



Family Handbook 2008-2009

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Welcome

Dear Parents and Students:

Welcome to the fourth edition of our CBHS Family Handbook! With the arrival of the Class of 2012 and the ascendancy of the three classes before them, our 250 students and staff comprise a complete, 9-12 high school. This handbook represents our best thinking, blending the design principles of Expeditionary Learning, the philosophy and policies of the Portland Public Schools, and our lessons learned from the first three years. This year, once again, growth means more opportunities: three new AP Courses at CBHS and new U. Start Ahead courses at SMCC, new co-curriculars and new expeditions, new orientation expeditions for freshmen and seniors, a new library and computer lab, our first senior expedition and our first graduation. Our growth will also present plenty of challenges. How do we maintain our exceptional community and personalization?

Still, as the expedition of creating a high school continues, it is what is constant that grounds us, that guides us, and that makes us a great option for any Portland teen. We start with a profound commitment to our 3R's: **Relationships, Relevance and Rigor**. And 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 adventure, and where every graduate is prepared for college, work, and citizenship.**

I want to once again thank all of the educational entrepreneurs - all of the CBHS families, students and staff - who have helped to write (and re-write) this handbook. Your contributions have shaped who we are and will shape who we become. May the expedition before us lead to as much growth and learning as the expeditions that have already transpired. May it lead all of us involved towards the best version of our selves.

Derek Pierce
Principal

The CBHS School Logo was created by Allie Heller, Class of 2009.

**The MISSION of the Portland Public Schools is:
“Ensuring That All Students are Learning for Their Future.”**

The Vision for Secondary Education is that:

- 1) Each student is known well by at least one adult in the school.
- 2) The curriculum is relevant, challenging, and engaging.
- 3) Each student has input into decisions that affect him/her and his/her learning.
- 4) Each student will engage in a variety of learning experiences.
- 5) Students, staff, and parents are expected to treat each other with respect.
- 6) Parents, community, staff, and students establish and maintain positive and productive relationships that improve student achievement.
- 7) The school utilizes assessment and evaluation systems that inform teaching and promote high quality learning.
- 8) Staff and students have high expectations of/for themselves and one another.
- 9) Each student consistently experiences equitable academic and social opportunities.
- 10) Each student is prepared for college, work, and citizenship.

What does it mean to be an EL high school?

Expeditionary Learning (EL) is a model for comprehensive school reform for elementary, middle, and high schools that emphasizes high achievement through active learning, character growth, and teamwork. The EL Network has over 150 schools, including Portland's East End School and King Middle School. (Please visit elschools.org for more information about Expeditionary Learning.) In 2006, **Portland became the first city in the nation with a K-12 Expeditionary Learning option for its children.**

Design Principles

Expeditionary Learning 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. Expeditionary Learning is built on ten design principles that reflect the educational values and beliefs of Outward Bound:

- 1. The Primacy of Self-Discovery:** Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.
- 2. The Having of Wonderful Ideas:** Teaching in Expeditionary Learning 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:** Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning 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 Expeditionary Learning 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 disabilities 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 their own personal best and with rigorous 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 Expeditionary Learning 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 an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Core Practice Benchmarks

The Core Practice Benchmarks describe Expeditionary Learning in practice: what teachers, students, school leaders, families, and other partners do in fully implemented Expeditionary Learning schools. Expeditionary Learning has five Core Practices:

LEARNING EXPEDITIONS	Project-based thematic studies, or learning expeditions, are the primary units of curriculum in Expeditionary Learning schools.
ACTIVE PEDAGOGY	Active Pedagogy describes school-wide use of effective and engaging instructional practices.
SCHOOL CULTURE AND CHARACTER	Expeditionary Learning builds and sustains a strong school culture that fosters character growth, high expectations, and equity.
LEADERSHIP AND SCHOOL IMPROVEMENT	Expeditionary Learning helps school leaders to support high achievement and continuous improvement.
SCHOOL STRUCTURES	At Expeditionary Learning schools, school leaders organize time, faculties, and students in a way that supports learning expeditions, active pedagogy, and an Expeditionary Learning school culture.

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 Committee Policy Manual. In case of a conflict between a School Committee policy and the rules in this handbook, the School Committee policy will prevail. If you have any questions about this handbook, please call the principal.

School Schedule

Monday Schedule (88 minute classes)

Crew: 7:45-8:14
Block #1/4: 8:18-9:46
Block #2/5: 9:50-11:18
Lunch: 11:21-11:50
Literacy: 11:53-12:23
Block #3/6: 12:27- 1:55

- *Students are assigned to courses for all six blocks.*
- *Courses meet every other day, with the exception of Humanities, which meets every day.*
- *Blocks 1, 2 and 3 meet every “A” day. Blocks 4, 5 and 6 meet every “B” day.*
- *This daily schedule is subject to change depending on the needs of curriculum, instruction and fieldwork.*

Tuesday

Block #1/4: 7:45-9:13
Block #2/5: 9:17-10:45
Lunch (All) with Crew: 10:49-11:17 Academic Support: 11:21-12:23
Block #3/6: 12:27-1:55

Thursday

Block #1/4: 7:45-9:13
Block #2/5: 9:17-10:45
Lunch (All): 10:49-11:17 Academic Support: 11:21-12:23
Block #3/6: 12:27-1:55

Wednesday* (78 minute classes)

Block #1/4: 7:45-9:03
Block #2/5: 9:07-10:25
Crew: 10:29- 10:59
Lunch: 10:59-11:27
Literacy: 11:30-12:00
School Meeting: 12:04-12:34
Block #3/6: 12:37-1:55

Friday Schedule

Block #1/4: 7:45-9:13
Block #2/5: 9:17-10:45
Lunch (All): 10:49-11:17
Crew: 11:21-12:23
Block #3/#6: 12:27-1:55

**The Wednesday schedule is modified on Early Release Days when students are dismissed at 12:55. See the School Calendar for details.*

Crew

Each student at our school is a member of a crew. Beginning with the 2008-9 school year, crews will stay stay with the same advisor for at least two years (9&10 and 11&12). 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 is a dynamic vehicle for students to explore the three Crew 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? The Maine State Learning Results? Course standards? My own academic, personal and character goals?

What are my plans for the future?

Where am I going? What steps am I going to take to get there? Which college will I attend? What careers do I want to explore? How am I going to benefit my local and global community?

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

Crew Elements

RELATIONSHIPS	<ul style="list-style-type: none">• Crew provides each student a one-to-one relationship with an adult advisor.• Crew provides an ongoing, small 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.• Crew meetings are frequently used for team-building exercises.
GOVERNANCE	<ul style="list-style-type: none">• Crew is when school issues and proposals are reviewed and discussed.• Crew is the heart of CBHS student democracy.
SERVICE	<ul style="list-style-type: none">• Crews identify needs in the school and in outside communities, and propose and develop projects to address those needs.
PORTFOLIO AND PASSAGE	<ul style="list-style-type: none">• Students practice presentation of their conference portfolio and the Sophomore Passage in crew and are coached through both processes by their advisor.• Students present their conference portfolio and the Sophomore Passage to an audience that includes the advisor (and often parents).
ADVENTURE AND FITNESS	<ul style="list-style-type: none">• Crew offers some opportunities for adventure, fitness and wellness, guided first by the crew leader and then gradually led by students.
POST-SECONDARY PREPARATION	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Student administrative business is generally accomplished during crew meetings under the guidance of the crew advisor.

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 September, most students will complete a kayaking and writing expedition, the Casco Bay Quest, with crew mates. In the spring, crew members will complete a college visit as an introduction to post-secondary preparation.

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 begin their service to the broader community by helping with the transition of 9th grade crew students; 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 second college visit. 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.

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 trimester, crew members will begin their in depth college search and preparation process. 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, crew members will draft a post-secondary plan, and will prepare for their Junior Internship, to be completed in spring.

Twelfth Grade Crew

Senior crew will address the three overarching questions by focusing primarily on “Where am I Going?” and the Crew Elements of Adventure and Fitness, Relationships, Post-Secondary Preparation, and Service. In September, crewmates 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 advisors will serve as coaches to their advisees through the Senior Seminar curriculum. Crew will also serve as a place where Seniors receive support guidance in matters concerning the particular stressors of senior year, including graduation and life after high school.

Down East Magazine on Casco Bay High School (September 2006):

“A new high school in Maine makes us want to relive our teen years.”

Graduation Requirements

The Portland School Committee has established that each student 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-half credit.

Expeditionary Learning Graduation Expectations

The rigorous academic program in an Expeditionary Learning high school is very demanding and in many cases exceeds local district requirements. It includes:

4 years of English	Adventure/Fitness credits that meet district requirements
4 years of Social Studies	requirements
4 years of Math	Art credits that meet district requirements
4 years of Science	4 years of Crew (advisory)
3 years of a Second Language	

The Expeditionary Learning Graduation Expectations are guidelines, **not** requirements. Whenever possible, CBHS students take a course load that will fulfill both Portland's graduation requirements and Expeditionary Learning's graduation expectations (unless otherwise dictated by an IEP). A major focus of Expeditionary Learning high schools is to prepare **all** students for college, and these expectations are consistent with the demands of today's employers and colleges, including the University of Maine system.

In May 2008, CBHS juniors took our first round of state-required tests, including the SAT's. Casco Bay's average scores surpassed both the state and the city's averages on every test: math, science, reading and writing. Overall, our percentage of students' meeting and exceeding standards was 10th in the state out of 130 high schools.

University of Maine's Statement on College Readiness

While the seven campuses of the University of Maine System have different criteria for admission and placement, they all share a common understanding of what comprises an optimal, college-ready high school transcript. Students who succeed in college and graduate on time usually have the following high school preparation in the core academic areas:

- 1) Four years of English courses that incorporate a variety of texts (fiction, non-fiction, essays, memoirs, journalism) and that emphasize expository and analytic writing skills.
- 2) Four years of math courses that include at least Algebra 1 and 2, and Geometry, taken as separate courses or as an integrated sequence of courses, and a 12th-grade college-preparatory math course that provides a solid foundation in quantitative and algebraic reasoning. For those students planning to major in mathematics, science, or a technical or professional field that requires advanced math skills, a pre-calculus or calculus course is strongly recommended.
- 3) At least three years of laboratory science--offered as either separate courses or as integrated core classes--that include the study of biology, chemistry, and physics. Science courses should emphasize the writing of technical reports and the quantitative representations and analyses of data.
- 4) At least three years of history and social science in courses that emphasize the reading of primary and secondary texts, the writing of analytic and expository essays, and the use of quantitative data and research findings.
- 5) At least two years of study in a language other than English.

