Family Guide
2018-2019

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

Course of Studies & Student Handbook

GET SMART TO DO GOOD
Table of Contents

Welcome 3

Part One: *Course of Studies*

School Philosophy 4
Graduation Requirements 6
Crew 10
Academic Program 12
Course Offerings 16
Intensives 28
Assessment 28
Family Grading Guide 29
Family Involvement 33

Part Two: *Student Handbook*

Schedule 37
Staff Directory 37
Academic Procedures 43
Attendance 47
Co-Curriculars 49
Student Services 50
Student Code of Conduct 52
School Governance & In-School Rules and Procedures 56
Technology 62
Final Word 65
School Calendar 67

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

Dear Parents and Students:

Welcome to the fourteenth edition of our Casco Bay High School (CBHS) Family Handbook. Our faculty motto remains: “Preserve, Deepen and Grow.” Our commitment is to preserve what is exceptional about our community, to deepen our best practices and to continue to innovate and learn in ways that accelerate and expand student achievement. Our goal remains sustainable excellence, where students “Get Smart to Do Good.”

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

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

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

Derek Pierce
Principal

<table>
<thead>
<tr>
<th>The Portland Public Schools (PPS) – Prepared and Empowered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PPS Mission:</strong> The Portland Public Schools are responsible for ensuring a challenging, relevant, and joyful education that empowers every learner to make a difference in the world. We build relationships among families, educators, and the community to promote the healthy development and academic achievement of every learner.</td>
</tr>
<tr>
<td><strong>The Portland Promise</strong></td>
</tr>
<tr>
<td><strong>Achievement:</strong> All PPS students will be prepared for college and career and empowered to pursue a productive postsecondary path.</td>
</tr>
<tr>
<td><strong>Whole Student:</strong> All PPS students will develop the skills, habits and mindsets they need to engage in and contribute to our diverse city and ever-changing world.</td>
</tr>
<tr>
<td><strong>Equity:</strong> PPS is vigilant in supporting each and every student's particular path to achieving high standards, rooting out systemic or ongoing inequities.</td>
</tr>
<tr>
<td><strong>People:</strong> Portland Public Schools attracts, supports and retains talented and diverse people who use their strengths to achieve our shared goals.</td>
</tr>
</tbody>
</table>

3
PART ONE: COURSE OF STUDIES - School Philosophy

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

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

~Scott Hartl, President and CEO of EL Education

EL Education's Design Principles

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

1. The Primacy of Self-Discovery: Learning happens best with emotion, challenge and the requisite support. In EL schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students discover they can do more than they think they can.
2. The Having of Wonderful Ideas: Teaching in EL schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.
3. The Responsibility for Learning: Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
4. Empathy and Caring: Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in our schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.
5. Success and Failure: All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn struggles into opportunities.
6. Collaboration and Competition: Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with personal bests and with standards of excellence.
7. Diversity and Inclusion: Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
8. The Natural World: A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
9. Solitude and Reflection: Students and teachers need time alone to explore their own thoughts, make their own connections and create their own ideas. They also need time to exchange their reflections with other students and with adults.
10. Service and Compassion: We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of our school’s primary functions is to prepare students with the attitudes and skills to learn from and be of service.
Casco Bay High School's Core Values – Our 3 R's

Rigor

At Casco Bay High School, rigor means:

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

Relevance

At Casco Bay High School, relevance means:

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

Relationships

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

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

Each student through the Class of 2020 must earn forty-one units of proficiency (formerly known as credits) to participate in graduation exercises and receive a high school diploma. We believe "units of proficiency" is a term that more precisely describes what our students have done when they've met all of the standards within a course; they have demonstrated proficiency in that subject matter. The forty-one units of proficiency (UPs) are typically earned over a four-year period, but some students may need more – or less – time to meet our standards. All UPs and requirements must be completed in order for students to participate in graduation exercises. Graduation requirements are consistent across Portland Public Schools.

According to Niche.Com (2019), Casco Bay High School currently receives an overall grade of A and our teachers receive a grade of A+.

Required units of proficiency are as follows:

- 4 years of English: 8 UPs
- 3 years of Social Studies: 6 UPs
- 3 years of Mathematics: 6 UPs
- 3 years of Science: 6 UPs
- 1 semester of Health: 1 UP
- 1 year of Physical Education: 2 UPs
- 1 year of Fine Arts: 2 UPs
- Elective Courses: 10 UPs

**Total for Graduation: 41 Units of Proficiency**

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

---

**Casco Bay's External Evaluation**

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

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

---

**ADDITIONAL DIPLOMA REQUIREMENTS FOR THE CLASS OF 2019 & 2020**

In accordance with Portland Public School Board policy, beginning in the 2017-18 school year, to earn a diploma, a student must, in addition to meeting the credit distributions above:

1) **Complete a capstone and/or milestone project demonstrating in-depth research, presentation, and technology integration skills.**

   *CBHS students will meet this expectation through their Senior Expedition (p 19).*

2) **Complete an individualized post-secondary success plan**

   *CBHS students will complete this requirement through Senior Crew.*

---

**NEW DIPLOMA REQUIREMENTS FOR THE CLASS OF 2021 & 2022**

In addition to completing #1-#2 above and meeting requirements related to units of proficiency, students in the Class of 2021 must also complete the following to earn a diploma in accordance with state law and PPS
A: Demonstrate proficiency in meeting district graduation standards in English language arts (ELA), math, science, social studies, health, physical education and the arts.

These PPS graduation standards, summarized below are embedded within CBHS courses. These standards will be tracked throughout a student’s tenure, and, if necessary, a student will have multiple opportunities to meet a graduation standard.

Art
• Disciplinary Literacy
• Creation, Performance, Expression
• Creative Problem Solving
• Aesthetics and Criticism
• Connections

English Language Arts
• Writing Arguments
• Presentation
• Discussion
• Reading Interpretation
• Writing Narrative Text

Math
• Number and Quantity
• Algebra
• Functions
• Geometry
• Statistics and Probability

Physical Education
• Movement, Motor Skills and Knowledge
• Physical Fitness Activities and Knowledge
• Personal, Social Skills and Knowledge

Health
• Health Concepts
• Health Information Products and Services
• Health Promotion and Risk Reduction

Science
• Asking Questions and

Defining Problems
• Developing and Using Models
• Planning and Carrying Out Investigations
• Analysis and Interpretation of Evidence/Data
• Engage in Arguments Based on Evidence
• Obtaining, Evaluating and Communicating Evidence

Social Studies
• Applications of Social Studies Processes, Knowledge and Skills
• Civic Engagement
• Civics and Government
• Economics
• Geography
• History

In a 2018 TNTP survey, 100% of CBHS faculty agreed with the statement, “Students at my school respond to and build on their peers’ thinking, ideas and answers.” In a national sample, staff agreement on the same questions is 67%.

B: Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results.

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

At CBHS, students will have opportunities to demonstrate their competencies in the Guiding Principles through learning expeditions (p 8), course work and periodic reflections.

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

In August 2014, CBHS was nominated by the Nellie Mae Foundation as Maine's candidate for the Larry O'Toole Award for “great leadership through innovation in moving student-centered approaches to learning forward in New England.” When CBHS won the $100,000 award, Nicholas Donohue, President and CEO of the Nellie Mae Education Foundation, commented, “Casco Bay High School is deepening the practice of student-centered learning... CBHS is a proven leader of putting students at the center and leveraging community support to lay strong foundation so that all learners will succeed at high levels.”
The Maine Guiding Principles and the CBHS Pathways to Success

The Pathways to Success were drafted in our first year when student Joel Daley challenged us to devise a student code of conduct that focuses on how young people should act (instead of what they should not do). The Pathways have evolved over time and are now used as descriptors for the state’s Guiding Principles. The Pathways to Success (italicized below) represent the cross-disciplinary skills and dispositions that Casco Bay High School strives to have all students achieve before graduation; they define what it takes to “Get Smart to Do Good.” Jonathan Wickerd (Class of 2021) created the graphic on the next page. Students will routinely reflect upon aspects of the Pathways – and their individual progress and achievement - during conferences, expeditions and school meetings.

1) Self-Directed and Lifelong Learner
• Pursue Personal Best
• Persevere
• Be Well
• Work Independently
• Collaborate with Diverse Individuals

2) Responsible and Involved Citizen
• Work Ethically
• Be Accountable
• Build Community
• Take Action to Better the World

3) Integrated and Informed Thinker
• Attain Knowledge
• Make Meaning from Texts and Experiences
• Investigate Deeply
• Evaluate Multiple Perspectives

4) Creative and Practical Problem Solver
• Generate Meaningful Questions
• Access Appropriate Resources
• Enact Original, Effective Solutions

5) Clear and Effective Communicator
• Convey Meaning in Disparate Media
• Craft Excellence and Beauty

CBHS graduates (2009-18) have been accepted to hundreds of colleges and universities. CBHS graduates have enrolled at institutions in the U. Maine system as well as many of the nation’s top colleges and universities, including, Bates, Berkeley, Barnard, Bowdoin, Brown, Colby, Cornell, McGill, Middlebury, Oberlin, Smith, Univ. of Chicago, Vassar and Yale.

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

1) To recognize and support PPS students who achieve excellence, demonstrate commitment and pursue personal best in their STEM learning through both their high school coursework and extended learning opportunities.

2) To promote more students becoming college and career ready in STEM and striving to reach for a higher academic bar.

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

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

MAINE GUIDING PRINCIPLES

BE WELL
PERSEVERE
WORK INDEPENDENTLY
COLLABORATE WITH DIVERSE INDIVIDUALS
ATTAIN KNOWLEDGE AND SKILLS
INTEGRATED AND INFORMED THINKER
ACCESS APPROPRIATE RESOURCES
EVALUATE MULTIPLE PERSPECTIVES
NEXUS ORIGINS
IN DISPARATE MEDIA
TEXT

BE ADAPTABLE
TAKING ACTION TO BETTER THE WORLD
RESPONSIBLE AND INVOLVED CITIZEN
CREATIVE AND PRACTICAL PROBLEM SOLVER

CLEAR AND EFFECTIVE COMMUNICATOR
SELF-DIRECTED AND LIFELONG LEARNER

GENERATE IDEAS AND QUESTIONS
Crew

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

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

**How am I doing?**
How am I doing relative to the Guiding Principles and Pathways to Success? Course standards? My own academic, personal and character goals?

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

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

**Crew Elements**

| Relationships | Crew provides each student a one-to-one relationship with an adult advisor.  
Crew provides an ongoing, small and supportive peer community.  
Crew advisors serve as the student’s advocate in challenging situations.  
Advisors monitor and support student progress.  
Crew advisors act as the primary contact point between parents and the school. |
| Civic Dialogue | Each crew provides feedback on proposals for school change.  
Crew hosts “courageous conversations” led by student-facilitators about the issues of the day.  
Crew is the heart of CBHS student democracy |
| Service | Crews identify needs in the school and in outside communities, and develop projects to address those needs. |
| Portfolio and Passage | Students practice presentations of their conference portfolio, the Freshmen Finale and the Sophomore Passage in crew and are coached through both processes by their advisor.  
Students present their conference portfolio, the Freshmen Finale and the Sophomore Passage to an audience that includes the advisor - and often fellow crew-mates and parents. |
| Adventure and Fitness | Crew offers opportunities for team-building, adventure, fitness and wellness, guided first by the crew leader and then, when appropriate, by students. |
| Post-Secondary Preparation | Crew advisors assist in the exploration of career and post-secondary options and ensure students have specific post-secondary plans upon graduation.  
Advisors coach students in application processes and college selection. |
| School Administration | Student administrative business is generally accomplished during crew, from surveys and announcements to course sign ups. |
Crew is a required, one UP course and typically meets daily for thirty minutes. Each year, a student must meet all Crew standards in order to meet proficiency. This includes preparing for and leading student-parent-advisor conferences, one in the fall and one in late winter.

