deleting apps.

      1st offense: 2 weeks of restrictions        2nd offense: 1 month        3rd offense: remainder of year

   b) Habitual Misuse of iPads: Students who are determined by evidence from teachers, advisors and/or parents to be having their learning significantly and negatively impacted by the non-educational use of their iPads in school and/or at home will have restrictions placed on their iPads by their advisors. Evidence might range from poor course grades and HOW grades (but not exclusively) to teacher and parent reports. Depending on the nature of the concern, restrictions might include deleting apps, eliminating access to certain websites and/or eliminating home access. This category of restrictions will be reviewed monthly by relevant parties, including the advisor and advisee.
any restrictions are lifted, students must get a plan approved by their advisor about how they will avoid further misuse.

3) Major Offenses: Certain student offenses with an iPad will result in significant disciplinary actions consistent with our Three Level Behavior System (p 48). These offenses include illegal downloads, accessing pornography, making cyber-threats, distributing inappropriate materials as well as sabotaging, abusing or being negligent with a school device. Depending on the offense, consequences may include suspension, a referral to the School Board for possible expulsion and/or referral to law enforcement.

“Learning Expeditions, a central curricular structure, are founded on the belief that students should and can solve real-world problems while mastering skills and content. Each year, the projects within learning expeditions require students to think critically, work independently and cooperatively, and create a culminating project that proves their mastery of the required material.”

~ excerpted from Getting Smart’s 2014 “Deeper Learning Profile” of CBHS

Equal Educational Opportunities
The Portland Public Schools are committed to the concept and implementation of equal educational opportunities, as required by federal and state laws, for all students, regardless of race, sex, color, national origin, ancestry, religion, disability, or sexual orientation. Students or parents/guardians should direct any questions or concerns to: Barbara Stoddard, PPS Human Resources Director and Title 9 Officer or Richard Moore, Assistant Director and Affirmative Action Officer, 353 Cumberland Avenue, Portland, ME 04101 (874-8100).
The Final Word

The Final Word is a capstone to the CBHS experience, and a compelling sequel to the Freshmen Finale, the Sophomore Passage and the Junior Public Policy Presentation. The Final Word requires that each senior craft and deliver a brief speech to an audience that consists of their fellow seniors as well as staff, family and loved ones. Students are challenged to answer questions in their writing such as, “What is most important for me to say to the world about who I am, where I’ve been and where I am going?” After each speech, the crew advisor, a peer and/or a family member are invited to add their perspectives about why the speaker is ready to graduate. What follows are excerpts from several alumni’s “final words.”

“I am me, but I am also the little piece that each of you has given me.” ~ Yuki Hall, 2011

“In Africa, women do not have a voice.... It is my generation’s job to speak for them. I live in two worlds. I am the bridge between.” ~ Ekhlas Ahmed, 2009

“I have never met high schoolers so willing to give each other a try at being substantial.”
~ Sadie Sarvis, 2013

“Casco is a place where not only do I learn, but I enjoy myself while doing so. Casco has shaped me, helped me grow, taught me how to listen to others, speak my mind, respect opposing viewpoints, and think critically both about myself and the world around me.”
~ Nate Hesselink, 2016

“I want to change the world. I am a visionary. I can make the dreams of others come true if I can recognize my own. And I can’t imagine that I have come all this way not to do something amazing with my life.” ~ Samson Fowler, 2012

“I love the person that I’ve become because I fought to become her.” ~ Clare Kenny, 2014

“I have matured greatly and instead of being a high school failure and drop out, I discovered myself and am now successfully moving onto college to study mechanical engineering.”
~ Zach Sawyer, 2010

“I now realize that success is measured not by how many times you win or lose, but by how quickly you can bounce back in the face of adversity.” ~ Caleb Broomfield, 2016

“So many people here have spent small moments or performed grand gestures with only the expectation that I would feel the beauty of life again.” ~ Emma Maasch, 2013

“They say our school broke the mold, but I think we just made a new one.”
~ Alex Lyscars, 2009

“I know that if I ever need it, I will be able to just close my eyes and hear the applause of this community, which gave and gave and asked for nothing, and that will guide me through any adversity.” ~ Grania Power, 2012

“If these were my final words, I would savor the taste of each syllable as it slipped off my tongue. I would dwell in each intricate movement of my hand as it slid my pen across the soft page....I would be these words, think these words, eat, and drink these words. With my words I would revise the imperfections of my world. I would teach others of their words, give them the tools to change their worlds. If these were my final words, I would hope you were listening.”
~ Myles Crawford, 2009
“There is more in us than we know. If we can be made to see it, perhaps, for the rest of our lives we will be unwilling to settle for less.”

Kurt Hahn
*Founder of Outward Bound*