Casco Bay High School strongly encourages all students to take a rigorous course of study that fulfills the University of Maine's recommendations (unless otherwise dictated by an IEP).

The Successful Schools Network on Casco Bay High School:

"They have high expectations for their students within the classroom... The teachers, though small in numbers, are extremely committed to providing a rigorous and relevant curriculum to the students. They also provide numerous help sessions for those students who are not meeting the standards or who wish to pursue exceeding the standards.... The commitment to the individual student is evident in everything they do. Expectations of the students in all areas of studies are clearly explained to both students and parents.... The level of content and instruction and expectations far exceed that of most traditional high schools.... Additionally the commitment of the teachers and the principal coupled with the enthusiasm of the students makes this school a very exciting learning environment.... This is a school that has the ability and dedication to make learning fun for students and to show the relevancy of what they are learning to real life. Character development is strongly woven into everything the school does. Their aim is to teach these students how to become better citizens in the world."

- Excerpted from a 2006 school profile by the Successful Schools Network's Ellen Harris

Academic Program

A set of unique practices define Casco Bay High School's academic program. These include both the nature of our academic work and the year-by-year structure of our program.

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 the cultivation by the student of strong habits of work and quality thinking that come through the daily rituals of reading, writing, 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. In past expeditions, students explored topics ranging from Portland's Working Waterfront to Ancient Greece, from Flu Pandemics to Human Rights; they investigated questions from "How and why do I change the world?" to "What should work be?"

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 language arts, math, science, and social studies. We also place a strong emphasis on world language and the arts. Staff members take students to visit colleges annually and help them through the college application and financial aid process.

Building Character and an Ethic of Service

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. Last year, fifty juniors help build affordable housing in Appalachia as a part of the Junior Journey. Students learn that values such as collaboration, perseverance, and craftsmanship are essential to the production of high quality work. At CBHS, we are all crew, not passengers.

Portfolios

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

Adventure and Fitness

Casco Bay's innovative health and physical education program has a focus on lifelong fitness and nutrition and includes an outdoor expedition freshmen year. This year's freshmen (and seniors) will spend four days kayaking among the islands in Casco Bay. Each student develops a personal fitness and nutrition plan and monitors progress against that plan.

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. Attendance is required on fieldwork as much as it is in the classroom. In our first three years, 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 internships. When in the field, students are active investigators using the research tools, techniques of inquiry, and standards of presentation used by professionals in the field. 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 they have access to textbooks, students more often gather information from non-fiction and fiction trade books, publications, 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 our school normally aren't finished with a piece of work until they do multiple drafts of it. This expectation reaches across grades and disciplines. Improving on work again and again is common practice here. 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 enable students to build foundational skills and knowledge in math, science, and the humanities while participating in inter-disciplinary 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, Academic English (for ELL students), or Executive Skills (for some students with an IEP).

TYPICAL FRESHMAN COURSE LOAD	TYPICAL SOPHOMORE COURSE LOAD
Humanities 1	Humanities 2
Math 1: Geometry and Probability	Math 2: Algebra and Statistics
Biology	Physics
Visual Arts	Wellness (Health and PE)
French (1-5), Spanish (1-5), Academic English (ELL) or Executive Skills	French (1-5), Spanish (1-5), Academic English (ELL) or Executive Skills
Freshmen Crew	Sophomore Crew
Elective Intensives (The Freshmen Odyssey, Winter Intensives, and Spring Intensives)	Elective Intensives (Winter Intensives and Spring Intensives)

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
- *Trained*: with the skills and knowledge they will need to both follow their dreams and be productive citizens
- *Ready*: ready for college, career, and citizenship

Our junior and senior year curriculum will ensure all students...

- 1) meet essential learning targets in math, science, and the humanities.
- 2) become more aware of themselves, their community, and their world.
- 3) experience structured opportunities to pursue their particular passions and interests in greater depth.
- 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 core curriculum consistent with the University of Maine’s “Statement of College Readiness” (page 10) through crew, humanities, math, and science as well as electives which might include second language study, a college course, a PATHS course, independent study or a physical education elective. 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 - U. Start Ahead.**

TYPICAL JUNIOR COURSE LOAD	TYPICAL SENIOR COURSE LOAD
Humanities 3	Senior English or AP English
Math 3	Math 4
Chemistry	Physics or AP Environmental Science
Junior Internship and Junior Journey	Senior Seminar (& Senior Expedition)
French (1-5), Spanish (1-5), Reading Workshop (ELL) or Executive Skills	French (1-5), Spanish (1-5), Reading Workshop (ELL) or Executive Skills
Junior Crew	Senior Crew
Electives: USM and SMCC College Courses, Independent Study, PATHS Courses, Outdoor Leadership, Personal Fitness, Winter Intensives	Electives: USM and SMCC College Courses, AP Online Courses, PATHS Courses, Outdoor Leadership, Personal Fitness, Winter Intensives

Special Learning Opportunities for Juniors

In lieu of Spring Intensives, juniors will experience two different kinds of compact expeditions. The first is a **one-week Junior Internship (.5 elective credits)**. In collaboration with staff and community partners, students will design an internship in a field of interest. After the internship, crew advisors will help students reflect on their experience for a presentation of their learning.

Students, staff and parents are also hoping to continue the tradition of the **Junior Journey** begun by the Class of 2009. 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. Last April, fifty CBHS students and staff worked in Appalachia with Habitat for Humanity building affordable housing. This year’s juniors are planning to assist Hurricane Katrina victims in Biloxi, Mississippi, and they still must complete substantial fund-raising in order to go, but we expect the Junior Journey will become 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, May 2008

Special Learning Opportunities for Seniors

All seniors will design and complete their own **Senior Expedition** focused on a particular passion or field of interest. Seniors will be coached through this process by the **Senior Seminar course**. Seniors will publicly present their learning in the spring. One requirement of Senior Seminar will be that **each senior complete an application for a college** or post-secondary program as well as a post-secondary plan. Senior Seminar teachers will support students through this process— with regular assistance from crew advisors and the Director of College, Career and Citizenship.

Course Offerings

Early College – U. Start Ahead

CBHS is thrilled to be perhaps the first high school in Maine 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, who has studied college readiness and completion rates, notes that “Research indicates 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 seniors. We also are able to offer twenty slots per semester in USM courses to juniors. All CBHS juniors are eligible to request one of these slots, but in the event there is more interest than slots, slots will be designated as follows:

- 1) Students who have made the Academic or HOW Honor Roll the first and second trimesters of sophomore year (or three of the five CBHS trimesters since freshman year) will have first priority.*
- 2) Students who make the Academic or HOW Honor Roll during the 3rd trimester of sophomore year will be considered next.*
- 3) Third, we will consider other CBHS juniors who write a compelling letter of interest and are approved by Mr. Pierce.*
- 4) If spaces remain, students in categories #1 and #2 and may apply to take one course each semester.*

*CBHS students will be limited to courses where there is space available after matriculated USM and SMCC 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 Mr. Hale for the extensive list of potential courses. Last year, nearly half of CBHS juniors took advantage of the opportunity to take USM courses from Women's Studies to Beginning Japanese, from International Relations to Calculus.*

At SMCC, the following online courses are available to qualifying CBHS juniors and seniors: US History to 1877, US History Since 1877, Introduction to Computer Applications, College

Algebra, Introduction to Pharmacy and Introduction to Sociology. We offer SMCC's Introduction to Psychology on our campus in the second semester.

In addition, qualified juniors and seniors may be eligible to take AP online courses through the State's AP4ALL program or to take advantage of select college offerings online through the University of Maine Academ-E program. See Mr. Hale for details.

*All CBHS “early college students” will receive some academic and logistical support – either as a part of **Senior Seminar** or through a **Junior Early College Seminar** (that will meet twice a month during academic support). 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. No more than three CBHS students may enroll in the same section of the same course. An important part of the experience is for students to be in a “real” college course with college-aged students. 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 a letter of intent and all of the requisite paperwork and requirements. Beginning in the fall of 2008, all early college grades will appear on CBHS transcripts. Students who successfully complete an early college course will receive BOTH college credit and credits towards high school graduation.*

English Language Learning

Casco Bay High School welcomes English Language Learners! Although we do not currently have the resources to educate beginning English Language Learners or to provide fully sheltered courses, we do provide a course for our ELL students who can succeed in mainstream classes with some additional, substantive support. Some of our ELL students also benefit from Developmental Math. (See the course description under “Math.”) This year, we are pleased to add a new intensive math and literacy program, Aim High, for qualifying English Language Learners entering ninth grade.

Aim High

Aim High is an intensive math and literacy intervention year at Casco Bay High School for a cohort of English Language Learners entering ninth grade. Aim High students will be engaged in math or literacy activities for at least 50% of their day. The objectives of the program are to:

- Build a strong literacy foundation.
- Build a strong numeracy foundation.
- Build general background knowledge through embedded literacy.
- Involve students in a close, supportive community that includes grade-level content and peer social interaction with native speakers.
- Clarify, inform and raise student aspirations.

Students who successfully complete this program will earn high school credits while gaining the math and literacy skills and background knowledge necessary to be successful in mainstream high school core classes. Successful students will also be on track to developing college ready academic skills in four to five years.

Academic English

This elective course is designed to build the literacy skills of students whose native language is not English. A special focus will be placed on academic vocabulary development and improved reading fluency. The course may be taken each year and makes extensive use of the “Read 180” program – a research-proven model for meeting readers where they are and generating significant growth, using direct instruction, differentiated texts, and customized computer instruction. Academic English is worth two credits.