**Ninth Grade Crew**

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

**Tenth Grade Crew**

Tenth grade crew will address the three overarching questions by focusing primarily on “How am I doing?” and the Crew Elements of Relationships, Post-Secondary Preparation, Portfolio, and Passage. In the first trimester, crew members will focus on welcoming new sophomores and re-connecting as crews and as a class; they will also prepare for October’s PSAT’s. Advisors will continue to regularly check in with advisees to monitor progress with academics, habits of work, and character. Over the course of the year, crews will begin research of post-secondary interests and options and complete a college visit. They will also prepare for a career exploration week (internship) junior year. At the end of the year, crew advisors will help sophomores complete a comprehensive look at their growth and achievement through the Sophomore Solo and 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 half of the year, crew members will prepare for and complete a week-long career exploration in a field of interest. Each crew will also be tasked with devising and executing Junior Journey fundraisers. Advisors will continue to regularly check in with advisees to monitor progress with academics, habits of work, and character. In the second half of the year, crew members will begin the college search process, drafting a post-secondary plan, a résumé, a college list and interviewing with a college expert.

**Twelfth Grade Crew**

Senior crew will address the three overarching questions by focusing primarily on “What are my plans for the future?” and the Crew Elements of Adventure and Fitness, Relationships, Post-Secondary Preparation, and Service. In September, crewmates will participate in a multiple-day Casco Bay Quest adventure course. Throughout the year, advisors will regularly check in with advisees to monitor progress with academics and habits of work as well as the entire college application and transition process. Along the way, seniors will create and revise a post-secondary plan. Crew will also serve as a place where seniors receive support and guidance in matters concerning the particular stresses of senior year, including graduation and life after high school.
A set of distinct practices define Casco Bay High School’s academic program.

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

~ The Education Development Center, March 2016

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

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

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

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

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

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

Adventure and Fitness
Our innovative health and physical education program has a focus on lifelong fitness and nutrition and includes an outdoor expedition in 9th, 10th and 12th grades. This year's freshmen and seniors will spend four days adventuring and kayaking in Casco Bay – or backpacking in the
White Mountains. As sophomores, each student develops a personalized “wellness plan” that may be monitored and revised throughout high school.

Fieldwork and Transformative Learning Experiences
CBHS students frequently work in the field. Our students have worked with scientists, writers, politicians, businesspeople, graduate students, actors, documentarians, inventors, and more. Off-site fieldwork has ranged from documentary film-making in Detroit to snow-shoeing in northern Maine. When in the field, students are active investigators, using the research tools, techniques of inquiry, and standards of presentation used by professionals. In addition to having students conduct research outside the school, teachers bring experts from the community into the classroom. These experiences maximize students’ motivation to learn and achieve. Each year, students also participate in overnight transformative learning experiences. These extended fieldwork opportunities for all students are designed to expand students’ sense of what is possible for themselves and their world. They are unique to Casco Bay are often the experiences which alumni recall as most impactful. Grade 9 – Freshmen Quest (p 26), Grade 10 – Sophomore Solo (p 14), Grade 11 – Junior Journey (p 15) and Grade 12 – Senior Quest (p 26).

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

High Quality Work
Students at Casco Bay normally aren’t finished with a significant piece of work until they do multiple drafts of it. This expectation reaches across grades and disciplines. Improving on work again and again is a common practice. Teachers guide students from draft to draft. Students collaborate to assess the work of their peers. Rubrics set high standards for finished pieces and guide students as they strive to get their work to meet these high standards.

Learning is Public and Collaborative
Our students’ work is often assessed by their peers. Students read their writing out loud, solicit comments, and present project drafts for formal peer critiques. We also seek a public, outside audience for student work whenever appropriate. Having an authentic audience supports quality work with high standards – while extending the impact of student ideas and learning.

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

<table>
<thead>
<tr>
<th>TYPICAL FRESHMAN COURSE LOAD</th>
<th>TYPICAL SOPHOMORE COURSE LOAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities 1</td>
<td>Humanities 2</td>
</tr>
<tr>
<td>Math 1: Geometry and Probability (or, for some with an IEP, Math Foundations)</td>
<td>Sophomore Algebra or Sophomore Pre-Calculus (for students with requisite algebra skills)</td>
</tr>
<tr>
<td>Biology</td>
<td>Physics</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Wellness (Health and PE)</td>
</tr>
<tr>
<td>ONE of the following: French (1-5), Spanish</td>
<td>ONE of the following: French (1-5), Spanish (1-5), Chinese</td>
</tr>
</tbody>
</table>
Special Learning Opportunities for Sophomores
The purpose of the **Sophomore Passage Presentation** is, at the halfway point of high school, to give each student an opportunity to:
- demonstrate who s/he is and where s/he wants to go
- reflect on growth
- develop presentation skills
- share (and develop) talents and passions

The “Sophomore Passage” is a gateway to being an upperclassman. In late spring, each sophomore will review classroom work with teachers and eventually complete a ten to fifteen minute, public presentation that addresses the overarching questions of Crew: Who am I? How am I doing? What are my plans for the future? The presentation will include a demonstration of a talent or passion as well as substantive reflection on the three questions and the Pathways to Success. The audience will include crewmates, parents and staff. The presentation grade will appear on a student's transcript. Prior to the Sophomore Passage, sophomore will undertake the **Sophomore Solo**, an overnight at Wolfe’s Neck Farm meant to prepare students to answer the big questions of the Sophomore Passage. In addition to camping with their crew, students will have the opportunity for an extended “solo” to reflect on the questions above.

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

Our junior and senior year curriculum will ensure all students…
1) become more aware of themselves, their community, and their world.
2) meet essential learning targets in math, science, and the humanities.
3) experience structured opportunities to pursue their particular passions and interests in 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 college preparatory core curriculum through crew, humanities, math, and science as well as electives which might include second language study, a college course, a PATHS course, an independent study or a course at Deering or Portland. Interdisciplinary learning expeditions will continue to drive curriculum, but, as compared to expeditions in 9th and 10th grade, junior and senior expeditions are more likely to involve fewer courses and more student ownership and choice. **All CBHS upperclassmen are strongly encouraged to enroll in at least one USM or SMCC course before they graduate.** CBHS juniors and seniors are often eligible for at least one course, tuition free, each semester, thanks to our partnership with the two colleges called **U. Start Ahead**.

<table>
<thead>
<tr>
<th>TYPICAL JUNIOR COURSE LOAD</th>
<th>TYPICAL SENIOR COURSE LOAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities 3</td>
<td>Senior Humanities</td>
</tr>
<tr>
<td>Junior-Senior Algebra, The Code, Pre-Calculus, Statistics or Calculus</td>
<td>Junior-Senior Algebra, The Code, Pre-Calculus, Statistics or Calculus</td>
</tr>
</tbody>
</table>
Special Learning Opportunities for Juniors

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

As their Spring Intensive, all juniors will participate in the Junior Journey. The mission of the Junior Journey is to involve CBHS juniors in a one-week, cross-cultural learning experience that will expand students’ sense of both their world and who they are through service and adventure learning. Previous junior classes have engaged in service and documentary study in Biloxi, Detroit, New York City and rural West Virginia. This year’s juniors will travel to the Katahdin region to explore how life in the former mill towns of Millinocket and East Millinocket has transformed since the closure of the mills. In Humanities, juniors will explore the intersecting economic, social, and environmental issues that make this region an exemplary case study in some of today’s biggest challenges. Juniors will complete service projects to assist the region and learn from locals. Our aim is for all juniors to participate in this transformational learning experience. Juniors engage in fundraising to help make this possible.

“My biggest takeaway from Junior Journey and the documentary expedition was the vitality and joy of life. As we explored different parts of the city, met different people, and finally worked with our interviewees, my overwhelming perception was one of joy…. I certainly observed hardship, but the resilience and vitality seemed to overtake it.”
~ Violet Sulka Hewes, ‘17

“If we stop and listen to the many untold stories, we open our minds.”
~ Fatumo Omar, ‘17

Special Learning Opportunities for Seniors

All seniors will design and complete their own Senior Expedition focused on the intersection between a personal passion and a need in the world. Seniors will be coached through this process in Senior Humanities, publicly presenting their learning. One requirement of Senior Humanities will be that each senior complete an application for a college or post-secondary program as well as a post-secondary plan. Senior Humanities teachers will support students through this process— with regular assistance from crew advisors and our guidance counselors. Senior year curriculum is launched with the Senior Quest (p 26) and ends with the Final Word (p 65).

“Participants overwhelmingly praised Casco Bay’s ability to foster a strong community (both within the four walls of school as well as the larger community) and noted how special/unique this is. They also noted that CB offers support systems not readily available in college.”
~ Dr. Deb Sawch in her 2017 report after interviewing CBHS alumni
Course Offerings

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

Early College – U. Start Ahead
CBHS is thrilled to offer the opportunity for each student to take a college course – tuition free – before s/he graduates from high school. This is a crucial part of our pledge to prepare each student for college, for career and for citizenship. We call it U. Start Ahead. USM Education Professor Lynne Miller notes that “freshmen who arrive on campus with 3 - 6 college credits gain momentum and increase the probability of graduating from college on time.” We are able to offer at least one USM or SMCC course to all interested and eligible juniors and seniors. Certain standardized test scores (on the SAT's, Accuplacer and/or PSAT's) and a 3.0 GPA may be required to enroll in a particular course and/or be eligible for free tuition. CBHS students will be limited to courses where there is space available after matriculated USM students have completed their sign-ups. In addition, for USM, CBHS students will be limited to “100 level” classes (except by professor approval) and primarily classes that meet after 2pm on the Portland campus. See a guidance counselor for the extensive list of potential courses. So far, nearly half of CBHS students have taken advantage of the opportunity to earn college credit before graduation, by taking courses ranging from Women's Studies to Oceanography. In addition, this year Ms. Natarajan will be teaching two USM classes primarily for our students: Statistics (fall) and Calculus (spring).

With SMCC, in 2018-2019, we plan to offer the following college courses on the CBHS campus, Introduction to Philosophy (fall), College Algebra (fall) and Introduction Psychology (spring).

Like all USM students, CBHS students will be responsible for some University fees (which provide athletic facilities access) as well as the cost of buying course books. Participating students may be eligible for early dismissal or late arrival on some days. Taking an early college course is a significant challenge, opportunity and responsibility. Interested students must complete all of the requisite paperwork and requirements. Students must turn in their final college grades to CBHS in order to earn credit towards graduation and to have the course and grade listed on their CBHS transcript.

English Language Learning
Casco Bay High School is proud of our global community and follows an inclusive model of education for our multilingual learners. Our ELL staff provide multilingual students with additional, substantive support within mainstream classes. In addition to our Academic Language courses, we offer our ELL students the possibility of a supported study as well as the extended day learning and mentoring opportunities of the “Make It Happen!” program. Seniors in ELL Supported Study will also receive targeted support in the college process and general college readiness. For English language learners who either lack foundational content-area knowledge or who score between a 1-2 in the literacy composite of the ACCESS test, core academic teachers
will provide alternate coursework and assessments, aligned to students’ existing background knowledge and language level. These students will strive to meet appropriately modified standards and the successful student will receive elective credit. The modified course will be noted on transcripts with an altered title (e.g.: Language and Concepts of Biology).

**Academic Language One, Academic Language Two and Academic Language Three**

The Academic Language courses are designed to develop the literacy skills and academic English needed to succeed in content area classes, with particular emphasis placed on the key academic language and background knowledge integral to grade-level expeditions. Academic Language One focuses on supporting Humanities One and other freshman courses, while Academic Language Two supports the sophomore curriculum. Academic Language Three is designed to support junior courses and expeditions as well as increasing students’ college knowledge. Academic Language One, Two and Three are year-long courses worth two UPs (units of proficiency).