Humanities

Humanities is the study of being human – what people think, feel, do, and create. Our Humanities 1-3 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 by exploring this essential question: "How are communities created and sustained?" More specific community-related questions will guide and focus each of our expeditions but will, for the most part, be derived and related to this overarching question. We have designed four distinct experiences that will comprise the year in Humanities. September and part of October will have us embarking on a mini-expedition focused on the community that is the new 9th grade class as well as Casco Bay High School. A four-day retreat to Cow Island will be a highlight of this mini-expedition. We will spend the rest of the fall looking at the role belief plays in the individual and community. The primary humanities expedition happens in the spring when we shift from our local community to a look at the global community, our use of resources, and how that will impact our future. 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 credits, two in English and two in social studies.

Humanities Two

This four-credit course integrates the study of social studies with English language arts. Considering our essential question, "How does society identify and treat the Other?" students will study the role power plays in shaping the world. Considering issues of equity involved in the use of global resources, students will explore the way policy impacts socio-political relationships. In the first trimester's expedition, "When Worlds Collide," we will study the lasting impact of the colonial era on the world and partner with international organizations to aid communities in developing nations. In our second trimester, we will examine heroic qualities and tragic flaws identified by society, ultimately presenting scenes from Shakespeare's, *Twelfth Night*. Our final trimester will be focused on creating a museum of "Hidden Histories" and a look at the role of the individual in taking action in the face of insurmountable odds. Each expedition will have its own texts, readings, activities, field work, case studies, expert guidance, and culmination. We will conclude the year with Sophomore Passage presentations as students reflect on their progress and the questions: "Who am I?" "How am I doing?" and "What are my plans for the future?"

Humanities Three

This four-credit course continues the integrated study of social studies with English language arts. The focus for the eleventh grade year will be the historical development of public policy, using "What impact will you have as a generation?" as our guiding question. Throughout the year, students will be working on a public policy project on a topic of their choice. Their work will culminate with a formal presentation where they will be asked to defend their positions. Finally, students will perform an action to affect change related to their policy issue. We will open the year by studying the upcoming national election with the guiding question, "How do you tip society in the direction you want to go while maintaining your core values?" Through this, students will develop a fundamental understanding of U.S. government, law and the role public policy plays in society. Our next case study will be the Great Depression and the evolution of the

New Deal State. Students will then launch their personal public policy research while as a class we explore the South African Anti-Apartheid movement as an example of radical policy change and the impact of one generation. After completing their projects, we will end the year by examining U.S. foreign policy focusing on our Vietnam experience and the current War on Terror. Throughout the year, we will read literature and examine art that has contributed to the American tradition of calling for change. We will work in the book club structure and focus on the skills of close reading and literary analysis. The Junior Humanities program emphasizes a variety of skill development areas, including: research skills; writing for a variety of purposes; mastering rhetoric; and crafting of literary analysis. Throughout, we will apply the thinking strategies of determining importance, inferring and synthesizing. Texts will include works associated with our time periods and the literary generations that have made an impact, such as the works of: Fugard, Fitzgerald, Faulkner, Hurston, Woolf, Angelou, Hughes, & O'Brien.

Advanced Placement (AP) English and Senior English: The Art of The Word

The primary objectives for Senior English include both preparing for college and inspiring a lifelong passion for reading and writing. Students will read a variety of texts, write analytically about literature, and write creatively in a range of genres in order to find their voice. We will open with a short study of the power of all forms of art in order to highlight the transformative power of literature. We will open Trimester One reading *Metamorphosis* by Kafka and exploring the theme of transformation. We will then read a variety of quality literature while becoming critics, scholars, and authors. Students will enrich their understanding of the elements of literature and apply them to texts in order to write literary analysis papers. We will introduce students to literary movements as well as literary criticism in order to deepen their understand of the author and the text. In Trimester Two, we will shift to finding voice and discovering ways to transform others through one's own written words. Students will write extensively in a variety of creative forms. We will work with many outside authors and poets to inform our own writing. Students will also continue to read analytically from a selection of short stories and poetry. Finally, in Trimester Three, we will research and read selections from contemporary literary movements including creative non-fiction, so that students can then craft their own collective contemporary work. Students will work to design culminating projects for each trimester. These may include service oriented literary events such as school wide book shares, and a CBHS evening of creative readings. For Advanced Placement students, the course will also include focused preparation for the AP exam. They will read a large quantity of designated texts, practice analytical writing, and prepare short responses. These students will be required to meet during periodic AP seminars to discuss texts in depth and explore strategies for mastering the exam. Both Senior English and AP English are worth two credits in English.

Advanced Placement (AP) History and US 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. For students taking AP US History, 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 past A.P. exams.

Senior Seminar

The Senior Seminar is a new course designed specifically to coach, support, and teach Seniors as they prepare for college, career, and citizenship in their post-secondary lives. In this course, we delve into the question: “What are my plans for the future and where I am going?” The Seminar reflects the unique challenge CBHS Seniors face: balancing ongoing rigorous coursework with planning and preparation for life beyond high school. The standards assessed in this course reflect the Education & Career Planning standards of the Maine State Learning Results. The standards also reflect CBHS's commitment to having students design and implement an independent expedition. In the first trimester, students will kick-off their year with a 4-day outdoor immersion experience supported by their Crew Advisors, Ripple Effect, and the Telling Room. The goals of the kayaking, hiking, camping, writing, and reflecting will be that students come away with their college essay theme and a focus for their independent expedition. The rest of the fall trimester will be focused on guiding and supporting students through the college admissions process and independent expedition design. Second trimester of Senior Seminar will be focused on undertaking the independent expedition as well as making decisions around financial aid, college acceptance, and transition challenges. Third trimester will be devoted to synthesizing and culmination of the individual Senior Expeditions and preparing for life after graduation. Senior Seminar is worth two elective credits. Depending on the content of the Senior Expedition, and with prior teacher approval, one credit may be in a particular discipline.

Independent Study

Independent Study

The CBHS Independent Study is a valuable 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 Ms. Appelbaum 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 programming, to allow for more complex problem-solving and modeling as well as more sophisticated mathematical products. Our math courses utilize the Core-Plus texts, one of two high school curricula to receive an exemplary rating from the US Department of Education. In the fall of 2007, CBHS revised the sequence of our integrated math curriculum to facilitate richer and deeper connections with our science sequence. All math courses are year-long and are worth two credits.

Developmental Math

The goal of CBHS Developmental Math is to provide training for students who do not yet have the math skills or background necessary to be successful in Math 1 or 2. Students will learn the

tools and concepts needed to succeed in high school math and beyond. Instruction in Developmental Math will both support grade level expeditions and provide direct skill instruction. The course will also include math-only expeditions created with student input. Critical, foundational aspects from the following Maine Learning Results Content Standards will be studied:

- | | |
|-------------------------------|---------------------------------------|
| 1. number sense | 5. measurement |
| 2. data analysis | 6. patterns, relations, and functions |
| 3. statistics and probability | 7. algebra |
| 4. geometry | 8. discrete mathematics |

Computation, mathematical reasoning and mathematical communication will be addressed across the above eight content standards. This course is worth two credits in mathematics.

Math 1: Probability and Geometry

Ninth grade math at Casco Bay High School is comprised of Probability and Geometry. We study concepts of Probability such as probability distributions and expected values through the lens of our first expedition. Geometry will be the focus for the remainder of the year, covering polygons, circles, transformations and tessellations, Pythagorean Theorem, similarity, symmetry, trigonometry, and surface area and volume. Students will learn through problem solving often using the Geometer's Sketchpad as a tool for investigation.

Math Two: Algebra and Statistics

Using experiments from physics, students will study several function families in depth, including linear, exponential, quadratic, power models, and trigonometric. The focus is on recognizing patterns of change that are signatures of each function family, understanding thoroughly the various components of each equation type, and applying the equations to physics concepts. Because of the use of experimental data, students will learn and apply concepts from statistics, primarily linear regression, correlation, and central tendency. Students will also practice traditional algebra techniques of arithmetic and symbolic manipulation.

Math 3: Quantitative Relationships and Persuasion

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. For example, we will use a power model to answer the question “how does the speed you are driving relate to the distance a car will travel after you put on the brakes, but before you actually stop?” This course also includes practice and preparation for the math section of the SAT's and will integrate with Chemistry and Humanities Three when appropriate.

Math 4: Pre-Calculus Topics: Introduction to College Math

This fourth year math course is designed to help students transition from an integrated, expeditionary math model to the traditional math model used in post secondary schools. While the course will continue to use group-work, investigation, project-based assessment, authentic application, and technology, it will rely more heavily on direct instruction, abstract application, and formal testing than previous Casco Bay math courses. Topics studied will give students a solid foundation in abstract algebra and provide an introduction to calculus.

PATHS

Portland Arts & Technology High School (PATHS) courses are open to CBHS students in grades 11-12 (unless mandated otherwise by an IEP). 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, typically as elective credits. Starred courses below are also offered on a semester basis. CBHS students who would like to visit PATHS classes schedule visitations through Mr. Hale. Parents who are interested in visiting PATHS should telephone the PATHS guidance office at 874-8166 to schedule a visit. PATHS courses are currently offered in the following areas:

Automotive Technology*	Graphic Arts and	Recreational Marine
Carpentry*	Printing*	Repair*
Commercial Art*	Health Sciences*	Telecommun/Elect.*
Culinary Catering	Horticulture*	Video /Multimedia
Concepts*	Hospitality*	Web Programming*
Dance*	Manufacturing	Welding/Metal
Early Childhood	Technology*	Fabrication*
Occupations*	Masonry*	Woodworking*
Fashion Marketing*	Music*	
Fast Foods	Plumbing/Heating	

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. Beginning with the Class of 2011, we launched a new science sequence to better meet college expectations and to create more possibilities for rich and deep math integration:

9th Grade – Biology >> 10th Grade – Physics>>11th Grade – Chemistry>>12th Grade – AP Env. Science

Because of this change of sequence, for the next two years, seniors may also be taking physics.