**Humanities**

*Humanities is the study of being human – what people think, feel, do, and create. Humanities One, Humanities Two, Humanities Three and Senior Humanities are required courses that 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, including how intentional communities are formed and how communities make decisions. Our studies will begin in the fall with a close look at how communities are built. This study will include both an introspective look at the community of CBHS and the new Class of 2022, highlighted by a four-day retreat to Cow Island, and a broader study of various local and global communities. Following this, we will explore the role belief plays for individuals and communities and we will investigate governmental systems and policies that influence communities and their individual members. We will also look at the role and construction of narrative and story. In the spring, we will shift from our study of the foundational components of community to a close examination of how communities and individuals make important decisions and the factors that influence policy creation and decision-making. We will closely study some of the complex scientific decisions facing our communities today and the social impact that these decisions can have on our communities. 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 UPs, two in English and two in social studies.

**Humanities Two**

This four UPs course integrates the study of social studies with English language arts. The first trimester begins with consideration of two essential questions, "What are the historical roots of inequality?" and "How can our community effectively help other communities?" These questions will guide the first trimester's expedition, “Africa Rising.” In this expedition, we will investigate the impact of colonization in creating the modern conditions of poverty and inequality that exist throughout the developing world, and the ethics and efficacy of using international aid to address those issues. In addition, we will investigate the cultural and political history of an African country, discover how it has shaped the country as it exists today and consider the ethics of decision making and the issues of equity at play in the access to, and use of, global resources. In
our second trimester, students will use dramatic skills to express their understandings and interpretations of a work of Shakespeare through performance. In the third trimester, we will embark upon our final expedition, "The Arc Towards Justice." This expedition consists of a close look at the history of the Civil Rights Movement, leading into the present Black Lives Matter movement. We will kick off by reading Ta-Nehisi Coates’ *Between the World and Me* in order to better understand the experiences of Black Americans in the 20th and 21st century. Following this close read, we will investigate the Civil Rights Movement of the 20th century through the lens of both historical events and music, poetry, literature, and art. We will then investigate how the present echoes the past through analysis of the contemporary Black Lives Matter movement and more modern manifestations of protest and struggle seen in the arts. Our expedition will culminate with students creating podcasts that can be shared with the larger community and represent a deep understanding of the ways in which history influences the present.

**9th and 10th Grade Exceeds Reading Seminar**

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

**Humanities Three**

This four UPs course continues the integrated study of social studies with English language arts, with a focus on the historical development and current implementation of US public policy. The year is driven by the questions, "How do we as a capitalist democracy ensure prosperity, opportunity and equality for all?" and "How do we live a moral life in a capitalist economy?" with an emphasis on how to effect change through policy, active citizenship, and the power of human story. We will open with a short immersion study of the Weimar Republic and reading Brecht, comparing Germany's conditions then with the current US economy and politics. We will then launch an expedition focused on how we can use public policy to address the widening gap between rich and poor in this country. To build background knowledge, students will study the Industrial Era, the US system of government, and basic economics. Students will then choose policy issues to research related to economic inequality (e.g. housing, access to health care and higher education, immigration, and tax law), each ultimately crafting a policy proposal that they will present and defend before a panel of experts. For the second trimester, we will shift to look at the potential power of human stories. Students will work in teams to interview people in the Portland area affected by these same policy issues. They will write oral histories and create original theater that works to bring these stories to life as well as to provoke thinking about the larger social concerns. Finally, in April we will study and travel to Millinocket on Junior Journey in order to experience first-hand a region grappling with its future after losing its central employer: the paper industry. We hope to build an ongoing peer exchange with the region while exploring its natural beauty, joining community development efforts, and listening to different perspectives of those living in the Katahdin region. We hope to close the year with a forum with community members from Portland and Millinocket together addressing our essential questions about finding equity and morality in the face of economic disparity. Throughout, we will also read literature (e.g.: Brecht, Wood, Faulkner, Wright, and Hurston), and focus on close reading and literary analysis. The Junior Humanities program emphasizes a variety of skills, including: researching, reading informational texts, drafting evidence-based claims, writing for a variety of purposes, mastering rhetoric, inferring, synthesizing, and interviewing.
Senior Humanities
This course (four UPs) continues the integrated study of English and social studies. Our focus for the year is leadership. The year will be a rich exploration of the hero’s journey, engaged citizenship, and personal voice.

Trimester 1
As a culmination of four years working toward our school-wide goal of ‘getting smart to do good,’ each CBHS senior will design a Senior Expedition in which they choose and research a social or environmental need and design a “slice of the solution.” As part of Senior Expedition students grapple with a pair of essential questions: What is my passion and how can it meet a need in the world? In social studies, students will research their chosen issue, interview experts and analyze the solutions others have attempted. The product of the research will be an expert paper due at the end of the trimester. In English, students will draft and complete a college application essay. We will explore models of solutionary thinking, and connect with local mentors to deepen our understanding of how positive change is most effectively made. The fall trimester in English will culminate in a new two-day Leadership Launch where seniors pitch their action plans to panels of expert innovators and leaders.

Trimester 2
In English seniors improve our local and global community through their Senior Expedition culminating events, campaigns, and products. In February, seniors will give a Casco Talk to the school: a TED-style talk about their senior expedition journey as a change maker. In social studies students will begin an exploration of the U.S. legal system. We will start with a review of the overall legal system, then move to a more in-depth study of constitutional law.

Trimester 3
In English, students will explore three artistic genres: poetry/spoken word, short story and memoir to develop and revise a publication-quality piece in the genre of their choice to read at our Café Night culmination. In social studies, students will continue their study of the U.S legal system with comprehensive explorations of criminal and civil law. At the end of the trimester, students will write and present their "Final Word" (p 65).

Poetry
During this fall semester course (1 UP), students will analyze, create, and perform a variety of forms of poetry. Some of these forms include haikus, limericks, odes, sonnets, villanelles, and spoken word. The course will feature poets from various historical, cultural, and geographical perspectives. Simultaneously, students will explore sensory description and figurative language while employing these concepts in search of their own voices. Collaboration and peer feedback will be a central feature of the course as one piece will be written in a group. Another area of focus will be performance as students dive into aspects like pace, tone, and gestures. Overall, students will learn the rules of poetry and also how to break the rules while attempting to make sense of the world around them.

I Am from Many Worlds: Literature, Culture & Identity
This intensive, college-preparatory English course is semester-long and worth one UP. We will explore the experience of navigating between cultures, and how geography, race, family, gender, and immigrant status shape perspectives. We will read literature, primarily by writers of color, to understand individual experiences and more universal ones. Our techniques and strategies when reading and discussing will focus on college preparation, e.g. discussion protocols, small presentations and, most importantly, deep analysis that will be expected when you take either an A.P. course or college course.

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

**Advanced Placement (AP) United States History**

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

**Independent Study**

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

**Math**

As Galileo notes, the language of the universe is mathematics. CBHS mathematicians learn this language through rigorous study of the essential concepts and their authentic applications. CBHS mathematicians must master fundamentals but often make use of technological tools to allow for more complex problem-solving and modeling as well as more sophisticated mathematical products. Our math curriculum sequence is designed to facilitate rich connections with our sequence of science courses. As a part of most of our math courses, student also engage in self-paced computer-aided instruction for the purposes of skill-building, remediation and/or acceleration. All math courses are year-long and are worth two UPs.
**Geometry and Probability**
Most ninth-grade students at Casco Bay High School will take this course. The standards and rigor will be differentiated to accommodate the skills and challenges of the students. Students will study similarity through the lens of our first expedition "Build Community" and logic and reasoning in support of our second expedition, "Questions of Conscience". Concepts of geometry will be taught using technology, art, projects and various forms of problem solving. For students looking for additional rigor and in-depth problem-solving opportunities, a Math Lab will be offered during the weekly Academic Support block.

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

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

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

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

**Statistics**
This introductory course in statistics will revolve around case studies such as the issue of fairness in the draft for the Vietnam war, or using probability to prove guilt or innocence in murder trials. Topics will include probability, probability distributions, correlation, linear regression and hypothesis testing. The goal is to prepare students for success in rigorous college statistics programs. CBHS Algebra is a pre-requisite.
Junior-Senior Pre-Calculus
With a dual focus on application and abstract understanding, Pre-Calculus is a high-level math class designed to prepare students for Calculus and to set the foundation for a career in science, technology, engineering, or math. To facilitate deeper learning, we use a model (EL Education's Workshop 2.0) that asks students to grapple with challenging material before receiving direct instruction. The primary topics we will investigate are: functions and function families; roots of polynomial equations; complex numbers; trigonometry; and sequences and series. This course also includes practice and preparation for the math section of the SAT and integrates when appropriate with junior and senior expeditions.

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

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

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

Science
CBHS scientists learn scientific knowledge and processes which enable them to understand how our world does work and could work. All of our science courses have a significant lab component. Each course is year-long and worth two UPs (except Anatomy and Advanced Engineering). Our science sequence meets college expectations and creates possibilities for rich and deep curricular integration, especially with math. The typical sequence is as follows though students may choose to take on two science courses a year as juniors and seniors.

9th – Biology  10th – Physics  11th – Chemistry  12th – Engineering, Anatomy or AP Env.

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.

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

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

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

**Advanced Engineering.**
This course is designed for students who have completed CBHS's Introduction to Engineering. This course uses digital fabrication skills and equipment to design solutions to more complex problems. The course will address topics not addressed in the Introductory course including but not limited to electronics and robotics. The third trimester will involve an in-depth independent project with a strong emphasis on demonstrating all of the steps in the Engineering Design Process with near independence. This course meets during Academic Support (total of 2 hours per week) and earns one full Science UP.

**Introduction to Anatomy**
This course for juniors and seniors provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization; homeostasis and the integumentary, skeletal, muscular, respiratory, circulatory, nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Laboratory work includes dissection of preserved specimens, microscopic study, physiologic experiments, computer simulations, and multimedia presentations. Along with the study of anatomy and physiology, students will learn medical terminology. Upon completion of this course students will earn college credits for Medical Terminology through CMCC. This course meets the equivalent of ¾’s of a typical year-long science course and is worth 1.5 UPs in Science.
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 culminates with the May AP exam.

Special Education
Casco Bay High School welcomes Special Education students! Our faculty is highly skilled at differentiating curriculum and instruction to meet diverse learners’ needs, and our percentage of special education students is reflective of the district; however, we do not currently have the resources to staff self-contained behavioral or academic programs. Many of our freshmen and sophomores with IEP’s do access the courses described below and some may access our Learning Lab for specialized support. Additional academic support is available for juniors and seniors as well (Supported Study), but the focus is less on skill development and more on helping students be successful in core academic classes (and this support is not credit-bearing). Note: In accordance with their IEP, some special education students (with academic achievement at grade level 2-5) may work toward modified course standards in mainstream core courses (e.g.: Foundations in Biology).

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

Math Foundations
This two UPs course is for students with IEP's who need additional support and skill development to meet core math standards. The course focuses on building up math confidence and competence through developing numeracy skills, problem-solving, and lagging skills. Math foundations will include a close study of whole numbers, fractions, decimals, percentages, integer operations, inequalities, linear models, exponents, polynomials, and basic algebra.

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

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

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

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

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

Portland Public Schools' Orchestra
The Deering High School Orchestra combines forces with the Portland High School Orchestra, and qualified students from Casco Bay High School, in a variety of performances and community events. Orchestra is a full-year course. This course provides ensemble and performance opportunities for string players and qualified woodwind, brass, and timpani-percussion players. Class enrollment in good standing qualifies a student to audition for District II and Allstate Honors Orchestra. Membership in Orchestra will require after-school rehearsals and performances. Students in good standing are eligible to participate in Honors-level Orchestra, with additional coursework that may include program annotation, library work, and other assignments.

Instrumental Ensemble and Vocal Ensemble
The ensembles meet weekly before school in the PATHS music studio during the year and are designed for students with some vocal or instrumental experience. Instrumental ensemble will meet regularly to listen to, study, and rehearse instrumental music from various genres. The instructor will work with students to develop individual musicianship, as well as create ensembles based on available instrumentation and experience/ability levels. Improvisation, solos, and student arrangements and compositions will be encouraged and supported. The emphasis will be on developing as an ensemble, playing together, and exploring instrumental music. Vocal ensemble will meet regularly to listen to, study, and rehearse choral music from various genres, including world music, a cappella traditions, rounds, traditional literature, and popular culture. Vocal exercises, improvisation, soloing, and student arrangements will be encouraged and supported. The emphasis will be on developing as an ensemble, singing together, and exploring choral music. Performances will be determined by the ensembles and the instructor. Students who successfully meet course standards in either course will earn .5 UPs in the arts.

Wellness
Wellness at CBHS integrates what is typically offered separately as health and physical education courses. We are committed to cultivating citizens who can forge their particular path
In addition to what’s listed below and what’s offered during intensives, in 2018-19 students may earn .5 UPs in physical education by participating in Ms. Koharian’s after-school fitness offerings in the fall (Couch to 5K) and winter (Personal Fitness). Ripple Effect will also be offering an after-school course in outdoor leadership (1 UP in PE) for 9th and 10th graders in the fall semester and 11th and 12th graders in the spring.

The Freshmen Casco Bay Quest
The Freshmen Quest consists of four days and three nights on Casco Bay focused on kayaking, writing and leadership. As freshmen launch the expedition of high school, they will take stock of who they are and who they want to become - as well as the path between the two. They will get to better know one another, the values of CBHS and the nature of expeditionary work. They will also gain insight into the overarching question for the year: How do you create and sustain community? Freshmen will reside on Cow Island and take day trips to surrounding islands and peninsulas. Organized by crews, students will face rigorous leadership and group challenges both on the island and on the water. Their experience and musings will be recorded in writing through facilitated workshops and solo time. This course is the result of a collaboration between Ripple Effect, The Telling Room and Casco Bay High School and in 2018 is funded primarily by grants from the White Pine Foundation, LL Bean, the Nellie Mae Foundation and the CBHS Parent Advisory Group. Freshmen Quest is worth .5 physical education UPs.

The Senior Casco Bay Quest
Seniors crews will participate in a four day, three-night kayaking or backpacking expedition. The kayakers will use Casco Bay's Cow Island as an embarkation point for an adventure through the surrounding islands and peninsulas; hikers will take to the White Mountains. Beyond developing transferable writing and outdoor skills, the aim of the quest is for seniors to conclude with a deeper sense of who they are and where they want to go. Quest curriculum will connect to both Senior Humanities and Senior Crew, and seniors will begin exploration of their big tasks for the year: the college essay and the senior expedition. Senior crews will face rigorous leadership and group challenges whether on the water or on the trails. Their experience and musings will be recorded in writing through facilitated workshops primarily before and after the Quest. This course is the result of a collaboration between Ripple Effect, The Telling Room and CBHS and in 2018 is funded primarily by grants from the White Pine Foundation, LL Bean, the Nellie Mae Foundation and CBHS Parent Advisory Group. Senior Quest is worth .5 physical education UPs.

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

World Languages
All world language courses at CBHS introduce the student to both the target language and target cultures as they relate to Portland, Maine and the world. Students are expected to use the target language in their classroom interactions, and interpersonal communication is a major focus. Vocabulary and grammar concepts are introduced in context and linked to real life situations. World language courses will focus on speaking, listening, reading, and writing while students gain an appreciation for the power of language as a catalyst for making connections to other people. Through a partnership with USM and the Confucius Institute, we are able to offer
Introductory Chinese and Chinese Two/Three for the 2018-19 school year. All world language courses are year-long and worth two UPs.

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

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

Spanish One and French One
Level one language courses focus on building the foundational skills necessary to become effective communicators in the target languages. Students will be immersed in thematic units structured around concepts of family, self, work, school, and culturally relevant stories and holidays. Students will be expected to use memorized words and phrases to communicate to peers and teachers in the target language in the present tense. (French One will not be offered in 2018-2019 due to low enrollment.)

Spanish Two and French Two
Level two language will build on the skills achieved in level one in order to further the communication and comprehension skills. Classes will be mostly conducted in the target language. It will especially focus on reading comprehension, decoding authentic texts and building vocabulary. Students will learn and be able to use the past and future tenses, initiate a conversation, ask questions, and provide answers to both peers, teachers, and native speakers using simple sentences.

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

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

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

- Aerial Silks
- Black Holes
- Boat-Building
- Filmmaking
- Flash Animation
- Fractal Geometry
- Guitar-Making
- International Dance
- Journalism
- Personal Finance
- Philosophy of Love
- Playwriting
- Pottery
- Robotic Sculpture
- Rocketry
- Snowshoeing
- Songwriting

“*I'm extremely impressed with Casco Bay High School. Your innovative programs and enthusiastic students are making a difference.”*  
~ Joe Foley, Senior Vice President, UNUM

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

Assessment

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

**Formative Assessment** – a range of smaller stakes learning tasks (e.g.: quizzes, teacher observations and journal entries) designed to give teachers and students a sense of where they are on progress towards meeting short-term or long-term learning targets (p 30) in the midst of an instructional unit. The results of formative assessments should help inform students and teachers what to do next in order for students to master the target: *Assessments for Learning.*

**Summative Assessments** – higher stakes learning tasks (e.g.: end of unit tests, final draft essays, culminations) which are designed to measure whether or not students have mastered long-term learning targets or course standards (p 30) once a unit of instruction is complete: *Assessments of Learning.*

CBHS recognizes that *standardized test* scores are often crucial factors in the college admissions process, and we prepare our students to neither undervalue or overvalue their importance. All CBHS students will typically complete the PSAT 9 as freshmen, the PSATS as sophomores and juniors and the SATs and MEA (the state assessment) as juniors. Upperclassmen may also take the Accuplacer, a college placement test used at institutions, such as USM and SMCC.
In April 2018, CBHS juniors' scores on the state assessment again surpassed both state and district averages in each test: reading/writing, math and science. (The state assessment includes the SAT's.) The percentage of CBHS students who met or exceeded the SAT standards surpassed state and district averages by an average of 18%. Between 2008 and 2018, the percentage of CBHS students meeting the standards in reading, writing and science has been about 12% higher than state and district averages – and 7% higher than district averages in math.

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 or other projects; it may involve performances or presentations. The culmination is a type of summative assessment that can demonstrate what has been learned more clearly than just a grade on a report card can. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work from all students. In expeditions, the combination of a high stakes audience, purposeful work, teacher support and focused revision can lead a student to creating professional quality work that even s/he did not think possible. The public sharing is an important way for us to both celebrate work and to hold students and the school accountable to parents and others who care about our school. Recent culminations include the freshmen’s “Bio-Ethics Symposium” for local policymakers, the seniors' museum exhibit “The Arab World: From Subject to Citizen” and Detroit: Inside Stories, a documentary premiere at the Nickelodeon of the juniors' oral histories about the unsung heroes in Detroit’s renaissance. Seniors can design their own culminations as part of the Senior Expedition.

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

~ Bangor Daily News Editorial, March 6, 2014

Casco Bay Family Grading Guide

Our Grading Principles & Practices:

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

**Principle:** Grades should clearly communicate what students know and are able to do in each class.

**Practice:** We report on student mastery of specific skills and concepts within a course (called "course standards"); traits like participation and effort are reported on separately.

**Principle:** Students should have multiple opportunities to show what they know and can do.

**Practice:** We ask students to build a body of work to demonstrate their mastery of each course standard.

**Principle:** Schools should support students in acquiring all of the essential knowledge and skills in a course, versus just a portion of it.

**Practice:** To earn an UP, all of the course standards must be met.

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

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

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

**Principle**: Multilingual students acquire academic English most successfully through integrated language and content instruction. Consequently, English language learners may require access to language-rich content instruction adjusted for their language proficiency. **Practice**: Many courses use language-based learning targets. ELL students are supported to be successful in core classes through Academic English and ELL Supported Study courses.

**Principle**: Regular communication with families about student progress supports deeper learning. **Practice**: We formally report progress 10 times a year through report cards, progress reports, and conferences. Infinite Campus, our on-line grade book, is updated frequently by teachers and is always open to parents. All 9 and 10 courses and 9-12 crews have a Google Classroom which students and parents can access for updated information on courses and assignments.

**Principle**: Learning cannot be averaged: students need time to practice and learn from mistakes. **Practice**: We determine trimester grades based on trends, and take more recent performance into account. Trimester grades reflect a student’s current level of achievement.

**Grading Language and Scale**

**Course Standards**: Each CBHS course is built around six to twelve course standards. A course standard is a description of concepts or skills that can be achieved during a particular course; they represent the essential things students must know or be able to do in that course. Teachers have derived CBHS course standards from the Common Core, the national standards in math and literacy, as well as PPS graduation standards and the Maine State Learning Results. PPS graduation standards are a type of course standard deemed essential by Portland educators (and often national standards) that must be met at least once before graduation. Report cards communicate a student’s achievement level of assessed course standards.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>For an overall course grade on a report card this means….</th>
<th>On a classroom assignment this means…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does Not Meet the Standard</td>
<td>A student’s body of work has not met the majority of the standards assessed. <em>This is not a passing grade and does not earn a Unit of Proficiency (an UP)</em></td>
<td>A student's work does not demonstrate substantive progress towards meeting the standard or criteria of a given assessment by an established deadline. This may mean that a student has not met the majority of performance indicators or criteria for that assessment, or a student has not made an attempt to meet criteria. <em>This is not a passing grade.</em></td>
</tr>
<tr>
<td>2</td>
<td>Approaching the Standard</td>
<td>A student’s body of work has met a majority of the standards assessed, but has just partially met several of them. <em>This grade does not earn an UP.</em></td>
<td>A student's work demonstrates a substantive attempt to meet the standards of a given assessment by the established deadline, but needs more time to achieve competency and meet all the criteria for the assessment. <em>This is not a passing grade.</em></td>
</tr>
<tr>
<td>2+</td>
<td>Very Close to Meeting the Standard</td>
<td>A student has either met all the standards assessed but one, or it means that with continued, steady practice and growth, the student can meet all course standards by year’s end. <em>This grade does not earn an UP.</em></td>
<td>A student's work is very close to meeting the standard. <em>This is not a passing grade</em>, but it lets the student know s/he does not have far to go before meeting the standards being assessed.</td>
</tr>
<tr>
<td>3</td>
<td>Meets the Standard</td>
<td>The student has met (earned a 3) on each and every one of the course standards assessed during the trimester. This does <em>not</em> mean that a student has to pass each and every assessment, but his/her body of work demonstrates competency in each of the assessed standards. <em>At the end of a trimester, this grade earns an UP.</em></td>
<td>A student's work fundamentally and competently meets the standard(s) being assessed. <em>All</em> of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work. <em>This is a passing grade.</em></td>
</tr>
<tr>
<td>3.25 to 3.5</td>
<td>Exceeds the Standard</td>
<td>See “Between 3 and 4,” below.</td>
<td></td>
</tr>
<tr>
<td>3.75 to 4</td>
<td>Exceeds the Standard, With Honors</td>
<td>A student’s work has consistently and/or lately Exceeded the Standard in each and every course standard assessed up to that point. <em>This grade earns an UP and an “Honors” designation.</em></td>
<td>The student’s work goes substantially above and beyond the course standards in quality and rigor. Sometimes, a student will have to opt to complete a particular task(s) or prompt(s), not required of all, in order to be eligible for an Exceeds. <em>All or Most All</em> of the criteria for Exceeds the Standard (e.g., in the rubric) are demonstrated in the work. <em>These are the highest grades possible.</em></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Habits of Work & Learning (HOWL)
Habits of work and learning (HOWLs) delineate habits and skills that, when regularly practiced, promote students’ academic growth and success in high school and beyond. The high schools in Portland will each teach, assess and provide feedback on two common, vital HOWL standards: preparedness and engagement. Each school may also utilize additional HOWL standards to promote reflection and learning. Quality Habits of Work & Learning are an essential part of students’ Pathways to Success. Students receive a separate HOWL grade in each course. There is a clear correlation between quality HOWL, academic achievement and learning. The better one’s Habits of Work & Learning, the more s/he will achieve and learn. Habits of Work & Learning are grounded in elements of the Pathways to Success, such as “Be Accountable” and “Pursue Personal Best.” HOWL is regularly assessed in each course and each marking period, using the same grading scale (1-4). There is a HOWL Honor Roll for all students who earn a 3 or higher for a HOWL grade in every class and a HOWL High Honor Roll for students with a HOWL average of 3.75 or higher across their courses. “HOWL Students of the Week” are recognized at School Meeting.