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

Physics is the fundamental discipline of science. This course is designed to study the physical universe. Students are challenged to observe, measure, analyze, and describe physical phenomena. Students will routinely be asked to problem-solve, complete labs, communicate as scientists, and consider the co-development of science and technology through case studies aligned with expeditions. Physics will be integrated with Math 2 whenever possible and appropriate. The following provides a listing of the topics: scientific measurement and analysis, motion, balanced and unbalanced forces, work and energy, heat energy and thermodynamics, wave motion, sound, light and optics, and (hopefully) electricity. Physics is a two-credit course.

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. A fall expedition will help students understand how chemistry can change – and save – the world! Chemistry is a two-credit course.

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.

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 (15%-20%); however, we do not currently have the resources to have any self-contained behavioral or academic programs. Many of our students with IEP's do access the Executive Skills course, described below.

Executive Skills

This credit-bearing course is designed for students with IEP's who need to develop further the organizational talents which are often called "Executive Skills," from time management to goal setting. With the assistance of a special educator and an education technician, 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 nine executive skills standards include: goal-directed action, task initiation & completion, flexibility, time management, work organization, emotional management, using an agenda, and thinking before acting.

Visual 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 yearlong Visual Arts course. In addition, music and the arts are often integrated into Humanities, school performances and cross-disciplinary expeditions. During fall and spring Intensives, music and the performing arts are inevitably featured.

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.

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 curricular question for the year: How do you create and sustain community? Freshmen will be residential 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 is funded by the White Pine Foundation. The Casco Bay Quest is worth .5 physical education credits.

The Senior Casco Bay Quest

Seniors will use Cow Island as an embarkation point for a four day, three night sea kayaking expedition through the surrounding islands and peninsulas. 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. Seniors will gain insight into the overarching curricular question for the year: "What conversation are you having with the world?" They will also 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 both on the islands 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 is made possible by the White Pine 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 fitness plan and learn interpersonal skills through a variety of psychomotor activities. Wellness is worth two credits, one in physical education and one in health.

Outdoor Leadership

This wellness course is designed to introduce outdoor adventure and activities with a concentration on leadership. Students will examine the history and theory of adventure leadership, skills and knowledge specific to the outdoor leader, preparation and survival, back country first aid and safety, and organized camping. Students will develop competencies as leaders and campers and specific skills in trip planning, “leave no trace” techniques, map and compass, GPS, shelter building, first aid and emergency response. Outdoor Leadership is a semester course worth one credit in physical education.

Personal Fitness

This semester course focuses on the fundamental components and principles of fitness. The course examines safety guidelines, proper technique, and exercise principles such as FITT. Students will assess their current level of fitness in relation to the five components of physical fitness: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition. Students will also learn strategies to help them begin, design, and maintain an exercise program. Personal Fitness is worth one credit in physical education.

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 making those connections, students not only learn more about those individuals, their experiences, and their cultures, but students also learn about themselves.

Spanish One and French One

In level one expeditions, students will study the themes of family, work, and wellness using the present tense. Students will be expected to reach the ACTFL (The American Council on the Teaching of Foreign Language) “novice” level of communication which means they begin to list, name, use common phrases, use memorized phrases, and communicate about basic topics at the word and phrase level. Both Spanish One and French One are two-credit courses.

Spanish Two and French Two

In level two expeditions, students will study the themes of family, work and wellness, beginning to use the past tenses. Students will be expected to reach ACTFL’s “novice-high” level of communication which means they can give simple directions, ask simple questions, and communicate about basic topics using simple sentences. Both Spanish Two and French Two are two-credit courses.

French Three

In level three expeditions, students will study the themes of colonialism, immigration and social justice in the Francophone World in order to consistently use the past tenses. Students will be expected to achieve ACTFL’s “intermediate-low” level of communication which means they can create with language, describe simply, ask different kinds of questions, give directions, and handle different social and survival situations at the sentence level. This is a two-credit course.

French Four

In level four expeditions, students will study the themes of colonialism, immigration and social justice in the Francophone World to begin to study the future and conditional tenses. Students

will be expected to achieve ACTFL's "intermediate-mid" level of communication which means they begin to narrate in the past tense more consistently, create with language, speak in paragraph level discourse, and handle different social and survival situations at the paragraph level. This is a two-credit course.

French Five

In level four expeditions, students will study the themes of colonialism, immigration and social justice in the Francophone World to begin to study the subjunctive mood. Students will be expected to achieve ACTFL's "intermediate-high" level of communication which means they can narrate in the past tense, create with language, speak in paragraph level discourse, and handle different social and survival situations at the paragraph level. This is a two-credit course.

Spanish Three

In level three expeditions, students will study the themes of celebrations, religion, and the European Union in order to consistently use the past tenses. Students will be expected to achieve ACTFL's "intermediate-low" level of communication which means they can create with language, describe simply, ask different kinds of questions, give directions, and handle different social and survival situations at the sentence level. This is a two-credit course.

Spanish Four/Five

In level four/five expeditions, students will focus on communicating effectively in Spanish through the in-depth study of Spanish language in a variety of mediums, including literature, art, and music. Students will build on prior Spanish knowledge and be introduced to the future and subjunctive tenses. Students will be expected to achieve ACTFL's "intermediate-high" level of communicating: able to narrate in the past tense, create with language, speak in paragraph level discourse and handle social and survival situations at the paragraph level. This is a two-credit course.

Intensives

Intensives are mini-expeditions - one week, elective courses that occur once in winter and once in spring. Students choose among one of at least eight course options and engage in in-depth study, all day (7:45-1:55) for five days. In past years, we have offered the following Elective Intensives:

A Capella Singing	Photography
African Music and Dance	Probability
Biogenetics	Portland Fitness
Boat-Building	Portland Pirates Apprenticeship
Creative Writing	Radio Production
Filmmaking	Robotic Engineering
Flash Animation	New York City School Exchange
Hip Hop Spoken Word and Dance	Winter Camping

Sign ups for this year's Winter Intensives will take place in October. Each Intensive will be worth .5 elective credits. Students successfully completing the Portland Pirates Apprenticeship can earn a full credit. Sophomores and juniors may propose Independent Intensives. See Ms. Appelbaum for details. The Spring Intensives offerings will be finalized with students and staff during the fall, and 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. Grades in Intensives count towards GPA, but, because of their timing, they do not impact Honor Roll.

Homework

Families should assume that the amount of time necessary for students to complete homework will average two hours each 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 in the week are busier than others after school. Teachers will post homework on the board during class every day, and students are expected to copy the assignment into their agenda books. Completed homework will usually be collected at the beginning of class.

Standards for Quality of Written Work

- | | |
|--|--|
| Heading
(upper right
corner of
paper) | <ul style="list-style-type: none">• name• class/section• date• assignment |
| Presentation | <ul style="list-style-type: none">• 8.5 x 11, unless otherwise specified• appropriate font and font size, if typed• neatly lettered in pencil or blue or black pen, if handwritten• clean, without tears, wrinkles, ragged edges• proper margins• additional pages stapled to first page, with name and date in upper right |

Academic Integrity

Cheating. Cheating includes copying another's assignment or allowing someone else to copy your assignment. If a student is caught cheating, he or she will receive a "Does Not Meet the Standards" for the assignment. Additional consequences for cheating may include suspension or expulsion.

Plagiarism. Plagiarism 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? In cases where the plagiarism is deemed inadvertent (e.g.: improperly cited sources), the student will be educated. In cases where the plagiarism is deemed flagrant (e.g.: an essay copied from the Internet or a repeated offense), the case will be referred to the administration and possibly the Judiciary Board for disciplinary consequences. Repeated, flagrant plagiarism may be grounds for suspension or expulsion.

On the national "My Voice" survey, 59% of high school students agreed with the statement: "I believe I can make a difference in the world." For CBHS Juniors, that figure was 81%. (November 2007)

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, marital status, religion, age, disability, or sexual orientation. Students or parents/guardians should direct any questions or concerns to Ms. Joline Hart, Affirmative Actions Officer, Portland Public Schools, 196 Allen Avenue, Portland, ME 04103 (Telephone: 874-8100).

Assessment

Our school assessment and graduation process prepares students to do the kinds of work required in college and the workplace. Students graduate by successfully meeting course standards that demonstrate essential skills and knowledge. Students will be regularly assessed, both formally and informally. The form of student assessment will vary depending on instructional goals but will include tests, quizzes, papers, and labs as well as portfolios, presentations, performances, and exhibitions; portfolios and exhibitions are described in more detail in this section. All CBHS students will complete the required elements of the Portland Local Assessment System.

Portfolios

Portfolios have been used in fields such as art and architecture for many years. 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, audio or videotapes of performances, photographs of three-dimensional constructions, and more. A portfolio does not include every bit of 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. Although the details of the CBHS Portfolio System are evolving, the following are typical components: **the Conference Portfolio, the Subject Area Portfolio, the Sophomore Passage, and the Senior Showcase Portfolio.**

Subject Area Portfolio

A Subject Area Portfolio is a portfolio that gathers student work in one subject area (math, social studies, etc.) over one or more years. The purpose of subject area portfolios is to show student learning in each subject, and to show that he or she is meeting the required standards. When students begin to create their Sophomore Passage or Senior Showcase Portfolio, they will include work saved in their Subject Area Portfolios.

Conference Portfolio

Each student will create and maintain an ongoing Conference Portfolio that s/he will present at student-led conferences towards the end of the fall and winter trimesters. The portfolio will include both course work and reflection on that work, completed in the relevant classes. The focus of the Conference Portfolio may vary by conference or grade level, but it will typically include focus on areas of growth, areas of strength, and areas in need of improvement. Students will also reflect on craftsmanship, wellness, and habits of work.

The Sophomore Passage

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

We call this the “Sophomore Passage” because it is a gateway to being a junior and senior student. In late spring, each sophomore will review classroom portfolios 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. The audience will include a panel of students and staff.

Senior Showcase Portfolio

The Senior Showcase Portfolio will be created in Senior Seminar and will include a few samples of a senior's best craftsmanship. The creation of the portfolio will push students to explore their particular strengths and passions. The resulting portfolio will be a valuable tool for seniors to use with colleges as they try to express their distinct assets.