To Earn a HOWL of 3, Do the Big 3.
Students must consistently (about 80% of the time):
1) Complete homework.
2) Meet deadlines.
3) Participate effectively in class activities (includes regular, on time attendance).

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

A student with a HOWL of “3” cannot receive a trimester grade of 1 or 2. At the end of the trimester, a student with a HOWL of 3 or higher who has not met standards will receive an Incomplete. This means that the student will be granted additional support and time, two weeks, to meet remaining standards. If a student has a HOWL grade lower than 3 and is not meeting academic standards, the student will receive a 1 or 2 on the report card and may not have the opportunity to make up standards for the course until Frost School, Mud School, Pre-Summer School or Summer School. (See the “Student Services” section (p 50) for details.)

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

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

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

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

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

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

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

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

Family Involvement

In a spring 2015 district parent survey, 91% of CBHS parents surveyed would recommend CBHS to a “family considering other Portland area educational options.” The district average on this same question was 72%. In the spring 2017 survey, 70% of parents rated CBHS a “10 out of 10;” the district average on this question was 48%.

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

| ...creating an effective learning environment at home | • Set a schedule and structure to support your teenager’s study, completion of homework, and meeting of standards.  
• Enact reasonable limits on screen time and engage your teenager in other educational activities. Keep books and other reading material in your home.  
• Set aside a reading time each day.  
• Let your child see that you are committed to lifelong learning. |
| --- | --- |
| ...learning about and supporting our school’s values and programs | • Allow your teenager to participate in fieldwork and extended trips.  
• Be familiar with this handbook, the Parent Field Guide and the school web site.  
• Attend school events and parent meetings as you are able.  
• Join our parent e-mail list (e-mail kiersd@portlandschools.org), so you can receive weekly CBHS news and updates.  
• Let a Portland friend or neighbor know about CBHS and EL Education. |
| ...staying informed about your child’s progress | • Attend your child’s student-parent-teacher conferences.  
• Attend events where your child’s work is publicly exhibited.  
• If possible, use online resources to stay informed, such as Infinite Campus and Google Classroom.  
• Read teacher communications and respond promptly when asked for input. |
## Volunteer Opportunities

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

<table>
<thead>
<tr>
<th>School Projects</th>
<th>Parents at our school may lead or help with volunteer projects ranging from school beautification to governance. Parent contribution is key to our school’s success. Please contact Principal Derek Pierce if you are interested in learning more.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom/Library/Tutoring Help</td>
<td>If you would like to help out in the library, please contact Leslie Appelbaum (<a href="mailto:appell@portlandschools.org">appell@portlandschools.org</a>). To tutor in our Make It Happen program, please contact Karen Knox (<a href="mailto:knoxk@portlandschools.org">knoxk@portlandschools.org</a>)</td>
</tr>
<tr>
<td>Fieldwork</td>
<td>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.</td>
</tr>
<tr>
<td>Crew Parent/Hospitality</td>
<td>Each crew has a designated parent who works with the crew advisor to contact or organize the crew families when appropriate. Contact your child's advisor for details. Additionally, parents are sometimes asked to support events by providing food, drink, or related supplies.</td>
</tr>
<tr>
<td>Professional Services/Expertise</td>
<td>Oftentimes, a parent’s special skill, expertise, experience, hobby, etc., can be brought into the classroom or contribute to an expedition. Examples of classroom contributions include a nurse’s aide providing feedback on a student's health care presentation, an artist hosting a junior intern, a recent immigrant discussing their native culture or a veteran serving on Vietnam panel. Please contact Derek Pierce if you have a service or expertise that you are willing to share.</td>
</tr>
</tbody>
</table>
| Parent Advisory Group | The Parent Advisory Group (PAG) meets monthly with the principal and is open to any interested parent. The purposes of the Parent Advisory Group are:  
  - To advise the principal on select issues.  
  - To facilitate communication between the school and the parent body (and the broader community).  
  - To promote parent involvement at Casco Bay High School.  
  - To lead efforts to appreciate CBHS staff.  
  - To provide feedback on governance proposals.  
  - To assist with fundraising and securing resources that will improve teaching and learning.  
  - To support one another as parents of teens.  
  
  Meetings are held the second Tuesday or Thursday of the month from 5:30-7:00pm. Please contact PAG chair Sarah Compton (compton207@gmail.com) for more information or visit the Parent Advisory Group section of the CBHS website (under “For Parents”). |

## Parent Information

### Communication Between Parents and CBHS Staff

CBHS staff will strive to respond to parent communications (e-mails or phone calls) within 48 hours - and absolutely within a week. Even if the staff member does not have a concrete answer to the question, the staff member will respond with a communication, such as, “I received your message. Thanks. I don’t have an answer to your request yet, but I will get back to you by ____ with more information.” If multiple teachers are cc’d on a communication (and it is not otherwise obvious), the student’s crew advisor will be the lead respondent.

*Expectations for Outreach to Parents from Crew Advisors*

- **For All Advisees** – at least 2 times a year for conferences, and periodic e-mail and phone calls when necessary for school or student issues/news.
- **For All Advisees With a 504, RTI or IEP** - follow-through on whatever the advisor’s written role about parent communication may be.
- **For An Advisee in Crisis/Transition** – weekly or more frequent communication as warranted until the situation stabilizes.
• For a Consistently High Need Student and/or Highly Concerned Parent – a weekly e-mail/phone call OR a face to face meeting every two weeks.

**Early Release Days**
On Early Release Wednesdays during the 2018-19 school year (9/26/18 -5/29/18), the student day will begin at 8:00am and end at 1:30. Additionally, on the following Wednesdays, PPS high school students will be dismissed at 11:30 am to allow for staff development: 10/3, 11/14, 12/12, 1/9, 2/13, 3/13, 4/3 and 5/8.

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

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

**School Cancellation or Delay**
In the event of emergency or weather-related school delay, cancellation, or early closing, announcements are made on the district website and via robocall as well as on local radio and TV stations. School delays or cancellations are announced around 6:00 am. Early school closings may require announcements during the school day.

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

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

***

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

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

**Edutopia on Casco Bay High School**

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

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

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

Source: [http://www.edutopia.org/maine-project-learning-school-strengths](http://www.edutopia.org/maine-project-learning-school-strengths)

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

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

A Days = Blocks 1, 2, 3  
B Days = Blocks 4, 5, 6

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
</tr>
</thead>
</table>
| Block 1/4: 8:00 – 9:26  
Crew: 9:30 – 10:00  
Block 2/5: 10:04 – 11:30  
Lunch: 11:30 – 12:00  
Team Support: 12:04 – 1:00  
Block 3/6: 1:04 – 2:30 | Block 1/4: 8:00 – 9:28  
Block 2/5: 9:32 – 11:00  
Crew: 11:04 – 11:34  
Lunch: 11:34 – 12:04  
Academic Support: 12:08 – 12:58  
Block 3/6: 1:02 – 2:30 |
| **WEDNESDAY (1:30 Release) 9/27/17-5/30/18** | **WEDNESDAY (2:30 Release) September & June** |
| Block 1/4: 8:00 – 9:20  
Block 2/5: 9:24 – 10:44  
Crew Lunch: 10:44 – 11:17  
School Meeting: 11:21 – 12:06  
Block 3/6: 12:10 – 1:30 | Block 1/4: 8:00 – 9:34  
Block 2/5: 9:38 – 11:12  
Crew Lunch: 11:12 – 11:45  
School Meeting: 11:49 – 12:52  
Block 3/6: 12:56 – 2:30 |
| **THURSDAY** | **FRIDAY** |
| Block 1/4: 8:00 – 9:24  
Block 2/4: 9:28 – 10:52  
Lunch: 10:52 – 11:22  
Academic Support: 11:26 – 12:28  
Block 3/6: 12:32 – 1:56  
Crew: 2:00-2:30 | Block 1/4: 8:00 – 9:23  
Block 2/5: 9:27 – 10:50  
X Block: 10:54 – 11:34  
Lunch: 11:34 – 12:02  
Block 3/6: 12:06-1:29  
Crew: 1:33-2:30 |

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

**Staff Directory**

**Leslie Appelbaum**, *Humanities (English) and Literacy Coach* (appell@portlandschools.org) - BA from Bowdoin; MA from Iowa
Ms. Appelbaum has taught in schools from Waynflete to Portland Adult Ed. Ms. Appelbaum teaches 9th and 10th Exceeds Reading, AP English and "I am from Many Worlds". She also oversees the CBHS library. In 2018, she received her National Board certification and won the Golden Apple Award.

**Ten 2018-19 Casco Bay staff members have received state or national awards for excellence as educators.**

**Becky Bell**, *Nurse* (bellre@portlandschools.org) – BS and MSN from St. Joseph's
Ms. Bell has served with distinction in numerous healthcare capacities, from school nurse to a teacher of nurses. A board certified holistic nurse and statewide leader, Becky's interpersonal and clinical excellence includes expertise in stress management and nutrition. Her hobbies range from singing to rowing.
Matt Bernstein, Humanities (Social Studies) (bernsm@portlandschools.org) - BA from Bowdoin
Mr. Bernstein student taught at CBHS and will now be starting his fifth year with us, again teaching Humanities One. He has also taught 9th and 10th grade social studies at the Greene School, an EL Education school in West Greenwich, RI. Mr. Bernstein’s precocious wisdom matches his exuberance.

David Burke, Math (burked@portlandschools.org) - BA from St. Lawrence; MA from UVM
Mr. Burke was inducted in 2009 into the Sea Dogs’ Maine Teachers’ Hall of Fame. He joined us from Poland Regional High School, where he was also a founding teacher. His interests range from ukulele to sudoku. At CBHS, Mr. Burke is the originator of both the cardboard boat race and Junior Journey.

Maya Burns, English (burnsm@portlandschools.org) - BA from U. Michigan and M Ed from Hunter
Ms. Burns joins us this year to teach 10th Grade Humanities (English) with Mr. Croft. For three years at Glenwood Springs (CO) High School, she taught English, history, crew and journalism. Prior to that, she taught for three years at the Brooklyn Expeditionary Learning School for Collaborative Studies.

Stewart Croft, Humanities (Soc. Studies) (crofts@portlandschools.org) - BS from Univ. of Arizona
Mr. Croft will teach the social studies component in Humanities Two though he is certified in English as well. Before teaching at Casco Bay, Mr. Croft taught at a school remarkably similar to CBHS in Arizona, Tuscon's City High School. Mr. Croft gravitated to teaching after a career as a professional musician.

“IT's the most amazing school. The support my children have gotten with scholastics and personal attention is profound. I always highly recommend CBHS to people and always will. I wish I had all the opportunities when I was in high school that Casco Bay provides for their students. And the teachers are top notch educators and truly care about their students.”

~ CBHS Parent, Spring 2017 District Survey

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

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

Stephanie Doane, Humanities (Soc. Studies) (doanes@portlandschools.org) - BA from VPI; MS from USM
Ms. Doane’s passion for history is boundless! She returned to CBHS after a sabbatical doing curriculum development for a national company. Ms. Doane formerly taught at Deering where she also was up until recently the Girls’ Varsity Tennis Coach. She will teach Senior Humanities and AP US History this fall.

Suzanne Dodson, ELL (dod sos@portlandschools.org) - BA from Colby; MA from NYU
Ms. Dodson taught in Ithaca, Old Orchard Beach and at Deering before joining CBHS. At DHS, she was the ELL department chair as well as the advisor to the Photography Club and Students Without Borders. This year, Ms. Dodson will teach Academic English One and Two and lead a freshmen crew.

Kyara Dorvee, French (dorvek@portlandschools.org) - BA from Berkeley (CA)
Ms. Dorvee's love of language and culture was sparked during her time as a (stellar) student at Casco Bay High School (Class of 2011). Now she strives to do the same for her French students. This fall, Ms. Dorvee will once again serve as our Transformational Learning Coordinator.

Stephanie Doyle, College & Career Transition Coordinator (doyles@portlandschools.org) – BS from Ithaca; MA from Goddard
Ms. Doyle assists our students, especially seniors, with developing and enacting plans for life after CBHS. Ms. Doyle's counseling experience encompasses work at Portland High, Fair Harbor Shelter and the Center for Grieving Children. She returns to CBHS this fall after a year in Costa Rica with her family.
Mark Ford, Humanities (Soc. Studies) (fordm@portlandschools.org) – BA from U. of Utah; MA from St. John's College
Originally from Bangor, Mr. Ford has taught in Taiwan, Texas and at Portland High. He will be teaching Humanities Three this year as well as serving as our Model UN advisor. Mr. Ford is passionate about philosophy and politics, as well as being a practicing artist and photographer.

Sarah Furman*, Social Worker (furmas@portlandschools.org) - BA from Bates and MSW from BC
Ms. Furman has run her own private psychotherapy practice for adolescents, adults and families for over the last decade as well as having eight years practicing in school settings, from day treatment settings to high school. Most recently, Sarah has been the school social worker at Mt. Ararat High School.

Heather Giese, Special Education (gieseh@portlandschools.org) -BA from UNH; MA from UVM
Ms. Giese begins her fifth year at CBHS this fall after launching her career in Vermont. Ms. Giese is an experienced running coach and outdoor leader; she also co-directs our intensives program. She joins Team 10 and 11 this year and will lead a junior crew.

Mallory Haar, ELL (haarma@portlandschools.org) - BA from Hollins; MA at USM
Ms. Haar launched our after-school ELL program and also served as an intern with Ms. McCray. Ms. Haar earned National Board certification in 2018 and is as skilled at teaching adults as students. Before relocating to Maine, Ms. Haar was a Creative Arts Specialist in St Paul Public Schools (MN).

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

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

Elizabeth Hampton* – High School Completion Coordinator (hampte@portlandschools.org) – BA from Christopher Newport University; MA from Radford University
Ms. Hampton relocated to Maine after eleven years as a counselor in Virginia. Elizabeth was also on the clinical faculty at William and Mary as a supervisor of aspiring counselors. Her past supervisor urged us to "stop your search and hire Ms. Hampton immediately." We were wise to listen.

Deb Kierstead, Administrative Assistant (kiersd@portlandschools.org)
Last year Ms. Kierstead was named Maine’s school secretary of the year. She has been vital to Casco Bay’s success since our beginning. Ms. Kierstead has worked in both Portland and South Portland schools. Most years, Ms. Kierstead ascends Mt. Katahdin, hosts a mammoth lobster bake and attends a Broadway show.

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

Jacque Kutvirt, Science (kutvij@portlandschools.org) - BA from Macalester and MA from USM
Ms. Kutvirt will be our chemistry teacher this year after interning with Ms. Teller last year. Ms. Kutvirt is a Knowles Teaching Fellow, a national program of support for exceptional new teachers. Ms. Kutvirt has previously taught at Baxter and run a service-learning program in Mexico for first-gen college students.

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

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

**Silas Lunetta, Special Education School Liaison** (lunets@portlandschools.org) – BS and BA from UMF
Mr. Lunetta worked at the Crotched Mountain School and interned with Mr. Murray before joining our faculty full-time. Mr. Lunetta has led several philosophy intensives and coaches CBHS's ultimate frisbee team, the Black Mambas. This year, Mr. Lunetta will oversee our special education services and the Learning Lab.

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

**Sarai Manyiel*, English and ELL** (manyis@portlandschools.org) - BA from Ariz. State U and MA from USM
After stints at Deering and Moore, Ms. Manyiel will be teaching Poetry, Academic Language Two and “I Am from Many Worlds” in her first year at CBHS. Ms. Manyiel has lived in Sudan and Egypt and traveled to Mexico, Portugal, Togo, South Africa, and the Ivory Coast. She can speak both Arabic and Dinka.

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

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

**Albert Morales, English** (morala@portlandschools.org) - BA from Boston College
After a sabbatical in Nicaragua several years ago, Mr. Morales returned to CBHS to teach Humanities One (English) - and coach Ultimate Frisbee. His career includes successful stints teaching English and Spanish at a start-up NYC high school, a Boston charter middle school, and more recently, Deering.

**Kevin Murray, Special Education** (murrak@portlandschools.org) - BA from Puget Sound; MS from USM
Mr. Murray came to CBHS after five years as a top special educator at Poland Regional High School. His passions range from fitness and student leadership development to meditation and bad jokes. This year, Mr. Murray will be working primarily with Teams 9 & 12.

**Priya Natarajan, Math** (natarp@portlandschools.org) - BS from Ohio U; MA from Harvard and MIT
Ms. Natarajan was a math teacher and department head at Deering for 12 years before coming to CBHS. Prior to that, she was a founding teacher at Boston Arts Academy. Last year, she was one of two state math teachers of the year. Ms. Natarajan will be teaching sophomores and USM Calculus and Statistics this year.

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

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

**Annemarie Orth* – Spanish** (ortha@portlandschools.org) – BA from Tufts; Ed. M from Harvard
Ms. Orth came to Casco Bay after thirteen wonderful years at King. Ms. Orth’s vast expertise includes leading (traveling) learning expeditions, directing Outward Bound courses, technical rock-climbing and singing. When she’s not teaching at Casco Bay, Annemarie will be coaching district language teachers.

**Derek Pierce, Principal** (piercd@portlandschools.org) - BA from Brown; Ed. M from Harvard
Mr. Pierce is the proud, founding principal of CBHS and was formerly the principal at Poland Regional High
School. He has taught English, theater and American Studies in schools from Los Angeles to Gorham. He has lived in Portland with his family since 1993. He remains, some say tragically, a Mets fan.

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

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

> "Just about every time I talk about Violet's college experience, I first have to explain the solid, kind, clear-headed, just and empowering foundation she built at CBHS. She has stepped up because her feet were firmly planted on solid ground with many champions around her to assure and boost her.” ~ Four Hewes, Alumni Parent

**CC Robinson*, Humanities (English)** (robinc@portlandschools.org) - BA from Yale; MA from Middlebury
Ms. Robinson will teach Senior Humanities (English) this fall. Ms. Robinson has had a distinguished career which includes teaching English at Phillips Andover Academy, Deerfield, El Puente Academy for Peace and Justice and Gorham High School. She received her National Board Certification last year.

**Scott Shibles, Director of Student Life** (shibls@portlandschools.org) - BS from Castleton; Ed. M from UMO
Prior to being our first wellness teacher, Mr. Shibles was the long-time athletic director at Deering. Mr. Shibles has created our outdoor education program, including annual winter camping and rafting expeditions. In addition to serving as Director of Student Life, Mr. Shibles oversees our intensives program with Ms. Giese.

**Brooke Teller, Science** (telleb@portlandschools.org) - BA from Smith College; MS from Central CT State
Ms. Teller was the 2017 Cumberland County Teacher of the Year. She has taught chemistry for over twenty years, eleven at CBHS. Her passions range from crafts to squash. Ms. Teller's will be on sabbatical for the 2018-19 school year supporting science education in Portland’s elementary schools.

**Sarah Welch, English** (welchs@portlandschools.org) - BA and MA from USM
Ms. Welch joined us after ten years at Deering, the last five as department chair. She has taught the full gamut of English courses and launched our “Poetry Out Loud” program. Ms. Welch has also taught at Cheverus and South Portland. For the 2018-19 school year, Ms. Welch will be on leave.

**Stacey Woidt, Science** (woidts@portlandschools.org) - BS from Boston U; MA from Boise State and Northwest Nazarene
A trained engineer, Ms. Woidt joined us after an acclaimed tenure teaching math and science at Nampa High School in Idaho where she advised NHS and assisted with the Robotics program. Once she returns from maternity leave (November 20th), Ms. Woidt will again be on the sophomore team, teaching Physics.

***

Other PPS part-time staff include: Daniel Stokes (technology support), Shufang Liao (Chinese) and Maryanne O’Hare (speech and language).

*denotes part-time faculty and staff at CBHS for 18-19

---

*Casco Bay High School “has produced superior results for less [money].”*

~ The Portland Press Herald, lead editorial, May 8, 2009
In spring 2013, CBHS parents solicited feedback from fellow parents to describe our faculty. The following “Word Cloud” was the result:
Academic Procedures

Academic Credit and Honors

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

College Grades
Students who successfully complete a college course may receive both high school UPs and college credit. To earn high school UPs, a student must submit the college course grade to a guidance counselor. Only college grades submitted to CBHS will appear on a CBHS transcript; these grades will not be counted in a student’s CBHS grade point average. A student may also choose not to submit a completed college course grade to CBHS; as a consequence, the student will not receive high school UPs for the course (nor should it be referenced in any college applications). The student should be aware that any college course grade(s) is a permanent part of their transcript for that college.

Honor Roll and High Honor Roll
Meeting the Standards in a course is a significant accomplishment. Although a direct translation to a non-standards-based grading system is not possible or advisable, the GPA translation of 3.0 fairly reflects our rigor. All students who Meet the Standards in all of their classes by the final day of the trimester – while attempting at least five courses (excluding crew) – will be recognized for achieving Honor Roll have a GPA of at least 3.0. Students who receive an INC are also eligible for Honor Roll if they earn a 3 or higher within two weeks of trimester’s end. Students with a GPA of 3.75 or higher for a trimester achieve the High Honor Roll. There are parallel requirements for the HOWL Honor Roll and HOWL High Honor Roll. (See p 32.)

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

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

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

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

Beginning with the Class of 2021, the following will be the minimum NHS requirements for scholarship and character:

• Honor Roll for 8 or more trimesters and at least twice junior (or senior) year. Met the standards in each and every course taken at CBHS (including common block courses).
• Achievement with “Honors” (3.75 or higher as a course grade, an “A” in a college course, 96 or higher from a HS transfer Honors course) at least 25 times – not including Intensives.
• HOW Honor Roll for 6 or more trimesters and at least once junior (or senior) year.
• No suspensions in the last year and no more than one suspension.
• 20 hours of documented service to the school (e.g.: tutoring)

Seal of Biliteracy
The is awarded to PPS students who have demonstrated proficiency in English and another world language. Proficiency in English is typically met through the completion of high school graduation requirements. Proficiency in another language is demonstrated by scoring at an Intermediate Level 1 or higher in all domains on the ACTFL standards. For Arabic and Chinese, a score of Novice Level 4 or higher is required.

Graduation Honors
The following academic honors will be noted in the graduation program and announced at the Senior Awards Assembly: STEM Endorsement, Seal of Bi-Literacy, National Honor Society, Cum Laude, Magna Cum Laude and Summa Cum Laude. To qualify for Latin honors, seniors, beginning with the Class of 2019, must meet the following criteria.

<table>
<thead>
<tr>
<th></th>
<th>CBHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.25 GPA</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.5 GPA</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>3.75 GPA</td>
</tr>
</tbody>
</table>

Membership will be determined after the winter trimester grades, but it will not be official until graduation.

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

• H= “With Honors” (See section “With Honors” above.)
• *= A student met course standards, but not in the typical time frame due to inadequate Habits of Work and Learning.