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 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. In recent years, our culminations have included a freshmen scientific conference at USM on issues of sustainability entitled, “Welcome to Our World.” a sophomore exhibit of multimedia oral histories at the SALT gallery, “The Human Face of Human Rights,” and junior public policy presentations to panels of community experts.

Grading Language and Scale

Each CBHS course is built around ten to fifteen *course standards*. A course standard is a description of a learning target that can be achieved during a particular course; they represent the essential things all students must know or be able to do in a course. Our standards-based grading language and scale is consistent with the scale that the state uses for the MEA’s and mandates for the Local Assessment System.

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

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. **What do these grades say about student achievement on a particular assessment of a course standard?**

- 1 = Does Not Meet the Standards:** A “1” is given when, in the absence of extenuating circumstances (e.g., an excused absence), a student does not demonstrate substantive progress towards meeting the standards 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 they have not genuinely attempted to meet the rubric criteria. ***This is not a passing grade.***

2 = Approaches the Standards: A “2” is given when a student has demonstrated a substantive attempt to meet the standards of a given assessment by the established deadline, but needs more time to achieve competency. This may mean a student has met the majority (51%) of the performance indicators or criteria for that assessment or genuinely attempts to meet the rubric criteria. ***This is not a passing grade.***

3 = Meets the Standards: The student’s work fundamentally meets the standard being assessed and the assessment requirements. It is competent work that demonstrates the essential skills and knowledge for that grade level or course. *All* of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work. ***This is a rigorous standard and a passing grade.***

4 = Exceeds the Standards: The student’s work goes substantially above and beyond the course standards in quality. The work may not be perfect, but it includes complexity, sophistication, originality, depth, synthesis and/or application that clearly exceeds what would be expected to meet the standards in this assessment. 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. *All* of the criteria for Exceeds the Standard (e.g., in the rubric) are demonstrated in the work.

What specifically do these grades say about student achievement when used for an overall course grade?

1 = Does Not Meet the Standards: A student’s work has not met the majority of the standards assessed.

2 = Approaches the Standards: A student’s work has met a majority of the standards assessed, but the student’s work has partially met one or more. This is *not* a passing grade.

3 = Meets the Standards: A student’s work has met (earned a 3) on each and every one of the course standards assessed up to that point. This does *not* mean that a student has to pass each and every assessment. It does mean that a student has to pass at least one assessment (and sometimes more) of each and every course standard. At the end of a trimester, this grade and above earns course credit.

4 = Exceeds the Standards: A student’s work has consistently and/or lately Exceeded the Standard in each and every course standard assessed up to that point.

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.: safety) only grades 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.

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. What does this say about student achievement?

3.25 Consistently or lately, the student's work has exceeded the standard about 25% of the time and/or met about 25% of the "Exceeds" criteria.

3.5 Consistently or lately, the student's work has exceeded the standard about a 50% of the time and/or consistently met about 50% of the "Exceeds" criteria.

3.75 Consistently or lately, the student's work has exceeded the standard about 75% of the time and/or consistently met about 75% of the "Exceeds" criteria.

Between 2 and 3 On a given assessment, a teacher may opt to give a **2+** to indicate that a student is very close to meeting the standard. At the end of a trimester, a **2+** means a student has either met all 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. This grade does not earn course credit, but indicates that such credit is quite possible.

In exceptional circumstances, an "Incomplete" grade may be granted at the end of a trimester (e.g.; in the event of an extended, excused absence). An Incomplete Contract will then be created that details the standards and assessments still to be completed as well as a completion timeline.

Academic Honors

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 will:

- 1) Be recognized for achieving Honor Roll
- 2) 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. Any student who completes the trimester with an overall grade of 3.75 or higher will be said to have completed the trimester "**With Honors**" in that course. This will be designated on their transcripts with an "H."

High Honors

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

Course Credit

Partial course credit (.66) is awarded at the end of each trimester.

Habits of Work (HOW)

Assessing Habits of Work (HOW)

- ❖ We recognize that quality habits of work are essential for students' future success in school and work.
- ❖ Our Habits of Work checklist assesses how you interact with others, how you

- approach learning challenges, and how you participate in class.
- ❖ 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 also recognized at School Meeting.
 - ❖ A student with a HOW of “3” can not “fail.” 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, typically two weeks, to meet remaining standards.
 - ❖ The universal checklist below defines quality Habits of Work. Teachers may provide additional criteria to define what a particular HOW quality looks like in their course or grade level.

CBHS Universal Habits of Work (HOW) Traits

Guiding Principle: *A collaborative and quality worker consistently...*

1. Encourages and shares, making sure people feel safe and comfortable.
2. Works actively and cooperatively with others to achieve group goals.
3. Performs a variety of roles within a group.
4. Uses time effectively and responsibly.
5. Meets deadlines and established criteria.

Guiding Principle: *An involved citizen consistently...*

1. Promotes positive change.
2. Contributes positively to the class.
3. Behaves ethically and treats others with respect.
4. Accepts responsibility for personal decisions and actions.
5. Demonstrates stewardship in class, in school, and in the community.

Guiding Principle: *A self-directed and life-long learner consistently...*

1. Perseveres when things are hard.
2. Learns from failure, shortcomings, and feedback.
3. Is willing to try new things.
4. Uses appropriate resources to solve problems.
5. Prepares adequately for class.

The Pathways to Success: Reflecting on Character

In September 2005, students created “The Pathways to Success.” The Pathways identify what students will need to do in order to become the people they dream to be and the citizens we need them to be. In August 2008, the CBHS Leadership reorganized the Pathways about three foundational precepts.

1) Be Compassionate.

- *Be community: make sure people feel safe and comfortable.*
- *Pursue wellness of the mind, body and spirit.*

2) Seek Knowledge and Understanding.

- *Question.*
- *Be willing to learn and try new things.*
- *Persevere when things are hard.*
- *Learn from our challenges.*
- *Discover yourself; Overcome your fears and find your strengths, values and passions.*

3) Be Accountable.

- *Follow through on your responsibilities.*
- *Be a good role model.*
- *Seek positive change.*

The Pathways will *not* be graded, but they will be routinely reflected on within courses. Students are periodically recognized by peers for actions that embody a particular Pathway.

Reporting System

1. Half Way through the Trimester: *Progress Report*

Each student receives a progress report that includes an overall grade and information on upcoming major assessments. If the student's overall grade is 1 or 2, then students will also receive a HOW update, indicating what they need to do in order to be meeting the standards. If the student's overall grade is 3 or 4, then any HOW update is optional.

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 have mailed home a one-page report. This simple report will indicate that a student is in danger of not earning credit in one or more classes.

3. Near the End of the (Fall and Winter) Trimester: *Student-Led Conferences*

Students will present a conference portfolio to their parents and crew advisor. Conference participants will review progress, strengths, and needs – and establish action steps for moving forward.

4. Within Two Weeks After the End of Trimester: *Trimester Report Card*

Students will receive their final trimester grade in each course. Each student will also receive a HOW grade in each course.

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 open a file and receive 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 mission and vision. 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 Expeditionary Learning. 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 Committee by a CBHS student who is elected each November.

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 (CBHS) offers a growing slate of co-curriculars on our campus. Our offerings have included a Math Team, the Natural Helpers, a Gay-Straight Alliance, the Green Club, an Ultimate Frisbee Club, a Chorus, a Technology Team, an Outing Club, a Writing Group, a Yearbook Staff, a Model UN Team, a Drama Club, and an Improvisational Theater Group. In addition, there are numerous opportunities for students to serve their school through groups such as the Student Events Team, the Junior Journey, the Tech Team, the Graduation Task Force, the Student Ambassadors, the School Cabinet, and the Judiciary Board. Students may propose launching a new club or organization if there is sufficient student interest and it meets existing criteria. See Mr. Pierce with questions.

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 have to declare that either Portland or Deering will be their school for co-curriculars. Once this designation has been made, it cannot be changed during the school year. CBHS students are eligible to participate in any co-curricular activity or club 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 take a bus to DHS and PHS after school each day, but they are responsible for their own transportation home once the activity has concluded for the day.

Co-Curricular Eligibility

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

1. All athletic teams.
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 not listed but determined so by the School Committee and Administration

In order to be eligible, a student must be passing **four subjects required for graduation** at the end of the relevant trimester – and at other required checkpoints. Elective courses cannot be substituted. Incomplete grades may be made up during the two weeks that follow the trimester's end. A student is ineligible until the work is made up. A student who does not meet the above criteria will be ineligible:

- a) For the first and second quarter the student is ineligible for four weeks, beginning on the first day of preseason practice.
- b) For the third and fourth quarter, a student is ineligible for two weeks, beginning on the day grades are posted.

An ineligible student may only practice during the probation period and may not participate in any games, scrimmages, productions, etc.. S/he may travel with the team but cannot be in uniform. On the Friday ending the probation period, a student may regain full eligibility only if s/he meets the academic requirements above. If not, s/he is dropped from the group or team.

Student Services

Block Seven

On Monday, Tuesday, Thursday and Friday, all students are encouraged to stay for Block Seven, from 2:05-3:15. 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. On Friday, there may not be teacher tutorials, but some clubs do meet. Students who stay for Block 7 will have to find their own transportation home – or take the city’s Metro bus service. 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 1:55.

Snacks/Lunch

In addition to typical school lunch offerings, student groups may sell healthy snacks before or after school. Limited breakfast, snack and drink options are newly available to students.

Sexuality Education

Like Portland and Deering, CBHS will offer a mini-course in sexuality education to all freshmen as a part of the curriculum in the second trimester. The course includes eight lessons and will include such topics as dating, love and sexuality, teen pregnancy, birth control, abstinence, and acquaintance rape prevention. Parent permission is required, and a preview is presented to parents prior to the classes.

“Overall this school has extraordinarily high organizational health.” (99th percentile)
- Marvin Fairman, Organizational Health: Diagnostic and Development Corporation,
April 2008

Social Work/Counseling Services

Hannah Curtis is our (.5) school social worker. She is available Mondays, Tuesdays and Thursdays. Students will also have access to Possibilities Social Worker **Karen Potenziano**, Mondays, Wednesdays and Fridays, by appointment. **Michael Hale** is our Director of College, Career, and Citizenship. He is available daily for college, school and career counseling.