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

1. Late work will not be accepted for daily formative assessments (p 28) such as reading quizzes (excused absences exempted). Students will receive a HOWL grade of “1.”*  
2. If a student has missed a formative assessment, he/she can arrange to turn in the missing work and potentially receive feedback from the teacher at a pre-arranged BK 7. If the work is acceptable, the teacher can move the HOWL grade from “1” to “2” (a grade of “3” is not possible).  
3. Late work will not be accepted for summative assessments (p 28).* However, a student can request to make up the summative assessment by turning in a “Summative Assessment Extension Request Form.”  
   a) The student and teacher will conference to determine the new deadline and the body of work required to demonstrate readiness (which will likely include many of the daily, formative assessments that might have been missed earlier).  
   b) After the new due date and required work is added to the Extension Request Form, the student will then have the form signed by their parent/guardian, as well as their crew advisor.  
   c) The student must then hand in the work and the form on the date specified in the Request Form.  
   d) Students will be allowed one extension form per course per trimester, subject to teacher approval – and NEVER for an expedition culmination (for example: Africa Rising, the Public Policy symposium, Final Word).  
   e) Students who fail to complete the Extension Request Form will only be able to make up that assessment in frost/mud/summer school - if otherwise eligible.  
4. Students who fail to meet the extension deadline or who miss more than the allotted summative assessment extensions in the course must attend CBHS frost, mud or summer school for another opportunity to make up the standard(s) associated with the missed assessment, if eligible.*  

* Students who have IEPs, 504s, RTIs, MET plans (for ELL students) may have mandated plans which allow for use of additional Summative Assessment Extension forms, without penalty.

**Revision**

Before any summative assessment, a teacher will let students know whether a summative assessment is primarily a skills-based assessment (e.g.: a paper or a lab) or a content-based assessment (e.g.: an on-demand SS or science test).  

Once any summative assessment is returned, for students who did not meet the standard, there is a two-week revision window for qualifying students. The window opens when the student receives the work back. Qualifying students either:  
1. Have a HOWL of at least 3 OR  
2. Meet teacher expectations for a HOWL of 3 on that assessment during the revision window.  

Any qualifying student is allowed 1 revision opportunity (minimum) during the revision period. Multiple revision opportunities are not guaranteed. Any student who thinks they need more than the teacher feedback on the returned work in order to improve their work to “meets” should make an appointment to meet with their teacher for further guidance during Acad or BK 7. Any standards not met at the end of that 2-week revision period needs to be met through a subsequent summative assessment or, as relevant, Frost School, Mud School or Summer School.
Skills-Based Summative Assessment *(e.g. a research paper or lab)*

<table>
<thead>
<tr>
<th>HOWL Grade</th>
<th>Revision Opportunities</th>
<th>Opportunity to Revise to Earn an Exceeds Grade (receiving a grade of 3.25, 3.5, 3.75, 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOWL - 2</td>
<td>None - <em>Unless</em> student first meets teacher’s expectations for a HOWL of 3 on that assessment]</td>
<td>Yes, if stipulations to the left are met.</td>
</tr>
<tr>
<td>HOWL - 3 (or higher)</td>
<td>1 Revision Opportunity (minimum and possibly maximum)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Content- Based Summative Assessment *(e.g. a test or quiz, usually on demand)*

<table>
<thead>
<tr>
<th>Grade on Returned Work</th>
<th>Revision Opportunities</th>
<th>Opportunity to Revise to Earn an Exceeds Grade (receiving a grade of 3.25, 3.5, 3.75, 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Test - 2+ or 2 HOWL - 2</td>
<td>None - <em>Unless</em> student first meets teacher’s expectations for a HOWL of 3 on that assessment</td>
<td>No (highest grade possible is a “3”)</td>
</tr>
<tr>
<td>Content Test - 2+ or 2 HOWL - 3 (or higher)</td>
<td>1 Revision Opportunity (minimum and possibly maximum)</td>
<td>No (highest grade possible is a “3”)</td>
</tr>
<tr>
<td>Content Test - 3 or higher</td>
<td>None</td>
<td>No</td>
</tr>
</tbody>
</table>

**Reporting of Grades**

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

1. **Half Way through the Trimester: Progress Report**
   Each student receives a progress report that includes an overall grade for each course. In the winter, this is replaced by a conference report.

2. **Two Weeks Before the End of the Trimester: Danger of Not Meeting the Standards Report**
   Any student in danger of not passing one or more courses will receive this one-page report.

3. **Near the End of the (Fall and Winter) Trimester: Student-Led Conferences**
   Students will present to their parents and crew advisor about their current level of achievement. Conference participants will review progress, strengths, and needs – and establish steps for moving forward.

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

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

**Working Ethically Means…**

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

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

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

**Attendance**

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

(Planned) Absence Form

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

Absences and Course Credit

School Board policy limits absences per course. A student who is absent for ten days or more in full-year courses may jeopardize UPs toward graduation requirements. A parent can request a waiver of the attendance policy. This request must be in writing and submitted to administration. Administrators shall have the right to use discretion in cases of:

- long-term illness – an illness that results in more than three days of absences may be waived with medical documentation. The first three days will count towards the nine allowable days; the days thereafter may be waived. Chronic illness (such as migraines) may also result in waivers with medical documentation.
- accident or other unusual circumstances.

Tardiness

Students are expected to be in class at the designated time. Students arriving late miss learning and cause disruptions to the educational environment.

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

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

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

**Co-Curriculars at Casco Bay**
Casco Bay High School offers a growing slate of co-curriculars on our campus. Our offerings currently include: Musical Theater, Mock Trial, Drama, House Band, Math Team, the A-Z Alliance, Ultimate Frisbee, Improv, One Act Play Competition, Yearbook, Model UN, DIY Club, Science Bowl, Interact (Volunteer) Club, Green Team, Student Union, the Ukulele Club and many more. Most all students participate in at least one co-curricular each week – from Dance to Literary Magazine – during our Friday X Block (p 37). In addition, there are numerous opportunities for students to serve their school through groups such as the Prom Committee, the Junior Journey Leadership Team, Peer Tutors, the Civil Rights Team, the Student Ambassadors and the School Cabinet. Students may propose launching a new club or group. See Mr. Pierce for a proposal form.

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

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

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

Students must be passing the minimum load of classes to be academically eligible to participate in athletic or co-curricular activities. **Casco Bay High School students must take and pass five academic classes per trimester, excluding Crew.** Eligibility and progress will be checked approximately once a month. When a grade check occurs while a trimester is still in progress, a student with a 2+ in a course and a HOWL of at least 3 will have this grade count positively towards his/her eligibility. A schedule of check-in dates will be determined annually. A student must be academically eligible on the first day of the activity in order to begin participating. For 10th through 12th graders, eligibility for activities which begin in the fall will be determined by grades checked the previous June. Please note that a student’s 504 or IEP does not alter eligibility requirements.

**Academic Ineligibility Process**

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

b. If a student continues to be ineligible at the end of the three-week Academic Probationary period, he/she will be placed on Level 1 Academic Ineligibility for an additional three weeks. During this time the student cannot participate in any practice, games, scrimmages, competitions, tournaments, exhibition games, and/or other team/club activities. The student will not be allowed to travel with the team/club. The student is required to develop a specific plan to become academically eligible which includes a minimum of four extra hours a week and must provide a copy of the plan to the Athletic/Co-Curricular Administrator.

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

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

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

**Student Services**

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

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

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

**Lunch and Snacks**
CBHS students are offered the same school lunch menu as other students in the district. Limited breakfast, snack, a la carte, salad bar and drink options are available to students. When the weather is appropriate and there is teacher supervision, students may eat outside in the front field.
or by the greenhouse. Otherwise, students eat inside, on the 2nd floor. Juniors and seniors may eat off-campus with permission. (See p 60.)

**Frost and Mud Season School**

As part of our commitment to do whatever it reasonably takes to help students meet rigorous, vital standards, we offer Frost School in December and Mud School in late March for eligible students to meet any remaining course standards - and earn credit - in a course (or two) from the first or second trimester, respectively. Students in grades 9-12 are eligible for Frost School and Mud School, only if invited by a teacher, typically because of an “I” or a “2+” as an overall course grade at the end of a trimester, indicating that a student is close to meeting course standards, but has not yet done so. Barring exceptional circumstances, students will be limited to attempting to meet standards in no more than two courses during that time frame. These opportunities are free for students with a HOWL of “3” or an “I.” Since ample opportunities and time and help are offered within the trimester to meet the standards, eligible students who did not earn a HOWL of 3 will have to pay to participate: $25 per course. (Free and reduced lunch students will pay $5 per course.) **Frost School and Mud Season School** are the **ONLY** times for eligible students to make up remaining standards from Trimester One and Trimester Two (excluding seniors who complete graduation contracts).

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

Portland Public Schools offers summer school courses in English, math, social studies and science. The courses run weekdays in July at a cost of approximately $100 per course ($50 for free lunch students). In addition, CBHS has offered summer courses available to all students for either enrichment or remediation. 2018 summer offerings included science electives in Astronomy and GIS as well as a Math Workshop. Finally, CBHS offers six-hour Summer Standards Intensives in late June for students to complete remaining standards from the spring trimester (only). As with Frost and Mud School, students in grades 9-12 are eligible only if invited by a teacher, typically because of an “I” or a “2+” as an overall course grade at the end of the spring trimester, indicating that a student is close to meeting course standards, but has not yet done so. The intensive will provide individualized support for students as they complete remaining standards. Once students successfully complete their remaining standards, their intensive is finished. Students may sign up for one, two or three Standards Intensives. Students must provide their own lunch (if relevant) and transportation. Since ample opportunities and time and help are offered within the trimester to meet the standards, eligible students who did not earn a “HOWL” of 3, will have to pay to participate: $25 per course. (Free or reduced lunch students will pay $5 per course.)

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

**Social Work/Counseling Services**

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

**Health Services and Procedures**

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

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

Students who become ill during the school day should report to the nurse’s office. No student should be dismissed as ill from school without first checking in with the nurse. If it becomes necessary for a student to go home, a parent/guardian will be notified and regular dismissal procedures will be followed. If a student leaves school without permission, the student will be given an unexcused absence for classes missed, and there will be disciplinary consequences. Accident reports are completed for injuries that occur on school grounds. Parents/guardians will be notified about any incident, the extent of the injury, and the treatment provided.

Students must have a physical examination every two years in order to participate in school sponsored athletic programs. Evidence of a physical exam must be signed by a health care provider and given to school staff before a student will be allowed to participate.

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

“Fantastic students solving problems in a supportive learning community with adults who respect all learners=CBHS!!!”
~ Maine Commissioner of Education Robert Hasson, December 2016

Student Code of Conduct

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

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

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

POSITIVE BEHAVIOR PHILOSOPHY

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

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

Students are accountable for their behavior and:

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

“*Casco is the most incredible school for any student. It provides an environment that breeds compassion for all students and creates a community that encourages leadership, involvement and engagement in all ways. It forces students to ask tough questions—about themselves and the world—while helping them in finding constructive answers. There is no school like it...*”

~ CBHS Student, Spring 2017 District Survey

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

**LEVEL 1**

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

**LEVEL 2**

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Any Level 1 behaviors continue</td>
<td>*Development of individual behavior plan with teacher and crew advisor</td>
</tr>
<tr>
<td>unabated during one class or</td>
<td>*Loss of privileges</td>
</tr>
<tr>
<td>over a period of classes.</td>
<td>*Any missed work completed during Acad., Block 7</td>
</tr>
<tr>
<td>*Student behavior causes a major</td>
<td>*Behavior reflected in HOWL grade</td>
</tr>
<tr>
<td>disruption to others’ learning</td>
<td>*Meeting with school administration</td>
</tr>
<tr>
<td>or safety.</td>
<td>*School community service</td>
</tr>
</tbody>
</table>

**Automatic Responses**

- *Appropriate apology*
- *Parent, Crew Advisor and Administrator Notification*
- *Restitution*
LEVEL 3

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

**Automatic Actions**

*Ensure the accused student “due process,” hearing their perspective as well as gathering information and evidence from all relevant parties.*

**Automatic Responses**

*Appropriate apology *
*Meeting with Parent/Guardian, Crew Advisor and Administrator *
*Restitution *

---

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

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

**Respect for Community Members**

**Respect for Diversity**
Our community is fortunate to include people from diverse backgrounds and perspectives. Students have the opportunity to learn from their peers – and that opportunity extends to matters of language, race, gender, sexual orientation, class, religion, disabilities and cultural traditions. Students are expected to offer the same kind of respect they deserve to receive from others - and will face disciplinary consequences if they fail to do so. In 2018, PPS was proud to enact a new school board policy (JB) clarifying and affirming the rights of our transgender and gender expansive students.