School Nurse and Health Services

We share a full-time nurse, Karen Mooney, 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 see Ms. Mooney 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, hearing, or spinal screening may be conducted at the request of staff, students, or parent/guardians.

Health Screenings and Physical Examinations

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.

Student Rights and Responsibilities

Our code of Student Rights and Responsibilities is grounded in our three foundational precepts: ***Be Compassionate. Seek Knowledge and Understanding. Be Accountable.***

Further, we believe:

1. All students deserve to be educated in a safe and welcoming environment.
2. To prepare all students for responsible citizenship, our behavioral standards need to be as high as our academic standards.
3. All students can change and improve behavior.

The Judiciary Board*

The Judiciary Board acts much like a modern court of law. Trained students, teachers, and administrators evaluate student behavior and dispense consequences when necessary. The Principal or Dean of Student Life may refer a student to the Judiciary Board, often for habitual offenses. The Judiciary Board provides students the opportunity of a fair hearing prior to a consequence; it is also a means for students to directly impact the culture and climate of CBHS.

The Judiciary Board will handle specific incidents referred to it as outlined in the Consequences Chart and the Step Ladder. The Judiciary Board reviews/hears cases referred to it, decides the appropriate consequence, and recommends action to the Principal.

**The Casco Bay HS Judiciary Board, Consequences Chart and Step Ladder are based on similar systems successfully implemented at Poland Regional High School.*

Consequences Chart

The Pathways to Success and the CBHS Habits of Work describe our expectations for how students strive to behave. The Consequences Chart details what happens when a student violates those guidelines. The Consequences Chart lists types of student infractions, and the recommended consequence of the infraction. However, the Administration retains the discretion to modify disciplinary procedures and consequences, and/or to take more severe and immediate action when it deems necessary.

<i>Infractions Addressed By Faculty</i>	<i>Recommended Action</i>
Tardiness to class	Teacher Consequence
Inappropriate Language	Teacher Consequence
Refusal to do work	Teacher Consequence
Wandering	Teacher Consequence
Removal from class	Lunch Detention/ Step 1
<i>Infractions Addressed By the Administration</i>	<i>Recommended Action</i>
	<i><u>Infractions in the shaded area will result in suspension. Others are potentially suspendable.</u></i>
Unexcused Absence	Step 2-4
Inappropriate Behavior	Step 2-5
Plagiarism	Step 2-5
Harassment	Step 2-7

Insubordination	Step 2-7
Civil Rights Violation	Step 2-7
Vandalism	Step 2-7
Fighting	Step 4-8
Forgery	Step 4
Habitual Offender	Step 4-6
Theft	Step 4-7
False Alarms	Step 4-8
Weapons	Step 4-8
Alcohol/Drug Possession or Use	Step 6-8
Alcohol/Drug Sale or Distribution	Step 7-8
Bomb Threats	Step 8

The following infractions may also be reported to the police for additional investigation and consequence: *harassment, civil rights violations, forgery, vandalism, false alarms, bomb threats, weapons possession, theft, fighting, and substance possession, use, sale or distribution.*

The Step Ladder

The Step Ladder contains recommended progressive disciplinary procedures to be followed in most cases of student misconduct. The Administration retains the right to modify these disciplinary procedures and/or take more severe and immediate action when deemed necessary.

Two Strike Steps: *Student has two chances at each step before being advanced to the next step.*

<p>Step 1</p> <ul style="list-style-type: none"> •Community Accountability + Detention (1 Unit) or Equivalent Natural Consequences •Crew Advisor Notified <p>Step 2</p> <ul style="list-style-type: none"> •Community Accountability + Detention (2 Units) or Equivalent Natural Consequences •Crew Advisor Notified, Communication Home <p>Step 3</p> <ul style="list-style-type: none"> •Community Accountability + Detention (3 Units) or Equivalent Natural Consequences •Crew Advisor Notified, Communication Home <p>Step 4</p> <ul style="list-style-type: none"> •Community Accountability + Suspension (1 Day) or Equivalent Natural Consequences •Crew Advisor Notified, Communication Home <p>Step 5</p> <ul style="list-style-type: none"> •Community Accountability + Suspension (3 Days) or Equivalent Natural Consequences •Communication Home and Re-Entry meeting with Crew Advisor/Administration

One Strike Steps: *Student advances to the next step with any significant infraction within 10 days.*

<p>Step 6</p> <ul style="list-style-type: none"> •Community Accountability + Suspension (5 Days) •Communication Home and a Required Re-Entry Plan With Parents <p>Step 7</p> <ul style="list-style-type: none"> •Community Accountability + Suspension (10 days) •Communication Home and a Required Re-Entry Plan With Parents <p>Step 8</p> <ul style="list-style-type: none"> •Referral to School Committee for Possible Expulsion •Letter to Parents

General Guidelines

- Every ten consecutive days a student is in attendance without referral for disciplinary infraction will result in progression to the next lower step on the Step Ladder. A student must also complete all assigned consequences prior to moving to a lower step on the Step Ladder.
- At the beginning of each school year, each student will start anew at the bottom of the Step Ladder. CBHS disciplinary infractions from previous years remain a part of a student's disciplinary record.
- At any time the Administration may refer a student to the School Committee for possible action.
- Failure of a student to complete assigned consequences will result in additional consequences.

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 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. 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.

Students who are harassed should report the situation to a staff member immediately.

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.

Respect for PATHS Students and Staff – Building Norms

CBHS students need to be ever aware that 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 normsto 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 Visitors

We are each ambassadors of our school. *Please welcome and introduce yourself to any visitor in you see in our space.*

“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

In-School Policies

Attendance

Regular, punctual school and class attendance are 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 Committee 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 consequences and loss of credit for missed assignments. 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. 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 picked up in the Main Office.

Absences and Course Credit

School Committee 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.

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 the PATHS campus unless by special permission and under staff supervision.

Bomb Threats

Bomb threats are a crime under Maine law. In addition to facing possible criminal prosecution, any student who makes such a threat will be subject to severe disciplinary action which could include expulsion. Any student who fails to report information or knowledge of a bomb threat on school property may also be subject to disciplinary consequences.

Bus Transportation

Bus or ferry transportation is provided for eligible high school students in accordance with School Committee guidelines regarding specific geographic areas. Special education students or students with medical issues who do not meet the distance requirement may be allowed to ride the bus under some circumstances. Riding the bus is a privilege and not a right. Students who do not follow the Student Bus Conduct Code may be disciplined and/or lose their transportation privileges. If this happens, parents/guardians will be responsible for student transportation.

Cars

All traffic laws must be obeyed. Student parking is limited. Any student wishing to park on campus must first apply for a campus-parking permit. Preference will be given to seniors, then juniors. Any student driving to school should be aware that state law allows for the search of any vehicle on school grounds by an administrator. Any violation of student vehicle use or 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 noon 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

- 1) Student dress should allow for students to express their views. However, dress that disrespects or attacks others is not allowed.
- 2) Students should not wear clothes that promote illegal behavior.
- 3) Students should not wear clothes that are too revealing. Two examples would be if underwear or a belly button were obviously exposed.

Staff will interpret any dress issues based on the preceding principles. Students may appeal a staff interpretation to the Principal. If any of these principles are violated, students will be asked to alter their outfit accordingly. Students may wear hats and head coverings in school. If a student is asked to remove a hat by a staff member for an educational reason, the student must comply. No bare feet are allowed.

Energy Conservation

Every student should participate in the energy management program of Portland Public Schools as an “energy saver.” Classroom lights shall be turned off when not in use. All computers should have sleep timers reset to go to “sleep” after three minutes of inactivity or be disconnected. Students should make use of available recycling options (for paper, cans, and bottles). CBHS citizens are encouraged to find ways that the school can be more “green.”

Fieldwork Behavior

We want CBHS students to be learning in and from the community. Whenever students are in the field, they are expected to represent themselves and CBHS appropriately. All school rules remain in effect. Misbehavior on fieldwork will result in disciplinary consequences, including losing the privilege to participate in future fieldwork.

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 computers and laptops. Both food and drinks are prohibited in the PATHS computer labs.

Illnesses and Injuries at School

Students who become ill during the school day should report to the nurse’s office. 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.

On a November 2007 survey of CBHS parents, 97% of respondents agreed: *“My child is encouraged to learn at 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 two weeks of school, any transferring is not allowed, unless there are exceptional circumstances. Parents may appeal the Principals’ decision to the Superintendent.

Leaving School Grounds

Once students arrive on campus in the morning until 1:55pm, they are not allowed to leave the PATHS 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.

Lockers

Some lockers are available to be shared by students. The locker is issued for the use and convenience of students, but a locker remains the property of the school department. Students

may only use their assigned locker. It is the responsibility of the student to maintain his or her locker appropriately. Having a locker and padlock is a privilege, not a right. 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 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 upon discharge or graduation.

Maintenance of Building and Grounds

The maintenance of our campus is the responsibility of each member of the school community. We are responsible for taking pride in our school's appearance and "leaving no trace."

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.
- Achievement with "Honors" (3.75 or higher as a course grade) at least ten times
- HOW Honor Roll for 4 or more trimesters and at least once junior (or senior) year.
- No suspensions for a year and no more than one suspension since CBHS enrollment.

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

Off-Campus Privileges – Academic Support and Literacy Block

Juniors and seniors who maintain overall grades and HOW grades of 3 or higher in all courses – and who have parent permission – have the option to leave campus rather than attend academic support or literacy. Student behavioral rules remain in effect when 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 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 Students and Early Dismissal

CBHS seniors enrolled in PATHS who are in good academic standing are 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 the CBHS campus after their PATHS course should report to the library or, if unavailable, to the designated area. No loitering will be tolerated while CBHS classes are in session.

Pagers and Cell Phones

Although students are allowed to have a cell phone or a pager in school, they should be turned off during the school day. Students may use a cell phone before school, after school or with teacher permission. During lunch, a student may check cell phone messages, but only while in Mr.

Pierce or Mr. Shibles' office. During the school day, school phones will be available for student use on a limited basis (e.g., for emergencies, not for social calls).

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). Students who wander or leave class inappropriately may lose sign-out privileges or be required to carry a special pass.

Personal Music, Video and Gaming Equipment

What follows are detailed guidelines regarding personal music, video and electronic gaming equipment (headphones, iPods, CD players, DVD players, video phones, hand-held electronic games, etc.).

No

- Students should not wear headphones, listen to music or play with personal electronic gaming equipment during lunch. We want you to talk to one another! If, under exceptional circumstances, you need to be alone, listening to music, first obtain teacher permission.
- Students should not wear headphones or listen to music while changing classes.

Yes

- Students may wear headphones and listen to music on campus before or after school.
- Students may wear headphones and listen to music on bus trips to fieldwork – except during times when a staff member or bus driver requests passengers' attention for attendance, instructions, etc..

Sometimes

- During class, typically, headphones may not be used. During extended independent work and when appropriate, headphones may be worn, but only after receiving teacher permission. Students should not presume that they may wear headphones during independent work. When in doubt, students should ask first.
- Individual students may be denied the privilege of listening to music with headphones if a teacher decides this action is negatively impacting a student's learning or productivity.

Always

- When listening to music with headphones, students must take care that their music is never so loud as to disturb other students or staff.

Personal Property

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

Public Displays of Affection

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

"[My daughter] has at last found a place that challenges her academically and accepts her for who she is as an individual. It is an honor or us to be a part of the CBHS community."

- Tatiana Green, CBHS Parent

Summer School and Summer Standards Intensives

Portland Public Schools will again be offering summer school courses in English, math, social studies and science (hosted at Portland High School this summer). Students may sign up for ONE course through PPS Summer School. The class will run weekdays in July at a cost of approximately \$200 (\$100 for reduced lunch students, \$50 for free lunch students). Casco Bay High School will offer Summer Standards Intensives in late June. These intensives are designed for students who have passed two (but not three) trimesters of humanities, math, science, Spanish or wellness. Students who pass one trimester may also be eligible if they earned a 2+ in the other two trimesters. Standards Intensives cost \$100 each, less for students receiving free and reduced lunch.

Tardiness, Truancy, and Unexcused Absences

Students are expected to be on time and in class at the designated time. Students arriving late miss learning and cause disruptions to the educational environment. Therefore students will receive consequences from administration for chronic tardiness to school (three or more times within a trimester). Teachers may also chose to administer additional consequences for tardiness.

- Students who arrive late for the first class of the day should now 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.
- Any student who misses more than half of a class will be considered absent from that class.
- 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 who are unexcused absent from a class will be required to attend the next two Block 7s for that course.

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 written permission of Mr. Pierce at least one day prior to the visit. Students interested in shadowing a CBHS student may schedule a visit through Ms. Kierstead or their current guidance office. Visitors who do not have permission may be removed from campus or even arrested for trespassing.

“...My observations found Casco Bay students prospering in a challenging learning environment, engaged in ways I rarely observed in... my high school travels... We view Casco Bay High School as a maturing, innovative exemplar of what high school needs to be in these times for today’s students.”

- J. Duke Albanese, Director of the Great Maine Schools Project, Spring 2007

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 ongoing staff development and adequate 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.
- Although our primary purpose is to use available technology in ways that will cultivate the CBHS learning community, we also hope 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 created 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

All students who wish to use the PPS network and PPS computers (including laptops) must complete an application and sign agreements, which indicate that the student will abide by the computer and laptop use policies. There are two fundamental rules:

- 1. When a student is assigned to use a school computer, the student is**

responsible for its care and security at all times.
2. School computers should only be used for educational purposes.

Failure to comply with the “Acceptable Use and Internet Safety Policy” may result in denial of computer access. (A full text version of this policy can be viewed at: <http://portlandschools.org>). 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.* Network and Internet access is provided as a tool for your education. CBHS reserves the right to monitor, inspect, copy, review, and store at any time, and without prior notice, any and all usage of school laptops, 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. Portland Public Schools may also take other disciplinary action in such circumstances.

Inappropriate Computer Use

Initial consequences focus on the behavior, not the tool, but repeated or severe misuse can lead to students losing the right to use school technology.

	Inappropriate	Very Inappropriate
What is it?	<u>Examples:</u> Inappropriate language, website or images Playing games Non-educational use (e.g.: surfing “My Space”)	<u>Examples:</u> Illegal downloads Pornography Threats Distribution of inappropriate materials Use (sabotage) of another’s machine
1 st Offense	Stepladder 1 (after a warning)	Stepladder 4 + loss of school computer privileges for at least a week (and possible referral to law enforcement)
2 nd Offense	Stepladder 3	Stepladder 4 + loss of school computer privileges for 2 weeks (and possible referral to law enforcement)
3 rd Offense and 4 th Offense	3 rd Offense: Stepladder 4 (suspension)+ loss of school computer for 1 week & contract 4 th Offense: Stepladder 4 + computer use loss or 2 weeks	Stepladder 5+ loss of school computer privileges for the rest of trimester (and possible referral to law enforcement)
Recurrent	Computer use loss for rest of trimester	

Family Involvement

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	<ul style="list-style-type: none"> • Set a schedule and structure to support your teenager's study, completion of homework, and meeting of standards. • Limit TV and recreational computer 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	<ul style="list-style-type: none"> • Allow your teenager to participate in fieldwork and extended trips. • Be familiar with and discuss with your child the content of this handbook. • Attend school events and parent evenings as you are able. • Join our parent e-mail list (e-mail kiersd@portlandschools.org) and parent yahoo group (e-mail cbhsparents@hotmail.com) so you can receive CBHS news and updates. • Let a Portland friend or neighbor know about CBHS and Expeditionary Learning.
...staying informed about your child's progress	<ul style="list-style-type: none"> • Attend your child's student-parent-teacher conferences. • Attend events where your child's work is publicly exhibited. • Be aware of the expedition being taught and its requirements. • Read teacher communications and promptly return permission slips and other communications asking for parent response or 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 our new Partnership Developer Kathy Cole for more information.

School Projects	Parents at our school may lead or help with volunteer projects ranging from manual labor to school governance. Their 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. Additionally, there are times when parents are asked to support events by providing food, drink, or related supplies. Please consider helping out!
Professional Services/ Expertise	On many occasions, a parent's special skill, expertise, experience, collection, etc., can be brought into the classroom or contribute to a school-wide project. Examples of classroom contributions include a nurse's aide providing feedback on a student's health care presentation, an artist teaching animation skills, a recent immigrant discussing their native culture or a war veteran discussing his or her experience. Please contact Kathy Cole or Teaching Strategist

	Leslie Appelbaum if you have a service or expertise that you would be willing to share.
Parent Advisory Group	<p>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:</p> <ol style="list-style-type: none"> 1) To advise the principal on select issues. 2) To facilitate communication between the school and the parent body (and the broader community). 3) To promote parent involvement at Casco Bay High School. 4) To lead efforts to appreciate CBHS staff. 5) To provide feedback on Governance proposals. 6) To assist with fundraising and securing resources that will improve teaching and learning. 7) To support one another as parents of teens. <p>Meetings are held the second Tuesday of the month from 5:30-7:00pm. Please contact Principal Derek Pierce or CBHSParents@hotmail.com if you would like more information.</p>

Parent Information

Early Release Days

On Early Release Wednesdays during the 2008-9 school year (October-May), the student day will begin at 7:45am and end at 12:55. Additionally, on the following Wednesdays, CBHS students will be dismissed at 11am to allow for staff development: October 29th, November 19th, December 17th, January 28th, February 25th, March 25th, April 29th, May 27th.

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 the following immunizations: three polio (one after the first birthday); three DPT (diphtheria/pertussis/tetanus); rubella (German measles); mumps; and measles. 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 written statement that immunization is contrary to their 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 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 beginning 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. Contact Deb Kierstead if you would like more information about the specific rights of students and families under these provisions.

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 of an urgent nature, the student will be called to the office.

School Staff

“Every teacher at Casco Bay wants to be at that school and is on an educational mission. Teaching at Casco Bay High School is clearly a sacred calling.”

- Paul Burlin, CBHS Parent

Leslie Appelbaum, Teaching Strategist (appell@portlandschools.org) - BA from Bowdoin, MA from Iowa
Ms. Appelbaum has taught in schools ranging from Waynelete to Portland Adult Education. During her tenure at the Southern Maine Partnership, she authored a booklet on “instructional differentiation” based on her observations of excellent Maine teachers. Ms. Appelbaum coaches our faculty and oversees Intensives.

Nick Bresinsky, Humanities (English) (bresin@portlandschools.org) - BA from UMO, ETEP at USM
Nick joined us after successfully teaching an array of English courses for four years at Portland High. Mr. Bresinsky is an accomplished writer with a passion for filmmaking. He was the co-leader of PHS’s film club, and we are thrilled to have his enthusiasm and intelligence on our staff.

David Burke, Math (burked@portlandschools.org) - BA from St. Lawrence, MA from UVM
Mr. Burke is an exceptional mathematician and experienced in the teaching of integrated mathematics. He joined us from Poland Regional High School, where he was also a founding teacher. His interests range from boomerangs to sudoku. Mr. Burke is the originator of both the cardboard boat race and the Junior Journey.

Kathy Cole, Partnership Developer (colek@portlandschools.org) – Westbrook College
Ms. Cole is an experienced partnership developer with deep community connections. She also serves as Portland’s Service Learning Coordinator and the partnership developer at Riverton and East End. Kathy will bolster our volunteer corps and enrich the resources our students and staff can access during expeditions.

Jen Coose, Humanities (Soc. Studies) (coosej@portlandschools.org) - BA from Barnard and ETEP at USM
First at Mt. Ararat and then at Moore Middle School, the students in Jen Coose’s classes have undertaken compelling learning expeditions. One former supervisor notes, “because she makes learning relevant, authentic and interesting, students willingly work hard to meet and exceed expectations.”