**Respect for Individuals**
Respect, at a minimum, means an environment free from harassment. **Harassment** is conduct or speech which is unwelcome, intimidating, derogatory, hostile and/or offensive, and which unreasonably interferes with a student’s ability to learn or a staff member’s ability to work. The Board has adopted a policy “Harassment and Sexual Harassment of Students” as well as complaint procedures (ACAA-R). **Any student who believes that he/she or another student has been harassed is encouraged to bring this to the attention of a teacher or administrator.**

The policy and complaint procedure can be accessed here: http://www2.portlandschools.org/school-board. Bullying, cyber-bullying, and hazing are forms of harassment. Harassment may be student-to-student, staff-to-student, student-to-staff, or staff-to-staff. Harassment may be offensive to a person for variety of reasons, including his or her gender,
race, ethnic background, religion, age, sexual orientation, ability, or disability.

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

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

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

**Respect for PATHS Students and Staff – Building Norms**

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

<table>
<thead>
<tr>
<th>CBHS-PATHS Building Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>3) Each Student is Us. Treat every student, whether a PATHS senior or a CBHS freshmen, with the same respect you accord any friend.</td>
</tr>
<tr>
<td>4) We Want You Here. Stay in designated areas unless with a staff member. Be on time and prepared.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**Respect for the Environment**

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

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

~ Maine Magazine, September 2012

Advocates and Allies
In spring 2018, the Cabinet synthesized feedback from crews’ Courageous Conversations to create the following guidelines below for being an effective advocate and social justice ally.

Being an Effective Advocate
1. Be Informed. Be clear on the who and what you are advocating for. Use evidence. Avoid over-generalizing (avoid “always and never” statements).
2. Say something: speak up. Try to actively make change!
3. Fight disrespect respectfully. It’s OK to make other people uncomfortable with informed truth or anger, but strive to communicate in a way that will gain more allies.

Being an Effective Social Justice Ally
1. Listen.
2. Learn as much as you can about the cause, group, or person you are trying to advocate for so that you know what you are standing up for, how to stand up for it, and how to educate others about this.
3. Reach out to the advocates to figure out what help is needed.
4. Elevate the people in the group you are supporting; do not speak for them, give them voice.

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

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

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

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

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

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

**Dance Norms and Rules**
*The following norms and rules were developed in the fall of 2017 by students and faculty and later approved by the Cabinet with the goal of ensuring dances that are safe and fun for all, including both students and chaperones.*

**Dance Norms**
- **Got Consent?** Do not touch, hold or grab anyone else on the dance floor without clear consent.
- **Mind the Grind:** No R-Rated dancing, even with consent.
- **Check In:** We are all responsible for each other’s safety. Check in with people if you see something happening to another student that is questionable to you.
- **Get Help When Needed:** Report what you see to an adult if you do not feel comfortable intervening yourself.
- **Report Harassers:** Please see a chaperone if you experience any non-consensual touching or dancing.

**Dance Rules**
- Any approved guests will need to provide picture ID to enter the dance.
- All dance entrants will receive a customized bracelet to wear for the night.
- People who do not have tickets for the dance may not loiter on campus or in the school building during the dance. The police will be notified and trespassers could be arrested.
- Any CBHS student who helps another student sneaking in will be banned from all PPS dances for a calendar year, including prom.
- Any CBHS student who engages in non-consensual dancing/groping will be asked to leave the dance immediately and will be banned from PPS dances for a calendar year, and parents will be notified; any guest who engages in non-consensual dancing/groping will be banned from CBHS dances for life and parents will be notified. Additional school consequences and police...
involvement are also possible, depending on the circumstances.

• Any student attending a CBHS dance agrees to be subject to a breathalyzer. CBHS staff will randomly ask dance guests to submit to a breathalyzer upon entry.

**Dress Code**

The dress code was devised in 2016 after input from students and staff from all PPS high schools. The intent was to craft a dress code that is clear and consistent across schools and to avoid a code that is gender-biased or punitive. For many, clothes are an important part of self-expression. And we respect and celebrate the different choices of our students with their clothing. However, all students must abide by the following parameters:

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

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

2. Genitalia, nipples, and buttocks are to be covered at all times.

3. No clothing will be allowed that promotes illegal behavior, violence, gang material (i.e. colors) or drug/alcohol use or which includes discriminatory language, offensive language, or pornographic material.

If part 2 or part 3 of the Dress Code is violated, the individual will need to make an immediate change of clothes.

Staff will aim to have a private, respectful conversation with a student about a possible dress code infraction before turning to disciplinary action. Appropriate consequences of any dress code violation shall not include getting kicked out of class or lowering of academic grades. Any consequence of the timing of the confrontation, such as missing class time or a test, shall be considered the responsibility of the student to make up, but every accommodation shall be given to the student to make up lost class time, missed tests or class activities.

**Dropping a Course**

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

**Fieldwork**

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

**Fire Drills and Other Emergency Practice Procedures**

CBHS students will participate in fire drills and other emergency practice procedures (e.g.: a simulated “lock-down”) in accordance with state law. Each classroom has a map indicating the exit path in the event of a drill or emergency. After any evacuation, students will gather at least ten yards from the building with the teacher they have at the time of the alarm. This includes Crew, Academic Support, TST, X block as well as each course block. If a drill happens at lunch, then students will gather by crew. If students are unassigned during an evacuation drill (e.g.: an open college block), that individual should muster with their crew advisor.

**Flyers and Educational Exhibits**

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

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

| In a 2018 TNTP survey, 100% of CBHS faculty agreed with the statement, “My school implements a rigorous academic curriculum.” In a national sample, staff agreement on the same questions is 78%. |

**Gender Neutral Bathrooms**
The 2nd floor bathrooms are gender neutral as of September 2018. Designated male and female bathrooms remain on the first and third floors. The Cabinets and the A to Z Alliance crafted the following guidelines for using the Gender Neutral Bathrooms.

1) Use it as a normal restroom…. Because it is a normal restroom.
2) Care for it like your own bathroom (unless you’re a slob:).
3) There’s a time and place for hanging out and flirting. This is neither.
4) Change is inevitable. Getting comfortable with change may take time and experience.
5) It’s OK if you want to use this bathroom. It’s OK if you don’t. Either way, no pressure, judgement or assumptions.

**Independent Intensives**
Intensives are designed to provide opportunities for compact, in-depth learning experiences with compelling topics for all CBHS students. All students enrolled in an intensive will receive a grade and the opportunity to earn .5 units of proficiency, Students may propose an independent intensive or alternate course of study (e.g.: an internship or double session of PATHS); these options require administrative approval and must be proposed in writing by the student (with crew advisor and home support) at least two school weeks prior to the start of intensives.

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

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

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

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

*After 11th Grade:* In order to advance to senior year (Senior Humanities and Senior Crew), a student must have at least twenty-seven UPs and a reasonable path to achieving all graduation
requirements by no later than the end of the following summer. Any student who does not meet these criteria above but who wishes to advance to the next grade must submit a formal appeal to the principal by August 1st.

**Graduation**

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

**Leaving School Grounds**

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

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

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

**Off-Campus Privileges - Lunch**

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

**PATHS Eligibility**

CBHS encourages students to take advantage of the many wonderful course offerings at PATHS. CBHS students who attend PATHS have the added challenge and responsibility of being a part of two school communities. Students can take a PATHS course as long as they are a junior or a senior in good academic standing (p 59). Other students may also take PATHS with a plan pre-approved by a parent/guardian, the crew advisor and the principal. Students must maintain their “academic good standing” in order to remain in a PATHS program. This means, at a minimum, that a student is either on the HOWL Honor Roll or that they are meeting standards in every course (including PATHS) but one. Any CBHS-PATHS student not passing more than one course (including PATHS) at the end of a trimester will be on PATHS probation. At the mid-point of the year, a CBHS-PATHS student on probation must be in academic good standing in order to remain in the PATHS program. Any junior who is not in good academic standing after the 3rd trimester will not be able to take a PATHS course the following fall unless they make up missing standards/UPs through CBHS or PPS summer school. Seniors may be put on PATHS probation after any progress report if they become in danger of not graduating by the anticipated date.

**PATHS Students and Dismissal**

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

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

---

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

---

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

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

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

**Consequences: If a personal electronic device is used inappropriately:**
*First offense*: The device will be confiscated until the end of the day (or given to Mr. Pierce or Shibles).
*Second offense*: The device will be confiscated and returned to family/guardian or upon communication with family/guardian.

---

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

**Prayer in School**

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

**Public Displays of Affection**

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

**Use of Physical Restraint and Seclusion**

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

**U. Start Ahead Students – Late Arrival or Early Dismissal**

Juniors and seniors who take an off-campus college course at USM or SMCC are eligible for late arrival or early dismissal on select days with parent permission. Complete the relevant form for further details.

**Weapons in School**

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

**Visitors and Shadowing**

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

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

**Technology**

**The CBHS Vision for Technology Integration**

- Students will develop the foundational technological literacies necessary for success in college, in the workplace, and in our community.
- Teachers will receive staff development and technical support so that they can use technology to advance how students learn and create as well as how students manage,
share, and present data during the course of learning experiences and expeditions.

- Regardless of how our technological resources evolve over time, students will have equitable access.
- We hope to use technology to make connections with - and to provide services for - our parent body, Portland area citizens and learning partners beyond our community.

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

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

“Your program is inspiring, and the students we met are amazing!”
~ Martha Harris, Chair of the Maine State Board of Education, December 2016

Appropriate Computer Use
PPS is proud to provide a Chromebook to each high school student. This remarkable tool brings us closer to fulfilling our vision for technology integration. There are two fundamental rules for device use:

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 at school.

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

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

1) **Voluntary Restrictions**: Students who recognize that they are currently too distracted by the non-educational capabilities of their Chromebook are encouraged to work with their advisors to put appropriate restrictions on their devices. This might include eliminating access to certain websites. The length and extent of these restrictions would be negotiated between the student and advisor (and potentially parent(s)).

2) **Involuntary Restrictions:**
   a) **Misuse of Chromebooks in Class**: A student who is found by a teacher to be using his/her Chromebook for non-educational purposes during academic time will receive one warning. A second violation will be considered an offense and result in restrictions placed on the student's Chromebook by his/her advisor. Depending on the issue, this might include eliminating access to certain websites.  
      1st offense: 2 weeks of restrictions  
      2nd offense: 1 month  
      3rd offense: remainder of year

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

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

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

   ~ excerpted from Getting Smart's 2014 “Deeper Learning Profile” of CBHS
The Final Word
The Final Word is a capstone to the CBHS experience, and a compelling sequel to the Freshmen Finale, the Sophomore Passage and the Junior Public Policy Presentation. The Final Word requires that each senior craft and deliver a brief speech to an audience that consists of their fellow seniors as well as staff, family and loved ones. Students are challenged to answer questions in their writing such as, “What is most important for me to say to the world about who I am, where I've been and where I am going?” After each speech, the crew advisor, a peer and/or a family member are invited to add their perspectives about why the speaker is ready to graduate. What follows are excerpts from several alumni's “final words.”

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

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

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

“Casco offered me humanity and activism, passion and devotion. When I walk out of these doors, I will leave with a bigger heart.” ~ Ange Izere, 2018

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

"I think I would have been fine if I went to another school.... But I wouldn’t have known how it feels to kayak at six in the morning while the rain kisses the water around me.... I wouldn’t have known the quiet peace of crew, of understanding thirteen other people and knowing that they understand you on a level that words could never communicate. I wouldn’t have known how vivid and loud and sometimes terrifying and sometimes beautiful the world outside the walls could be. So thank you, Casco Bay, for showing me how many colors there are."
~ Grace Victor, 2017

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

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

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

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

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

Kurt Hahn
Founder of Outward Bound