Stewart Croft, Humanities (English) (crofts@portlandschools.org) - BS from Univ. of Arizona
Last spring, as a part of an interdisciplinary expedition, Mr. Croft led the sophomores at Tuscon's City High School on a multi-day trip to a desert river near a famed section of the US-Mexico border. Revered by students, parents and staff at City High School, Mr. Croft gravitated to teaching after a career as a musician.

Hannah Curtis, Social Worker (curtih@portlandschools.org) - BA from Bowdoin, MSW from U of MI
Ms. Curtis worked with Portland teenagers for several years at Community Counseling. A colleague praises Ms. Curtis for her “deep warmth and compassion... She is especially talented at approaching teenagers [and] gaining their trust.... Patients and their parents speak very highly of her.” She co-leads the Natural Helpers.

Stephanie Doane, Humanities (Soc. Studies) (doanes@portlandschools.org) - BA from VPI and MS from USM
Ms. Doane was a stalwart at Deering High School for six years where she taught US History and Street Law. A former colleague lauds her “enthusiasm for teaching and learning” and her “boundless energy,” concluding, “She is an intelligent and talented person who strives to learn more everyday.”

Claire Doheny, Librarian (dohenc@portlandschools.org) – BA from Rutgers and MA from U of Minnesota
Claire Doheny is a great fit as the CBHS-PATHS founding librarian. Ms. Doheny was the long-time Library Director at Berwick Academy, and she was responsible for transforming both the library and the way students do research. Her colleagues laud her competence, dedication and caring. Ms. Doheny is also a yoga instructor.

Frank Donovan, Wellness (donovf@portlandschools.org) – BA from UConn and MA from Mitchell College
A former ropes course instructor and the current owner of a small recording company, Frank Donovan moved to Maine after several years of teaching health and PE in Connecticut. A former colleague lauds Mr. Donovan's teaching style as “positive, encouraging and motivating.” Mr. Donovan was married in August.

Joe Grady, Humanities (Social Studies) (gradyj@portlandschools.org) - BA from Boston College
Joe Grady joined us after four years at the Meeting School in New Hampshire as both a social studies teacher and the Dean of Students. Prior to that Mr. Grady helped launch the Global Village curriculum at Bonny Eagle. His interests range from sheep farming to hockey.

Nancy Hagstrom, Spanish (hagstn@portlandschools.org) – BA from Gettysburg and ETEP at USM
Ms. Hagstrom joins us with a stellar background in Spanish, outdoor adventure and progressive education. A colleague from Scarborough High School asserts, “I have never met a more talented, dynamic, organized, well-respected and beloved teacher as Nancy.” Ms. Hagstrom spent part of July trekking in the Andes.

Michael Hale, Director of College, Career, and Citizenship (halem@portlandschools.org) - BA from Neb. Wes.
Mr. Hale worked previously as the Gear Up Post-Secondary Advisor at King, and as a special education teacher at Lyman Moore. Michael’s myriad of talents includes team building, theater, video, and music. Michael’s experience running summer camps help in his role as the coordinator of our Crew program.

Nancy Jones, Learning Strategist (jonesn@portlandschools.org) – BS from UMF and MS from UNH
Ms. Jones is a clinical speech and language pathologist as well as a certified teacher with years of experience with special education, most recently at Riverton, where she continues to be the part-time Learning Strategist. Ms. Jones's three children keep her busy outside of school with events from hockey to dance.

Deb Kierstead, Administrative Assistant (kiersd@portlandschools.org)
Ms. Kierstead has been invaluable in the successful launch of CBHS. For several years she was a mainstay in the Jack Elementary School office, and more recently she worked for the Portland Partnership. Ms. Kierstead ascends Mt. Katadhin each summer.

Mona Leavitt, Special Education (leavim@portlandschools.org) - BA at USM and MA in process at USM
Mona Leavitt pursued a career in marketing and underwriting before getting into education in 1999. After five years at Lyman Moore, Ms. Leavitt served as the learning strategist at Reiche last year. As energetic as she is compassionate, Ms. Leavitt's hobbies range from travel to weight-lifting.

Jeri Levesque, Registrar-Receptionist (levesj@portlandschools.org)
Jeri's diverse responsibilities include keeping track of student records and scheduling student visits. Ms. Levesque has an array of experience in customer service, especially in the food services industry. She adeptly balances an array of roles, including multiple jobs and parenting teenagers – with an ever present smile.

Anne Loughlin, Science (lougha@portlandschools.org)- BS from UMass., MS from USM
Ms. Loughlin has been teaching science in Portland Schools since 1991. Prior to CBHS, she was at King Middle School. In 2003, Ms. Loughlin earned recognition as one of the nation’s top teachers by winning the prestigious Milken Award.

Patricia McClure, Educational Technician (mclurp@portlandschools.org)- BA from UMass Amherst
Ms. McClure joined us after a successful tenure working with special education students at Portland High School. She bring her passion for working with teenagers and expertise in areas ranging from the law (she has a law degree) to gardening.

Susan McCray, Humanities (English) (mccras@portlandschools.org) - BA from Yale, Ed.M. from Harvard
Ms. McCray was involved in one of the first Outward Bound high schools (in the South Bronx) and was a former course instructor in North Carolina. Ms. McCray is one of our founding faculty and last spring she was named to the “2008 Starting Nine” in the Maine Teacher Hall of Fame.

Karen Mooney, Nurse (moonek@portlandschools.org) - BS from Cornell
Ms. Mooney has been a nurse in the Portland Public Schools since 1983, primarily at Deering High School. Colleagues, students and parents laud her deep competence and caring. Ms. Mooney helped founded the CBHS Natural Helpers.

Kevin Murray, *Special Education* (murrak@portlandschools.org) - BA from Puget Sound and MS from USM
Mr. Murray came to CBHS after five years as a beloved special educator at Poland Regional High School. His passions range from science to basketball. A past colleague notes, “Kevin has a wonderful rapport with students. He is an invaluable resource for teachers.”

Nathan Nichols, *Math* (nichon@portlandschools.org) - BA from Cal State
Nate Nichols returned to Maine after two years at Venice High School in Los Angeles. Mr. Nichols worked in the school’s New Media Academy and taught web design – as well as math. Prior to teaching, Mr. Nichols was a computer programmer and filmmaker. This year, Mr. Nichols will be our technology coordinator.

Alison Perkins, *ELL Instructor* (perkia@portlandschools.org) - BS from UVM, MS from Husson, MAT from St. Michael’s
Alison Perkins has extensive experience working with Portland’s non-native English speaking population, both through Portland Adult Education and Portland High School. For many years, Ms. Perkins has also been active in supporting Maine’s international exchange students. This year, she is launching our Aim High program.

Derek Pierce, *Principal* (piercd@portlandschools.org) - BA from Brown, Ed. M from Harvard
Mr. Pierce was formerly the Principal and Dean of Faculty 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.

Peg Richard, *Art* (richape@portlandschools.org) - BA from UMO, MA from Lesley
Ms. Richard has taught art to Portland students for over 15 years, including 12 years at Baxter. Her artistic affinities range from watercolors to bookmaking. Ms. Richard’s career in the arts included a stint directing the Ram Island School of Dance and another as costumer for the Boston Ballet.

Scott Shibles, *Director of Student Life/Wellness* (shibls@portlandschools.org) - BS from Castleton; Ed. M from UMO
The founder of CBHS wellness, Mr. Shibles was the athletic director at Deering for a decade. Cultivating athletes and programs that win with integrity have made him a respected name in Southern Maine sports. Scott’s experience includes stints as a college coach, a whitewater guide, a ski instructor and a trainer.

Brooke Teller, *Science* (telleb@portlandschools.org) - BA from Smith College; MS from Central CT State
Ms. Teller was nominated as “Teacher of the Year” by her colleagues in Connecticut. Ms. Teller has taught chemistry for over ten years, most recently at two start-up high schools. Her last principal lauds her by saying, “I have yet to meet other teachers who have Brooke’s vast repertoire of instructional techniques.”

Francis Troyan, *French and ELL Instruction* (troyaf@portlandschools.org) - BA and MA from Pittsburgh
Mr. Troyan has taught French in Yarmouth, Vermont, Pennsylvania, and France. Mr. Troyan is a regional leader in the field of French performance-based assessments and was published in the August 2008 edition of *The Language Educator*. He is also a skilled chef.

Helen Weigel, *Math* (wegeh@portlandschools.org) - BSME from UVT and ETEP at USM
Helen Weigel ran a Day Care and was a Lead Engineer at BIW before turning her focus to math teaching. Ms. Weigel’s last supervisor said, “the combination of her deep content knowledge and her desire to create an engaging mathematics classroom appear to be a perfect fit for your school.” We agree.

Scott Wibby, *Science* (wibbys@portlandschools.org) – BA and ETEP at USM
A former geologist and rock climbing instructor, Mr. Wibby joins CBHS after ten years of teaching science 9-12 at PHS. Mr. Wibby is adept at helping students understand physics through its real world applications. He is most eager to expand his expeditionary practices through collaborations with math and wellness.

Alex Carter (Humanities), **CC Davies** (Special Education) and **Vic Serio** (Science) are on leave for the 08-09 school year.

*Ukuleles,
Tie-dye, laptops
Filming, Slow Foods
Theory of Multiple Intelligences
Hearing compliments on a pair of patchwork overalls
As one kid says, we're cut from a different cloth
A cloth of service and compassion, Shakespeare and
Trigonometry, of risks and adventures, reflection
And growth.
The Atlantic Ocean, the White Mountains,
Setting our sights on the Junior Journey
Expeditions, publications,
Workshops, clubs, philosophy
Showing Portland
We're not only another high school
And it's just January.*

*And our teachers
Underpaid and under-thanked
With the courage to give all
To each new endeavor
But this might best sum up our school
of rigor, relationships, and relevance:
the image of a tottery boat anchored at sea
with a huddled crew
having a moment of silence
and the stars in the dark
as a thought hits me over and over and over
like waves slapping wood,*

*This school, Casco Bay High,
Is playing our song.*

*Charlotte McDonald
Class of 2010
January 2007*

“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

